

INSPECTION REPORT

Sir John Lillie Primary School
Hammersmith
London SW6 7LN

LEA area: **Hammersmith & Fulham**

Unique Reference Number: 100338

Headteacher: **Mr Peter Norman**

Reporting inspector: **Leslie Thompson**
14631

Dates of inspection: **11th – 15th October 1999**

Under OFSTED contract number: 706516

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	3 to 11
Gender of pupils :	Boys and Girls
School address :	Lillie Road, London SW6 7LN
Telephone number :	0171 385 2107
Fax number :	0171 386 7931
Appropriate authority :	The Governing Body
Name of chair of governors :	Ms. Tracey Brader
Date of previous inspection :	29 th April – 3 rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Leslie Thompson, <i>Registered Inspector</i>	<i>Mathematics;</i> <i>Information Technology.</i>	<i>Characteristics of the school;</i> <i>Key indicators;</i> <i>Attainment and progress;</i> <i>Teaching;</i> <i>Leadership and management.</i>
John Billiet, <i>Lay Inspector</i>		<i>Attendance;</i> <i>Support, guidance and pupils' welfare;</i> <i>Partnership with parents and the community;</i> <i>Efficiency of the school.</i>
Susan Farnfield <i>Team member</i>	<i>Science;</i> <i>Design and technology.</i> <i>Equality of opportunity in learning;</i> <i>Special educational needs</i>	.
Tony Harvey <i>Team member</i>	<i>English;</i> <i>Music.</i> <i>English as an additional language.</i>	<i>Attitudes, behaviour and personal development;</i> <i>Staffing, accommodation and learning resources;</i>
David Whittaker <i>Team member</i>	<i>History;</i> <i>Geography;</i> <i>Art.</i> <i>Areas of learning for children under five.</i>	
Warren Wilkinson <i>Team member</i>	<i>Religious Education.</i> <i>Physical Education;</i>	<i>Curriculum and assessment;</i> <i>Spiritual, moral, social and cultural development;</i>

The inspection contractor was :

*Hammersmith and Fulham LEA Inspection Team,
Education Department,
Cambridge House,
Cambridge Grove,
London W6 0LE
Tel : 0181 576 5470*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised in writing with OFSTED by writing to :

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

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school
- Key indicators

1 - 7

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

8 - 34

Quality of education provided

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

35 - 77

The management and efficiency of the school

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

78 - 104

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

105 - 116

English, mathematics and science

117 - 154

Other subjects

155 - 201

PART C: INSPECTION DATA

Summary of inspection evidence

202

Data and indicators

203

MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

Sir John Lillie Primary School is a school with a number of good features and some weaknesses.

- .The quality of provision in the nursery is a strength of the school. Teaching and learning are underpinned by effective planning and assessment, enabling pupils to make good progress.
- .The school has a strong, caring ethos which fosters positive attitudes and good relationships.
- .The needs of pupils with special educational needs and those learning English as an additional language are met effectively. The school successfully ensures equality of opportunity for all pupils.
- .Pupils' moral, social and cultural development is good.
- .The school is well organised and runs smoothly, all staff are clear about their roles and responsibilities.
- .The school has good procedures in place to promote attendance.
- .Procedures to promote pupils' well-being, health and safety are good.
- .The curriculum is broad and is supported by good procedures to assess pupils' achievement in English, mathematics and science.
- .The school has an effective staff appraisal programme in place and arrangements to identify the continuing professional development needs of staff are good.
- .The quality of information provided for parents is good.
- .Governors and senior managers work well together as a team.
- .The school manages its resources well.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The standards being achieved by pupils now in Year 6 in English, mathematics and science are below the expectations for pupils of their age.
- II. The development of pupils' knowledge and skills in information technology is inconsistent in Key Stage 2 and eleven year olds are not achieving the standards expected for pupils of their age.
- III. Teachers' expectations of what pupils can achieve are not consistently high and this affects progress and attainment, particularly at Key Stage 2. The pace of some lessons is unsatisfactory, particularly in English and mathematics.
- IV. Strategic planning and the systems to monitor the quality of teaching are not sufficiently rigorous and focused on raising achievement.
- V. Statutory requirements for collective worship and for swimming at Key Stage 2 are not being met.
- VI. The development of pupils' spiritual awareness and understanding across the curriculum is unsatisfactory.
- VII. The school's provision for extra-curricular activities is limited.
- VIII. The organisation of the timetable and the curriculum are not well matched to the learning needs of pupils and do not promote the efficient use of time.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has addressed the key issues set out in the 1996 inspection report with mixed success. It has sustained the satisfactory quality of provision in the early years and at Key Stage 1 noted in the last inspection, but at Key Stage 2 the pace of improvement has been variable and affected by high staff turnover. The school has a satisfactory capacity to improve further and has put in place the systems needed to secure better progress and achievement at Key Stage 2.

IX. Standards of achievement at the end of Key Stage 2 in English and science have improved since the previous inspection, but they are inconsistent from year to year. Standards in writing are a continuing weakness. In mathematics, standards have improved steadily and are now close to the national average for eleven year-olds.

X. The quality of teaching has improved overall, but there remains a significant amount of teaching that is no more than satisfactory and a small percentage that is less than satisfactory. At Key Stage 2 the quality of teaching remains inconsistent.

XI. The school has introduced systems to improve assessment practice so that it has a clearer view of pupils' attainment and progress.

XII. The quality of teaching is monitored regularly by members of the senior management team. This has improved teachers' skills and tackled some of the weaknesses identified in the last inspection. However, the impact of the monitoring programme on the pupils' learning and standards of achievement is variable at Key Stage 2.

XIII. The standards attained by eleven year-olds in information technology remain below average. Pupils do not have enough well planned opportunities to develop and practise their skills.

XIV. In history, music and religious education, planning and the quality of provision have improved and pupils are achieving the standards expected for their age by the time they leave the school.

XV. The daily acts of collective worship observed during the inspection do not meet statutory requirements.

STANDARDS IN SUBJECTS

This 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
			<i>very high</i> A*
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
English	C	A	
Mathematics	C	A	
Science	C	A	

XVI. Entry tests administered in the reception class show that the attainment of most five year olds is well below that of many schools.

XVII. Standards achieved by eleven year-olds in 1998 are in line with the national average in English, mathematics and science.

XVIII. The results are well above those achieved by schools with pupils with similar backgrounds.

· QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	very good	good	satisfactory
Mathematics	very good	good	satisfactory
Science	good	satisfactory	satisfactory
Information technology		satisfactory	unsatisfactory
Religious Education		satisfactory	satisfactory
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.

Teaching was satisfactory or better in ninety two per-cent of ten of lessons seen. This is an improvement since the last inspection when teaching in seventy-eight per cent of lessons was satisfactory or better. It is most effective in the nursery and least effective in key Stage 2 where teachers' expectations are not consistently high. Pupils are not sufficiently challenged in some classes and higher attaining pupils in particular are not achieving their full potential.

Teachers set homework regularly and use it to consolidate learning and extend pupils' knowledge.

· OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils behaviour is good, both in and out of lessons.
Attendance	Satisfactory, similar to the national average.
Ethos*	The care and concern for pupils' is a hallmark of the school. Relationships between pupils and staff are good.
Leadership and management	Management and leadership provides a clear educational vision for the school and ensures that all staff are clear about their role. There are good systems to monitor the quality of teaching and to assess pupils' attainment and progress in English and mathematics and science. The school knows its strengths and weaknesses. However, management does not make enough use of the evidence gained from monitoring by focusing development planning and action sufficiently on raising standards of achievement. Governors are well informed and take an active role in school improvement. They do not meet fully all of their statutory obligations.
Curriculum	The curriculum is planned to be broad and cover all subjects of the National Curriculum, but pupils' experiences in information technology and music are limited. The statutory requirement to provide swimming at Key Stage 2 is not met.
Pupils with special educational needs	The school has effective procedures for the early diagnosis of barriers to learning. The progress of pupils with special educational needs is good because of the high quality of the support provided by class teachers and specialist teachers.
Spiritual, moral, social & cultural development	Provision for pupils' moral, social and cultural development is good, and permeates the curriculum and life of the school. Pupils' spiritual development is unsatisfactory and rarely features in pupils' learning other than in religious education. The statutory requirement to provide a daily act of collective worship is not met.
Staffing, resources and	Pupils benefit from the hard work and commitment of the teachers and support staff. A strong team spirit underpins their work. The quality of displays is good

accommodation	with some excellent art, craft and design work featuring strongly. There are sufficient good quality learning resources to support the curriculum.
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
<p>XIX. Standards have improved since the last inspection</p> <p>XX. Pupils' attitudes to learning are good and they are happy in the school.</p> <p>XXI. The school has put a great deal of effort into improving pupils' literacy skills and standards of achievement have improved as a result.</p> <p>XXII. The headteacher and staff are very open and willing to discuss pupil's progress at any time.</p> <p>XXIII. The school provides good information about how pupils' are doing.</p> <p>XXIV. Behaviour in the school is generally good. Inappropriate behaviour is dealt with effectively and promptly.</p> <p>XXV. The school teaches respect for others.</p>	

Eighty parents responded to the questionnaire. Parents are overwhelmingly supportive of the school and the values it promotes. Their views were expressed in responses to the questionnaire and at the meeting with the registered inspector before the inspection. Only a very small number expressed dissatisfaction with any aspects of the school's provision. Inspectors' judgements confirm parents' views of what they like about the school and found no evidence to support the negative comments.

KEY ISSUES FOR ACTION

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

Raise standards of attainment in English, mathematics, science and information technology at Key Stage 2 by:

- improving the quality and range of pupils' writing, (*paragraphs 15, 16, 42, 117, 118, 124, 126, 144*);
- providing structured opportunities for pupils to improve their speaking and listening skills, (*paragraphs 15, 119*);
- implementing the recommendations of the National Numeracy Strategy with respect to the time devoted to the daily mathematics lesson; improving pupils' numeracy skills and problem solving skills; developing pupils' understanding of mathematical vocabulary, (*paragraphs 43, 131, 133, 136, 149*);
- providing opportunities for pupils to develop their skills in experimental and investigative science, (*paragraphs 44, 147, 148, 152*);
- providing staff development to improve teachers' knowledge and skills in information technology; ensuring full coverage of the programme of study and providing sufficient opportunities for pupils to practise and improve their skills, (*paragraphs 44, 49, 124, 151, 157, 159, 160*).

Ensure that strategic management, development planning and monitoring focus on raising attainment by:

- making greater use of the information gained from monitoring to improve the impact of teaching on pupils' learning, progress and standards of attainment, (*paragraphs 48, 82, 84, 85, 154*);
- identifying overarching priorities for the school development plan that focus on raising standards of attainment and are supported by measurable success criteria, (*paragraph 85*);
- providing staff development to enable curriculum co-ordinators to monitor the quality of teaching and learning in their subject and the opportunities to do so, (*paragraphs 82, 160, 180, 184, 195*);
- improving the effectiveness and efficiency of management structures and systems and embedding the self evaluation process, (*paragraphs 81, 82, 83, 84, 85*).

Improve the rate of pupils' progress by:

- raising teachers' expectations of what pupils can achieve, (*paragraphs 36, 37, 41, 42, 48, 127, 138, 152, 183, 188*);
- increasing the pace of learning, (*paragraphs 41, 43, 140, 152*);
- ensuring that assessment is used to inform planning for the progress of individuals and groups of pupils, (*paragraphs 48, 49, 50, 154, 159, 180, 183, 188*);
- improving the quality of teachers' marking so that it identifies what pupils have achieved and what they need to do next, (*paragraphs 50, 128, 142*).

Improve the balance and effectiveness of the curriculum by:

- reviewing the organisation and timing of the school day, (*paragraphs 43, 52, 140, 179*);
- creatively exploiting cross-curricular links that enable pupils to develop and apply subject specific skills and knowledge, (*paragraphs 153, 179, 187*).

Ensure that that the statutory requirements with respect to physical education at Key Stage 2 are met by:

- providing swimming lessons, (*paragraphs 58, 90, 196*).

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

- improve provision for pupils' spiritual development and provide a daily act of collective worship, (*paragraphs 64, 67, 90*).

· INTRODUCTION

· Characteristics of the school

1. Sir John Lillie Primary School occupies an imposing three-storey Victorian school situated in Fulham in an area of mixed owner-occupied, privately rented and council properties. Pupils are mainly drawn from the immediate area which has a largely stable population. A significant minority of pupils from transient families, many of whom are recently arrived in the country and come from a wide variety of ethnic groups with diversity in culture, language and religious beliefs and stay for only a short period in the area. This does have an effect on the school, particularly at Key Stage 2, where typically around 20% of the pupils in Year 6 joined the school after Year 2.

2. There were 371 pupils aged five to eleven on roll at the time of the inspection, 173 boys and 198 girls. A further 30 full time and 43 part time pupils were attending the nursery. On average, about two thirds of the nursery pupils transfer to the reception class at the start of the term in which they are five. At the time of the inspection, there were 18 pupils in the reception class, six of whom were under five. Admission to the nursery class is based on whether there is a brother or sister in the school and the nearness of home to school. The school is well regarded by the local community and it is usually oversubscribed for places in the nursery and most other classes.

3. The 1997 and 1998 assessments of five year-olds starting full time education at the school indicated that their attainment is very low compared to borough average and their capacity for independent learning is under developed.

4. Pupils are grouped in 13 classes from reception to Year 6 and there are no mixed age classes. In Key Stages 1 and 2, 27% of the pupils come from homes where English is not the first language and 67% of pupils are entitled to free school meals. This is well above the national average and above the borough average. There are 92 pupils on the register of special educational needs Register, including two pupils who each have a Statements of Special Educational Need.

5. The school states as its central purpose, “to develop the talents of all our pupils to the full, to equip them with knowledge, skills and understanding that they need in life and to value themselves and their achievements. We are committed to expecting the highest levels of achievement in all areas of school life”.

6. There are three broad priorities outlined in the current school development plan. These focus on aspects of management, such as developing the school’s systems for self review, professional development and appraisal, implementing the Green Paper on Teachers, and improving attendance; aspects of teaching and learning, such as improving planning and assessment; and, aspects of the curriculum, particularly the implementation of the National Literacy and Numeracy Strategies and improving provision for information technology.

7. The school has set targets for pupils’ attainment at the end of Key Stages 1 and 2 in 2000 that will require a 13% rise in English and an 11% rise in science over the 1999 results. In mathematics the target is some 14% below the 1999 result.

Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	30	21	51

7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	22	26
	Girls	17	16	20
	Total	38	38	46
Percentage at NC Level 2 or above	School	79	79	96
	National	80(80)	81(80)	84(84)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	24	24
	Girls	16	17	18
	Total	38	41	42
Percentage at NC Level 2 or above	School	79	85	88
	National	81(80)	85(84)	86(85)

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

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	20	34	54

7. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	10	12
	Girls	24	19	26
	Total	35	29	38
Percentage at NC Level 4 or above	School	66	55	72
	National	65(63)	58(62)	69(69)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	11
	Girls	21	21	23
	Total	29	31	34
Percentage at NC Level 4 or above	School	56	60	65
	National	65(63)	65(64)	72(69)

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

7. Attendance

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

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	1.9
	National comparative data	0.5

7.

7. Exclusions

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

	Number
Fixed period	8
Permanent	0

7. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	15
Satisfactory or better	92
Less than satisfactory	8

7. PART A: ASPECTS OF THE SCHOOL

7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7. Attainment and progress

1. Sir John Lillie Primary School is very effective in raising the attainment of pupils in the early years and at Key Stage 1. Variability in the quality of teaching at Key Stage 2 does not enable it to build successfully on this good foundation and secure consistently satisfactory attainment by the end of Key Stage 2. However, when compared to schools with pupils with similar backgrounds, the standards attained by pupils in national tests in English, mathematics and science at the end of both key stages are well above average.

2. Pupil turnover is a factor in the results achieved by the school. Typically, only about two-thirds of the pupils who attend the school's nursery classes transfer to the reception class and on average, each year, just over twenty per cent of pupils in Year 6 have joined the school during Key Stage 2. Most of the eleven year-olds taking the end of Key Stage 2 tests in 1998 who had attended the school from Year 1 achieved the national expectation, whereas few of those who joined during Key Stage 2 did so. The effect of pupil turnover on results in 1999 was similar to 1998. The school is developing strategies to minimise the effect of pupil turnover, such as intensive support for pupils who join the school with little or no English, but their impact on standards has yet to be realised

3. Pupils with special educational needs make good progress and those learning English as an additional language make satisfactory and often good progress, but high ability pupils are not set consistently challenging work, particularly at Key Stage 2.

4. The results of the school's internal assessments indicate that most children entering the nursery start from a low base of knowledge and learning skills. The predominantly good teaching and well planned curriculum they experience enables all children to make good progress. Many of the more able children transfer to other schools at the age of five. This results in a reception class intake with a high proportion of pupils whose attainments are below average. The school's baseline entry test results of five year-olds show that attainment in language and literacy and mathematical skills are consistently amongst the lowest in the borough and well below national figures. The significant proportion of children whose first language is not English and those with special educational needs are well supported by the class teachers and specialist support teachers. The wide range of stimulating activities, well matched to their needs and levels of fluency, enables them to make good progress. By the time they are five, the attainment of many of these children is improved, though language and literacy skills remain a weakness for some.

5. The results of seven year-olds in the 1998 national tests in English are close to the national average and are well above those achieved by schools with pupils with similar backgrounds. In reading and writing assessments, boys achieve results that are slightly above the national average. Attainment in writing is weaker than in reading, with fewer pupils achieving above the national expectation than nationally. The results of the 1999 end of Key Stage 1 assessments showed an overall improvement in English, with seven per cent more pupils attaining the national expectation than in 1998. Over the last four years, the school has maintained standards of attainment in English in line with the national average. This is a commendable achievement given the low attainment of pupils at the age of five and is testimony to the skills of the Early Years and Key Stage 1 teaching teams. Currently, pupils in Year 2 are attaining levels that are in line with expectations for pupils of their age in reading, writing, speaking and listening.

6. The standards attained by eleven year-olds in the 1998 national tests are similar to the national

average and well above those achieved by schools with pupils with similar backgrounds. The 1998 results are a marked improvement over those of 1997, when standards fell to well below the national average. However, the prior attainment of the 1997 cohort was lower than in earlier or subsequent years and the results they achieved matched teachers' assessments of their attainment. The end of Key Stage 2 test results in 1999 showed a fall of thirteen per cent in the number of pupils achieving the national expectation.

7. Pupils make good progress in all aspects of English at Key Stage 1, progress at Key Stage 2 is satisfactory in reading, but unsatisfactory in writing and unsatisfactory overall. Younger pupils talk confidently and with increasing fluency as they move through Key Stage 1. The regular opportunities Year 2 pupils are given to present and share their work in class and key stage assemblies makes a significant contribution to the development of their speaking skills. These skills are less consistently developed at Key Stage 2 and although most pupils can speak confidently, their speaking and listening skills are not systematically improved.

8. Most teachers in both key stages are good at developing pupils' reading skills and satisfactory progress is made by all pupils. By Year 6, most pupils read fiction books and their own work confidently and use non-fiction books effectively to search for information. The range of writing tasks pupils experience is sufficiently broad in both key stages, but pupils' responses in Key Stage 2 are limited. The demands teachers make of them in terms of the quality and quantity of written work produced do not extend pupils consistently. There is some effective use of writing frames to support average and lower attaining pupils, but in general, teachers do not employ a sufficiently wide range of strategies to develop pupils' writing skills to the standard expected by Year 6.

9. The 1998 test results in mathematics for seven year-olds are well above the national average and for eleven year-olds, they are in line with the national average, although fewer pupils than nationally achieved above the national expectation. The performance of pupils in national tests at Key Stage 2 has improved since the last inspection, although there have been significant variations from year to year. The results were just above the national average in 1996, well below it in 1997 and have risen again in 1999 by some twelve per cent over those achieved in 1998. As with English, the dip in 1997 is largely explained by the lower prior attainment of the group taking the test.

10. The standards being achieved by the majority of the current Year 2 pupils in mathematics are at least in line with the expectation for pupils of their age and some pupils are achieving above it. Key Stage 1 pupils benefit from skilled teaching and make good progress. Attainment in the reception and Year 1 classes is below expectations, but Year 2 pupils have a good understanding of the number system and can use mental and written calculation strategies effectively. They use number, measurements and data handling competently in different situations. For example, when measuring and marking out components in design and technology and when recording survey data in geography. The introduction of the daily mathematics lesson, particularly the short mental mathematics sessions at the start of lessons, is improving pupils' numeracy skills in both key stages. However, most pupils in Years 4 and 6 are weak in these skills and progress in developing them is inconsistent. Current Year 6 pupils are achieving just below the expectation for their age. There are weaknesses in their numeracy skills, mathematical vocabulary and problem solving skills. Skills and knowledge in other aspects of mathematics are satisfactory in most years and good in relation to the understanding of shape and space. Lower attaining pupils and those who are learning English as an additional language are well supported in mathematics. Well focused activities and positive feedback from class teachers and specialist support teachers ensure that they make satisfactory progress. The booster classes and the setting of Year 6 classes from January in each year make a significant contribution to the school's efforts to raise pupils' achievement.

11. The 1998 assessments of seven year-olds' skills and knowledge in science are above the national average and well above those of schools with pupils with similar backgrounds. Test results for eleven

year-olds are in line with the national average, though fewer pupils attained above the national expectation. These results are a significant improvement on those reported in the previous inspection for both key stages and at Key Stage 2 they are better than those achieved in 1997. Satisfactory standards have been maintained at Key Stage 1 in 1999, but at Key Stage 2, eleven per cent fewer pupils achieved the national expectation. The standards currently being achieved by Year 2 pupils are satisfactory, but the attainment of Year 6 pupils is below the expectation for their age, particularly in experimental and investigative science. Progress in the development of pupils' skills and knowledge in Key Stage 1 is at least satisfactory and sometimes good, for example seven year-olds can describe how to carry out a fair test in an experiment. Progress at Key Stage 2 is inconsistent. It is unsatisfactory in Year 4 and only just satisfactory in other years. Pupils' knowledge is developed appropriately, but their skills in predicting and drawing conclusions from their practical work are not. Recording skills have improved since the previous inspection.

12. Standards in information technology at the end of Key Stage 1 are in line with national expectations and pupils make steady progress throughout the key stage. They begin to use computers and other electronic equipment in the nursery; many reception class pupils know how to use a mouse and the keyboard and by the time they reach Year 2, most pupils are familiar with a range of different programs and how they can be used. At Key Stage 2, pupils' attainment and progress are unsatisfactory overall. There is little development beyond basic word processing in most classes and although the skills and knowledge of Year 6 pupils in some aspects of the subject are well developed, for example in control, others are not. They are not confident in the use of spreadsheets or databases to model change and investigate relationships. Information technology is not used sufficiently to support and enhance learning in other subjects and pupils' experiences are limited, largely because of weaknesses in teachers' knowledge. Pupils do not have enough regular opportunities to practise and improve their skills and knowledge. The key issue from the report of the previous inspection to improve standards in information technology has not been met.

13. Improving standards of achievement in religious education was a key issue for action arising from the previous inspection. This has been addressed effectively. Standards of achievement have improved considerably and are now satisfactory in relation to the expectations of the local Agreed Syllabus at the end of both key stages. Pupils have a sound knowledge and understanding of a range of faiths and key religious figures. The subject has a secure place in the curriculum and the school's scheme of work provides a sound framework for progression.

14. Pupils' progress in most other subjects of the curriculum is satisfactory and the standards they achieve at the end of both key stages compare favourably with those of pupils of the same age in other schools in all subjects, except physical education at the end of Key Stage 2. However, the high proportion of time given to English and mathematics in the curriculum does limit pupils' in some subjects. For example in design and technology the quality of the finished products suffers at Key Stage 2 and not enough time is given to developing pupils' evaluation skills.

15. The quality and range of pupils' work in art in both key stages continues to be very good and a strength of the school. The below average standards noted in the previous inspection in history at Key Stage 2 have been improved and pupils' skills and understanding in geography and design and technology at the end of both key stages and in music at the end of Key Stage 1 continue to be satisfactory. Standards in music at the end of Key Stage 2 are now satisfactory, with some improvement evident in the development of pupils' skills and knowledge in composing and appraising. In physical education there is no provision for swimming at Key Stage 2 and statutory requirements are not being met. Pupils' skills and knowledge in other aspects of the subject are just satisfactory.

16. The attainment of boys and girls in the end of key stage tests and assessments differs in writing at Key Stage 1. Over the three years 1996 to 1998, boys have achieved consistently higher average levels than girls and their results are also better than the national average for boys. Taking the results across

English, mathematics and science for the three years 1996 to 1998, there is a tendency for girls to under-perform at Key Stage 1 and for boys to under-perform at Key Stage 2 in relation to national averages. However, there is no evidence currently of any significant difference in the attainment of boys and girls in lessons, nor are there any differences in the way that boys and girls are taught. There are also no differences in the patterns of attainment of pupils from different ethnic minority backgrounds.

17. Pupils with a Statement of Special Educational Needs make good progress and other pupils on the Code of Practice register make at least satisfactory progress. Where progress is good, this is due to the quality and consistency of in-class support and of the teaching in sessions where they are withdrawn for focused work by specialists. However, progress is more variable in some classes as a result of ineffective liaison between the class teacher and classroom support assistants and sometimes because of the limited expertise of classroom assistants. The progress of pupils who are following the reading recovery programme is good. The school's policy and practice of the early identification of pupils with weak literacy skills and targeting support is effective.

18. The school has good systems to monitor attainment and progress over time and set targets for improvement. In line with national requirements, achievement targets have been set for eleven year-olds in English, mathematics and science and the school has also set targets for seven year-olds in these subjects. The targets are realistic and challenging in English and science, but in mathematics the target is below the current level of achievement and does not accord fully with the school's performance over time.

25. Attitudes, behaviour and personal development

19. Children under five relate confidently to adults working in the class. They concentrate for appropriate periods of time on directed activities and play and work well together. They use resources sensibly and develop good social skills, taking turns and sharing adults' attention. Their behaviour is very good both when supervised and during free play.

20. In Key Stages 1 and 2, pupils' attitudes to work are generally good. In most classes pupils work together well in groups and pairs, sharing resources, discussing their work sensibly and showing respect for one another's feelings, opinions and beliefs. Older pupils sustain their concentration for long periods and respond well to challenging work. They are keen to answer questions, but ask them less frequently. By the time they reach Year 6 most pupils are able to work independently and are developing sound study skills.

21. Behaviour is very good in all but a few lessons in one Year 4 class. Where behaviour is unsatisfactory, it is the result of inconsistent expectations and task setting which does not provide clear goals. In such circumstances, some pupils become disaffected and restless and relationships between teacher and pupils are strained.

22. The number of exclusions has fallen over recent years and reflects the positive ethos of the school. Behaviour outside lessons is very good. Pupils are aware of the school rules and of the system of rewards and sanctions, particularly as they apply in their own class. There are few reported incidences of bullying and pupils confirm that when it does occur, it is dealt with promptly and effectively. Supervision in the playground during breaks and the lunch hour is firm but kindly and pupils respond well to adults. There is a high degree of racial harmony and pupils are polite and friendly. They show respect for the environment and there is very little litter around the site.

31. The provision for pupils' pastoral care and personal development is very good and a strength of the school. Positive relationships exist between adults and pupils and the pupils themselves. Despite the fact that it is a much larger than average school, the headteacher and staff, through the good role

models they provide, have managed to create a caring family community.

32. Pupils respond well to the opportunities they are given to take responsibility, such as the School Council. They are encouraged to develop self-awareness by expressing their opinions, listening to the views of others and discussing their beliefs and values. There are opportunities for reflection on what is important to them in assemblies and to celebrate the achievements of individuals and the school community.

29. Attendance

33. The school continues to maintain levels of attendance that are close to the national average. Whilst the overall level of absence has not changed since the last inspection, the balance between authorised and unauthorised absence has altered. Authorised absence has fallen and is now in line with national figures; unauthorised absence has risen sharply due to the school's robust practice and rigorous enforcement of the regulations.

34. The school has been very successful in the management of lateness. Pupils now do not miss the first half hour of the day, as was noted during the last inspection. The incidences of lateness are minimal and for the few pupils who do arrive late, it is rarely more than a few minutes. Lessons begin promptly after breaks and lunch time. Late arrivals do not cause any disruption to learning and the smooth running of the classes.

29. QUALITY OF EDUCATION PROVIDED

29. Teaching

35. The quality of teaching has improved since the last inspection. It was satisfactory or better in ninety-two per cent of lessons seen, compared with seventy-eight per cent previously. Within this total, the percentage of teaching which was very good or better increased from eleven to fifteen per cent and it was good or better in fifty-one per cent of lessons.

1. One of the contributory factors to this improvement is the regular programme of lesson observations by the senior management team. The feedback given to individual teachers identifies positive features and sets individual targets for improvement. This has addressed some of the weaknesses identified during the last inspection, reducing the proportion of lessons where teaching was less than satisfactory from twenty-two per cent to eight per cent. However, the relatively low percentage of lessons where pupils make better than satisfactory progress, thirty-one per cent in Key Stage 1 and twenty-one per cent in Key Stage 2, indicate that the focus of monitoring and improvement is more on what teachers do than on the impact of teaching on learning. This is evident in the lack of consistency shown at Key Stage 2 in challenging pupils to do better. For example, few teachers routinely challenge or reject written work that is poorly presented, thus perpetuating poor standards of writing.

2. The often low expectations of teachers, leading to slow pace and limited challenge in lessons, particularly at Key Stage 2, noted in the last inspection are still evident. There are two main reasons for this. Most curriculum co-ordinators are unable to monitor directly and to influence the quality of teaching and learning in their subject. This reduces the focus on how effective teaching is in promoting pupils' progress in subject knowledge and skills. There is no detailed whole school teaching and learning policy to give clear guidance on practice and to bring consistency.

3. Teaching in the nursery is mostly very good with some good and, more rarely, satisfactory lessons. Its strength lies in a clear understanding of the needs of children under-five and of the importance of

providing a wide range of appropriate activities in each session to develop children's academic, physical, personal and social skills in line with the Desirable Learning Outcomes. Nursery staff work together very well as a team, planning, reviewing and evaluating the work and progress of individual children. Staff are effectively deployed, with each adult being responsible at times for an area of learning. Teachers use thoughtful and relevant questioning techniques to extend children's thinking and probe their understanding. This mature dialogue between adults and children in response to their work creates a powerful learning environment. All staff working with children under-five have high expectations for behaviour, mutual respect and co-operation; these are successfully realised, leading to very good relationships between the children and the staff.

4. Teaching in the reception class is never less than satisfactory and in twenty-nine per cent of the lessons seen it was good. Secure planning and methodical teaching builds effectively on younger pupils' nursery experience and ensures a smooth transition to the National Curriculum. Elements of the literacy framework and the daily mathematics lesson are woven into the curriculum and boost pupils' skills and confidence.

5. At Key Stage 1, sixty per cent of the teaching was good or better; of the thirty-one lessons observed, teaching was unsatisfactory in only one. These figures reflect the experience and skills of the teaching team. They have a good knowledge and understanding of the subjects of the curriculum and lesson planning is securely based on the National Curriculum programmes of study. Activities are well matched to the needs and abilities of the pupils and supported by the very good use of a wide range of resources to support learning. This helps the younger and less able pupils to make good progress. Teaching is informed and enlivened by the individual strengths and enthusiasms of the teachers. This was particularly evident in dramatic story-telling in a number of classes and in the Year 2 science work on sound and vibrations.

6. Teaching is more variable in quality at Key Stage 2. It was good or better in forty-four per cent of lessons, satisfactory in forty-two per cent and unsatisfactory or poor in thirteen per cent. Although teachers' planning is detailed and sets out clear objectives for learning, the expectations of what pupils can do are low and the pace at which lessons are conducted is often too slow. This is most evident in English and mathematics, subjects which between them occupy almost the whole of the morning session in most classes.

7. Teachers' understanding of the requirements of the literacy hour is generally secure and it has been introduced effectively in the majority of classes, particularly at Key Stage 1. The teaching of reading is generally good in both key stages and some teachers demonstrate good skills in diagnosing pupils' difficulties and employing effective strategies to improve their confidence and ability. However, the teaching of writing at Key Stage 2 remains a weakness. Pupils are rarely required or encouraged to write at length and are not taught how to improve their writing by redrafting and editing. Not enough importance is attached to the presentation of work throughout the curriculum and expectations of pupils' handwriting in most classes are low.

8. Teachers are still in the early stages of implementing school and national guidelines for the National Numeracy Strategy in their planning and teaching. In a number of classes, teachers are giving more than the recommended time to mathematics. This is having a negative effect on the pace of lessons and pupils' ability to sustain their interest and concentration. It also contributes to the small proportion of unsatisfactory teaching, particularly where lack of pace and challenge in lessons is failing to build on pupils' knowledge.

9. The teaching of science is satisfactory and sometimes good at Key Stage 1. At Key Stage 2 gaps in some teachers' knowledge and understanding of the subject result in poorly conceived practical activities and the inconsistent development of pupils' experimental and investigative skills. In information technology, where direct teaching occurs, it is good at both key stages, but this happens too

infrequently. A significant number of teachers lack confidence and expertise in this subject and this slows pupils' progress. The teaching of design and technology, history, geography, music, and religious education is satisfactory in both key stages and in physical education, at Key Stage 1. Teaching in art is a continuing strength of the school, it is good and often very good in both key stages. Homework, which includes reading, spellings, mathematics and project work is set regularly and makes a useful contribution to the quality of learning.

10. Pupils are almost always managed well, teachers have a good understanding of the needs of individuals in their classes. The majority of teachers have high expectations of behaviour and in most classes there is a positive learning ethos. Pupils feel secure, and know that their opinions and feelings are valued. Occasionally, as in some lessons in one Year 4 class, inappropriate expectations and confusing explanations of what pupils are required to do results in boredom, restlessness and unsatisfactory behaviour.

11. The teaching of pupils with special educational needs is good. All teachers are aware of the targets identified in their Individual Education Plans and activities and support are closely matched to the needs of the pupils. Those identified for intensive support in withdrawal sessions benefit from skilled teaching which helps them to make good progress.

12. Pupils learning English as an additional language are supported effectively by most class teachers. However, there are no detailed guidelines for the teaching of English as an additional language to support the class teachers in their work with these pupils. In a few lessons their needs are not met appropriately. Young children entering the school have the benefit of effective additional support in the early years. Those in the early stages of learning English who are withdrawn from some lessons for intensive support in small groups gain significantly from the extra attention they receive and teaching which is supported by well chosen resources and activities.

13. Teachers' assessment practice in English, mathematics and science has improved since the previous inspection. New recording systems have been introduced to ensure that reliable profiles of individual pupil progress are built up over time. These systems are gradually being complemented by improvements in the day-to-day use of assessment. Most teachers annotate their lesson plans to record aspects of the planned work that have been understood well and those that need revisiting with some or all pupils. Where this is done rigorously and consistently it is helping to inform planning and lift the pace of teaching. However, few teachers are linking this process to the use of questioning in the reviews of learning at the end of lessons by directing questions to particular pupils or ability groups. The setting of short-term learning targets in English and mathematics for individuals and different ability groups is a recent and positive development. As yet, teachers are not making sufficient reference to these targets when they plan and mark pupils' work.

14. Strategies for assessing pupils' work in subjects other than English, mathematics and science are limited. Little use is made of sampling work from each class in a subject and reviewing as a whole staff to monitor standards and progress and inform teaching. Assessment practice in information technology is too limited to inform planning and ensure consistent progress.

15. The quality of marking is variable across the school and although there is a detailed marking policy, it has only a limited impact on practice. The best marking challenges pupils to improve their work with helpful, evaluative comments from the teacher. However, the majority of marking consists of simple ticks, and some work is not marked in any way. Uncompleted work is not always followed up.

50. The curriculum and assessment

16. There is a very good curriculum in the nursery. Learning is promoted by the wide range of well

planned and stimulating activities and by the good balance between focused tasks and opportunities for children to develop their creativity and independence through structured and free play. Children's progress is very effectively measured and informed by detailed observations and assessments of individuals.

17. The curriculum at Key Stages 1 and 2 is planned to be broad and balanced, with all subjects of the National Curriculum and religious education taught in all classes. However, the organisation of the school day influences how teachers allocate time to different subjects. This affects both the balance and the quality of the curriculum. Almost all teachers devote the whole of the morning exclusively to English and mathematics activities and use the shorter afternoon sessions to teach all the other subjects and personal, social and health education. This adversely affects the depth of coverage of some subjects and the standards that pupils can achieve, for example, in design and technology. The school is aware of these issues and a curriculum review, which will also consider the timing of the school day, is planned for the next term. However, it has yet to put in place a monitoring programme to gather the evidence that will be needed to inform this review.

18. Continuity and progression is considered in teachers' planning, but the organisation of the curriculum works against this. Opportunities to create links between subjects are not routinely exploited and there is no whole school policy on linking work in different subjects. Though some teachers do exploit such links for example between history and geography in work on Vikings and settlements.

19. The National Literacy Strategy has been implemented effectively. The school buys in additional intensive support for literacy from the local education authority and has used this resource to good effect to improve planning and teaching. Satisfactory progress is being made in introducing the National Numeracy Strategy. However, some teachers in both key stages are currently devoting more time to the daily mathematics lessons than is recommended. This is not benefiting younger pupils, many of whom find it difficult to concentrate and work productively for an hour or more.

20. Opportunities for pupils to use information technology and improve their skills and knowledge are insufficient to enable them to reach the standards expected by the end of Key Stage 2. All teachers do include information technology in their planning, but it is not well enough or frequently enough integrated with work in other subjects for pupils to apply and practise their skills regularly and achieve proficiency.

21. Provision for personal, social and health education is planned appropriately and managed well across both key stages. The school has appropriate policies and provision in place for sex education and drugs education. Personal, social and health education makes a good contribution to the ethos of the school and is a strong thread running through other subjects, such as religious education. The quality of the provision for religious education has been improved since the last inspection and it now meets the requirements of the Agreed Syllabus.

22. Arrangements to support pupils who have special educational needs and those learning English as an additional language are satisfactory, these pupils receive a suitably broad and balanced curriculum. The additional specialist support provided for these pupils through withdrawal from lessons, particularly in English and mathematics is good and does not adversely affect the breadth of their educational experience. Arrangements to ensure equality of access for all pupils are satisfactory.

23. The school is currently not meeting the statutory requirement to provide swimming and to ensure that all pupils can swim twenty-five metres unaided by the time they are eleven. The provision of extra curricular activities is limited and consists only of after school football coaching, for which attendance is good.

24. The school has successfully met the key issue from the last report to clarify the purpose of

assessment and to implement a system that provides a record of pupils' attainment, informs planning and monitors individual progress. A great deal of time and energy has gone into improving assessment systems, though as yet the impact on standards of achievement is negligible, particularly at Key Stage 2.

25. In the nursery progress is tracked through from an assessment on entry to the baseline assessment carried out during the first half term in the reception class. A detailed individual assessment portfolio containing a wealth of information is passed to the reception class teacher as pupils enter compulsory schooling. This is used to inform initial planning and to set learning targets for each pupil, though in some cases these do not always build effectively on previous experience or take sufficient account of individual learning needs.

26. At Key Stages 1 and 2, a new system of assessing and recording pupils' attainment and progress is being implemented as pupils move up the school. It is currently being used widely by teachers. Those in Years 5 and 6 are using an adapted version. The school has put sound procedures in place to transfer information about pupils' attainment and progress from one teacher to the next at the end of a year. These are helping to overcome the problems experienced through high staff turnover at Key Stage 2 and improving continuity. However, the school guidelines are not being followed by all teachers and some of the evidence passed on is not in a form that is immediately useful to the receiving teacher.

27. The information gathered through assessment is used to set both individual learning targets and whole class and year group learning targets. These are used to inform the school's statutory end of Key Stage 2 achievement targets in English mathematics and science.

28. The school meets statutory requirements in relation to reporting the end of key stage assessments and annual reports for parents. It fulfils its responsibilities to provide for pupils who have a statement of special needs.

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

29. Provision for pupils' social, moral and cultural development is good. There is a strong ethos of caring and concern for the welfare of others and a good sense of community and is reflected in the school council and daily assemblies. These foster a firm understanding of acceptable standards of moral and social behaviour and help pupils to develop a clear understanding of right and wrong. The school meets daily for assembly, either in key stages or as the whole school. However, whilst these make a good contribution to pupils' moral and social development, not all assemblies have the secure spiritual dimension needed to qualify as an act of collective worship.

30. Good moral and social development is encouraged during lessons and is evident in the playground behaviour and at lunch times in the dining hall. In general, pupils respond swiftly to instructions and tasks set by adults and they relate positively to adults and to each other. Moral issues are debated well in circle time and in humanism lessons.

31. Provision for cultural development is good and is very evident in displays in classrooms and around the school. Good use is made of the diversity of the cultural background of the pupils, for example in prayers being lead by bi-lingual pupils in their home language. Pupils have access to world culture through a good programme of visits to museums and galleries to enrich their understanding.

32. The spiritual development of pupils is unsatisfactory. Some aspects of spiritual development and self reflection can be seen in religious education lessons and in assemblies. For example, the opportunities for pupils to reflect on the work of others and on what they themselves can and should achieve in the week ahead. However, there are lost opportunities during other lessons to foster reflection

and make the links that would enhance pupils' spiritual awareness and development.

67. Support, guidance and pupils' welfare

33. The previous inspection judged that the school's pastoral care of its pupils was a strength; this continues to be the case. The improvements made to the school's assessment procedures mean that the school's support of its pupils is well informed by the monitoring of their academic progress, personal development, attendance and behaviour.

34. The school has effective policies and practice to monitor attendance and lateness and these are enforced rigorously by the school. Liaison with the statutory agencies to support the school's practice and ensure compliance with the law is effective.

35. Pupils are aware of the school's rules and standards of behaviour are good. However, the behaviour policy is not specific enough in setting down guidelines to inform teachers with regard to appropriate sanctions and rewards. Although it is not approved of by senior management, a few teachers in Key Stage 2 were observed to send pupils who misbehave out of class, sometimes for long periods with no work to do. This is unsatisfactory.

36. The school's arrangements for child protection are good and it provides a safe, clean and secure environment for its pupils.

37. Access to the curriculum is ensured for all pupils. Those with special educational needs are effectively supported by good individual education plans and clear learning targets. The school is effective in finding support for pupils who need specialist provision outside school, although there is often a long delay in obtaining speech and language therapy. The new arrangements for pupils learning English as an additional language are effective. The school's support for pupils throughout their time in the school is good. Satisfactory transfer arrangements to the secondary phase are in place.

72. Partnership with parents and the community

38. Parents are very supportive of the school and many positive comments were made at the parents meeting. The strength of parental support and satisfaction is revealed by the responses to the questionnaire. The percentage of parents agreeing with each statement was over eighty per cent in all but one case, where it was seventy-nine per cent.

39. The school is open and welcoming and any parent wanting to come in and help is encouraged, though not many parents are able to help on a regular basis in the classrooms. Parental involvement and support with their child's reading is good. The majority of parents is clear about the school's homework policy and they are generally satisfied with the quantity and quality of the homework set. Parents, through the Parent Teacher Association organise and support social and fund raising events on behalf of the school.

40. The school provides regular newsletters and information to parents and carers about its activities and achievements. It has responded effectively to report of the last inspection and now provides several notice boards containing up-to-date and relevant information for parents to keep them better informed. The school maintains an open-door policy and teachers offer parents the opportunity to discuss issues and their child's progress informally by appointment. The evidence of the warm and friendly discussions between parents and teachers at the beginning and end of the school day indicates that relationships between parents and teachers are good and support learning.

41. Parents and carers are offered an opportunity to meet their child's teacher at the beginning of the

year and to discuss their child's progress formally at three meetings during the academic year. The quality of the annual report given to parents on their children's progress meets the statutory requirements and is felt to be helpful by parents. However, there is a need to focus more sharply on identifying strengths and weaknesses and on the setting of individual targets as opposed to reporting what the child has done. Information for the parents and carers of pupils with special educational needs is good. Parents are appropriately involved in the production of individual education plans and in annual reviews.

42. The school maintains links with the local community including an old peoples home for which the pupils collect at harvest festival and visit at Christmas to sing carols. The school has attracted support from two companies in improving the playground environment. Links with the police and with the fire service contribute to aspects of pupils' personal and social development and with safety issues.

77. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

77. Leadership and management

43. The school's aims provide a clear vision of its purposes and values and these are shared by the whole school community. Excellent relationships and a positive, caring ethos are hallmarks of the school. It is very well organised and runs smoothly. This contributes to the calm atmosphere and well ordered feel of the school. In view of its large size, this is strong testimony to the quality of the systems established by the headteacher, the clarity with which all staff understand their role and the teamwork of the staff.

44. The headteacher's commitment to ensuring that the school realises the potential of all its pupils is clear. There is evidence that under his leadership satisfactory standards are being maintained at Key Stage 1 and there are signs of a gradual improvement in standards at Key Stage 2. However, progress at Key Stage 2 is no more than satisfactory and this is a concern in view of the secure base for improvement that is created in the Early Years and at Key Stage 1.

45. The management style of the school is inclusive. The current, three tier management structure reflects this approach. Documentation makes it clear that the main decision making body is the school management group, consisting of nine staff, including the headteacher and two deputies, each of whom leads a key stage team, the next level of management.

46. The weekly key stage team meetings, under the sound leadership of the two deputies, provide good support for teachers' planning and guidance on practice. They promote consistency across classes and year groups and enable expertise to be shared, but they do not focus sufficiently on reviewing the quality of pupils' outcomes and the progress that these indicate.

47. At the next level of management, subject co-ordinators have a good understanding of their role and see themselves as accountable for the quality of provision and the standards in their subject. They monitor teachers' planning and regularly sample pupil outcomes, but most are unable to gain a direct view of the quality of teaching and learning in their subject through classroom monitoring. Other focused opportunities that could be created for them to raise standards, for example through whole school sampling and moderation of work at full staff meetings, are not routinely created.

48. There are too many layers of management in the school that are not fully effective. The size of the management group supports the informed and wide ranging discussion of issues, but it is not an efficient decision making forum. Current management processes are not delivering improvements at a satisfactory rate in all of the areas that need to be addressed.

49. The school's monitoring systems are well defined and cover the key areas of the work of the school. The headteacher and the two deputy headteachers are well informed about pupils' attainment and progress through the improved assessment system and the regular programme of classroom monitoring and work sampling they carry out. They have a secure view of the quality of teaching and learning throughout the school. However, this information is not being used strategically in the school's development planning and individual action planning processes.

50. The effectiveness of the school's development plan as a tool for improvement is reduced by its breadth, the multiplicity of its targets and the lack of priorities that focus on raising standards of achievement. For example, there are no references to the school's statutory achievement targets and particularly to the strategies put in place to realise them. Much of its content is composed of individual subject development plans, with no common targets or priorities linking them. Objectives in the development plan are supported by success criteria, but few of these make any reference to standards of achievement and most are simply reflections of the task.

51. The school benefits from the informed and strong support of the governing body. The governors meet regularly and have a good oversight of the school's work through the various sub-committees, the headteacher's termly reports and through their involvement in monitoring the school's achievements. The finance committee takes a leading responsibility in reviewing the planning and development of the school and ensures that priorities are adequately funded. They are guided in their decisions by the detailed analysis and interpretation of the issues facing the school and its performance by the headteacher and the local education authority link inspector for the school. Several of the governors make regular visits to the school and, through their classroom observations and visits, gain first-hand evidence of the quality of education provided. contributions to the life of the school.

52. The school has implemented the National Literacy Strategy satisfactorily and has made a sound start on introducing the National Numeracy Strategy, though there are currently some weaknesses in teachers' use of time for mathematics.

53. Provision for pupils with special educational needs and for those learning English as an additional language is good. The school commits a high level of resources to making a positive difference in the progress and achievement of these pupils and it is largely successful. The school took over responsibility for support to pupils learning English as an additional language at the beginning of the current financial year. However, it has yet to put in place the systems to monitor the quality of this provision to judge the value for money it is achieving.

54. Liaison between the school and outside agencies is efficient and effective. The annual process for reviewing pupils' statements of educational needs meets statutory requirements and parents are involved fully in the process. A small number of pupils in Key Stage 1 benefit from the reading recovery programme provided by the school. They make significant gains in their reading skills and confidence during the programme.

55. Some statutory requirements are not being met. Assemblies continue to make a strong contribution to pupils' moral and social development, but there is not enough emphasis on the spiritual and religious dimensions for them to be accepted as a daily act of collective worship. This key issue of the previous inspection report has not been addressed. The school is currently not meeting the requirement to provide swimming at Key Stage 2.

56. The school has the capacity to improve and has in place the planning and monitoring systems needed to do so, but currently they are not well targeted. The school lacks clear development targets and the well defined measures to evaluate its progress towards them. Overall, management and leadership is effective in creating and maintaining a climate where improvement is possible, but it has not been

sufficiently focused in using the information at its disposal to ensure that it happens at a good pace.

91. Staffing, accommodation and learning resources

57. The school is fully staffed with suitably qualified teachers whose individual experience, strengths and interests are well matched to their curriculum management roles. The special educational needs co-ordinator and teachers in charge of English as an additional language and reading recovery are appropriately qualified.

58. At Key Stage 2 there are three newly qualified teachers. Staff mobility, particularly at Key Stage 2, has been high since the last inspection, with a turnover of fourteen teachers. All members of the teaching staff have up-to-date, clear job descriptions stating their responsibilities both as teacher and, where appropriate, curriculum co-ordinator. All staff are clear about their roles and responsibilities

59. There is a comprehensive staff development plan matched to the school's priorities. This is regularly discussed and reviewed with the teaching staff. The appraisal system is well planned and used effectively to identify individual training needs and support the school's priorities.

60. There are clear systems in place for the induction of new and newly qualified teachers, but in the case of the latter, these do not take full account of their career entry profile and the need to develop a specific programme of professional development to meet their needs. They have been observed by members of the senior management and given developmental feedback which they found helpful. As yet they have not been given opportunities to observe and learn from the practice of experienced teachers.

61. There are sufficient classroom support assistants and well qualified, experienced specialist teachers to support pupils with special educational needs and those learning English as an additional language. The classroom support assistants provide valuable support for individuals and groups in lessons where they are well briefed and clear about their role. However, many of them also help in the serving of the midday meal and this disrupts learning, since they have to withdraw from classrooms during the second half of the morning session. The school is aware of this issue and the effect that it has on learning, but has yet to address the problem.

62. Despite the high number of pupils on roll, the school building conveys a feeling of space and calm. Almost all the teaching rooms are generously proportioned and provide good facilities to meet the needs of the curriculum and a degree of flexibility in classroom layout. The generally good quality of the displays in classrooms and public spaces enhances the learning environment considerably and effective use is made of one hall to mount large exhibitions of work. The school has an adequate number of small rooms and spaces to provide for individual and small group work for pupils.

63. The buildings are in good condition and well maintained, the premises manager and cleaning staff take pride in keeping the building and playground clean. This promotes a climate where pupils act responsibly, respect and care for their surroundings; there is no evidence of graffiti or litter. The lack of a playing field inhibits some aspects of physical education and games, but the school makes efforts to minimise this. The playground facilities have been enhanced over recent years by the addition of large planting boxes and seating areas. These have done much to warm and soften the environment.

64. Resources and accommodation for pupils under five are good. At Key Stages 1 and 2, the school is adequately resourced to support effective teaching and learning in most subjects, apart from English and music. The library does not contain a sufficient range of non-fiction books to make it a useful learning resource and although the quality of the fiction books available in classrooms is good, there are not enough of them. Resources to support work in information technology are just adequate, with at least one computer and printer in each classroom.

99. The efficiency of the school

65. The day to day administrative and financial management of the school is of a very good standard. There has been no auditor's report since the last inspection, but its recommendations continue to be implemented and have been incorporated into the school's financial policy document. Whilst the financial policy is to link the budget to the priorities identified in the school development plan, this linkage is difficult to track as the school development does not identify strategic objectives and the plan is not costed.

66. Governors monitor the budget through a finance committee, but they have yet to develop their role in assessing value for money. For example, the governors have decided not to buy into the local education authority's provision for pupils learning English as an additional language, but to make their own arrangements. However, they have yet to put in place reliable systems to monitor the cost effectiveness of that decision.

67. The use of the buildings and resources is generally satisfactory, but more use could be made of the library area and the large gallery space. Resources for pupils learning English as an additional language are particularly well used and the funding for pupils with special educational needs is efficiently and effectively used.

68. As reported at the last inspection, teaching staff are appropriately deployed, but the weaknesses in the use of support staff in the classroom previously reported still persists. In some classes support staff are not sufficiently briefed by the teacher and consequently the potential of their contribution is not fully realised.

69. The socio-economic circumstances of pupils at the school are unfavourable and their attainment on entry is low. The high quality of teaching in the early years and at Key Stage 1 enables them to make good progress. Progress is just sustained at the expected rate for a majority of those pupils who attend the school throughout Key Stage 2, but those who join after Year 2 are far less likely to achieve the national expectation by the time they are eleven. The school recognises this problem. but has no clear strategies for dealing with it. It is for this reason that, despite the quality of the education provided up to the end of Key Stage 1, the good pastoral care of its pupils and their good attitude to their work, the school only provides satisfactory value for money.

104. PART B: CURRICULUM AREAS AND SUBJECTS

104. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

70. The nursery provision is a strength of the school and has improved in many aspects since the last inspection. Most children enter the nursery with limited skills in personal and social development and low level linguistic skills. They experience well planned and stimulating teaching which caters for individual needs and enables them to make satisfactory and often good progress. However, testing at the age of five shows that attainment remains low. The school's test scores are consistently amongst the lowest in the borough. This anomaly is largely explained by the fact that about a third of the children leave the nursery as they approach the age of five and transfer to other neighbouring schools which do not have their own nursery. Many of these are the most able children.

71. Children with special educational needs and those learning English as an additional language make the progress expected. They are well supported and activities are carefully matched to their levels of need and stages of fluency in English.

72. Children make good progress in developing their personal and social skills. They are happy in each other's company and work and play both co-operatively and collaboratively, for example whilst role playing in the hospital area, or using the outside equipment. Self confidence and respect for others and the environment are fostered strongly. Planned opportunities focus on children learning how to work and play with others. This promotes self-esteem and happy, outgoing children.

73. Children respond positively to the learning opportunities that are planned and the safe, secure and stimulating environment. They are curious, eager to talk, well motivated in adult led activities, but can also sustain concentration in self selected activities. Behaviour is very good in all indoor and outdoor areas.

74. The development of language and communication skills is given a high priority. A wide range of activities is planned to consolidate and develop the four elements of language. All have a high profile with an appropriate emphasis on children learning through talk. A wide range of books, including big books are used well to help children acquire a wider vocabulary and to understand the format of stories. Children make sound to good progress in learning to read and write. They gain familiarity with letters and sounds of the alphabet. Some can recognise and read a few key words, know terms such as title, front and back cover and capital letters. By the time they are five, most children can make a recognisable attempt at writing their own name and by making marks, record their ideas.

75. Progress in mathematics is sound. Rising five year olds recognise and recreate simple number patterns. In focused sessions children can count on and back. They learn to recognise numbers and shapes, for instance pupils painting on shaped paper named circles, semi-circles, triangles and rectangles. Many recognise and count to ten and often beyond. Children develop their use of mathematical language, for instance, longer and shorter when measuring heights. The hospital area provides many opportunities for pupils to practise mathematical skills, such as counting parts of the body, measuring spoonfuls or cupfuls of medicine. They gain an appropriate understanding of volume through playing with sand and water.

76. Children's knowledge and understanding of the world develops well in the nursery. Activities are planned to encourage observation and questioning. For example, planting, growing and caring for nasturtiums helps them gain a good understanding of the basic requirements of living things. The use of the hospital area provides opportunities to name and locate parts of the body and discuss the function of particular organs, such as the heart and lungs. Displays of photographs, such as those of a visit to the London Aquarium, are used successfully to extend their understanding of the wider world. Good

opportunities are provided for children to use information technology, learning and practising keyboard skills and accessing a range of programs, including those in other languages, including Spanish.

77. Physical skills are developed well and children handle small and large equipment sensibly. The outside play area is an attractive environment which provides good opportunities for the use of wheeled toys and imaginative play in “Hedgehog Cottage”, the play house. Children enjoy vigorous activity and make good use of the varied apparatus. There is direct teaching and intervention, focused on developing balance and co-ordination, for example catching and throwing, shooting balls at the basketball hoop and climbing on the different fixed frameworks.

78. Creative and aesthetic development is stimulated through focused and self selected activities in which all staff encourage the development of a range of fine motor and spatial skills, for example blowing paint through straws, painting on textured paper, mixing water, paint and soap. There is also a range of three-dimensional work. Children handle confidently musical instruments, manipulate dough, use tools and learn to express themselves with growing awareness and imagination.

79. The quality of the majority of teaching is very good. Teachers’ knowledge and understanding of the curriculum for the early years is very good and there are high expectations for children’s progress, attainment and behaviour. A very good range of teaching strategies enhance the learning, for instance, focused support for literacy, for children learning English as an additional language, those who have individual education plans, more able children and those who are the oldest. There are very good relationships between all staff. Support staff are very well briefed and deployed. This ensures that children’s needs are met effectively through a broad and balanced curriculum which covers the areas of learning which they should experience.

80. Home-school links are well established. All children are assessed on entry to the nursery and this information is used effectively to plan their learning needs. Since the last inspection, much thought has gone into developing the assessment system. The on-going assessment of children is now a strength and provides regular, accurate information on pupils’ attainment, skills, attitudes and behaviour. This is used very well to inform future planning. There are excellent records of achievement with examples of annotated information with written, drawn and photographic evidence of progress. Effective planning and good variety of learning activities build steadily on children’s previous successes.

81. Management of the two classes is very good and all staff are committed and enthusiastic. They have created a well organised and resourced, happy learning environment which fosters good standards.

116. ENGLISH, MATHEMATICS AND SCIENCE

116. English

82. Standards of attainment of seven year-olds in the 1998 end of Key Stage 1 assessments are close to the national average. Pupils’ attainment in reading is better than in writing, with more pupils attaining above the expected level. When compared to schools with pupils with similar backgrounds the school’s results are well above the average. The percentage of pupils attaining at or above the national average increased in the 1999 end of Key Stage 1 assessments. The results achieved by boys in writing over the three years 1996 to 1998 are significantly better than those of girls and exceed the national average for boys; girls achieve below the national average. The results for 1999 do not show this difference and very few boys or girls attained above the national average in writing. The attainment of the current Year 2 pupils is in line with the national expectation for pupils of their age.

83. The standards attained by eleven year-olds in the 1998 end of Key Stage 2 tests are in line with the national average. The results achieved by the school are well above the average for schools with pupils

with similar backgrounds. However, when the results for the three years from 1996 to 1998 are taken together, the performance of eleven year-olds is below the national average. That of boys is well below the national average, and for girls it is just below the national average. This is a reversal of the pattern at Key Stage 1. The end of Key Stage 2 test results for 1999 show a decrease in the number of pupils attaining at or above the national average. The attainment of eleven year-olds currently in Year 6 is below the standard expected for pupils of their age, particularly in writing.

84. At the time of the last inspection standards in speaking and listening in both key stages were good. There has been little change at Key Stage 1, but standards are now more variable at Key Stage 2. Most Key Stage 1 pupils are attaining satisfactory standards in speaking and listening and make good progress. They listen well and their answers to questions show that they can interpret meaning correctly and explain their views and ideas clearly, choosing their words with care. For example, pupils in the reception class listened intently and made sensitive and imaginative suggestions on how to deal with a baby doll in the story they were discussing. By the time they reach Year 2, most pupils speak confidently and clearly, even to large audiences such as the key stage assemblies. At Key Stage 2, pupils' skills in speaking are less well developed and progress is slow. There are insufficient opportunities in English lessons for structured discussion which demands the consideration of different audiences and the need to use different registers. Some good individual lessons were observed in other subjects where pupils debated issues or engaged in extended role play activities, such as the Year 5 History class studying Henry VIII, but these are not viewed by teachers as opportunities to develop pupils' speaking and listening skills. The compartmentalised view that teachers take of the teaching of English and literacy is a weakness at Key Stage 2 that is not evident in Key Stage 1. It narrows the English curriculum and does not exploit the many opportunities that exist to make links with other subjects to reinforce literacy skills in general and speaking and listening in particular.

85. Standards in reading at Key Stage 1 have been maintained since the last inspection. Pupils' progress in reading is satisfactory at Key Stage 1, where the structured word and sentence level work within the literacy hour and guided reading is having a positive impact. Pupils are developing confidence in tackling new texts and use a range of strategies effectively. All pupils enjoy reading. Most seven year-olds read well, with appropriate accuracy and fluency using picture and context clues to help them understand meaning and correct mistakes. High attaining pupils are able to express opinions and preferences about books and authors. Pupils for whom English is an additional language are well supported in their reading. One Year 2 pupil read fluently in English and in her home language of Urdu. Pupils with special educational needs and lower attaining pupils are achieving appropriately, but rely on a high degree of support from adults within the classroom. Most have a limited sight vocabulary and guess all but simple words. They recognise the initial sounds, but are less secure about consonant blends and have limited strategies for self-checking or correcting. There is a marked difference between the attainment of pupils in Years 1 and 2. The majority of pupils in Year 1 are not achieving the standards expected for pupils of their age, whilst those in Year 2 are.

86. The standards being achieved in reading at Key Stage 2 are better those at the time of the previous inspection when they were unsatisfactory. Most pupils are now reading at levels that are broadly in line with the national expectation for their age and progress is satisfactory overall. Attainment in Year 6 is satisfactory. The more able readers can read challenging texts independently with fluency, expression and understanding. They are able to discuss and critically appraise the books they have read, including poetry. Higher attaining pupils in all years have well developed skills to support their reading, for example Year 4 pupils use both dictionaries and a thesaurus confidently to investigate unfamiliar words. The secure development of pupils' reading skills reflects the expertise of teachers in diagnosing pupils' difficulties and in ensuring that they make progress.

87. Pupils with special educational needs and lower attaining pupils make appropriate progress, though some lack confidence in reading and do not make sufficient use of their phonic knowledge when tackling unfamiliar texts. The reading recovery programme is helping the small number of pupils

supported to make good progress.

88. There is no change in the standards achieved at Key Stage 1 in writing from the findings of the last inspection. Attainment is satisfactory overall. Pupils' writing is generally well organised and conveys meaning at the appropriate level. Progress in handwriting and presentation skills is good due to the consistent implementation of the handwriting policy. Most Year 2 pupils are achieving appropriate standards for their age and have a good understanding of the correct use of capital letters and full stops. They spell simple words accurately and more complex words in the case of higher attaining pupils. The regular setting of homework which builds pupils' sight vocabulary and their spelling skills is a contributory factor in the generally accurate work produced by Year 2 pupils in particular.

89. At the time of the last inspection, standards in writing at Key Stage 2 were unsatisfactory. There has been no change. Progress in the development of writing skills at Key Stage 2 is unsatisfactory. This is partly because the school does not help pupils to make the connection between reading, spelling and writing. This has an impact upon the attainment of pupils by the age of eleven. Many Year 6 pupils do not have the skills to re-draft and edit their work to ensure clarity and consistency within the narrative. Pupils make very little use of their first drafts and there is a lack of clarity about the purposes of drafting throughout the school. The advantages that the frequent use of information technology could bring to this process are not exploited. Opportunities to develop pupils' abilities to write in a range of styles and for different audiences in other subjects are also not taken. Many of the writing tasks that pupils require short answers only and this is not helping older pupils to develop a good understanding of the structure of different writing forms and when to use them. The attainment of more able pupils in particular is being depressed by the lack of challenge in much of the written work they are set. Pupils with special educational needs make at least satisfactory progress. Pupils learning English as an additional language are carefully targeted and make good progress. For example, pupils writing a story about a dragon, using a writing frame, made discernible progress and grew in confidence.

90. Pupils have a positive attitude to their work and show enjoyment during lessons. They work diligently, are involved and attentive, and when given the opportunity, contribute to debates and discussions. At Key Stage 1, pupils respond enthusiastically to stories and poetry read aloud and older Key Stage 2 pupils show excitement when talking about the latest novel by their favourite author. Where attitudes are less positive it is the direct result of unsatisfactory teaching and ineffective classroom management.

91. The quality of teaching was satisfactory or better in ninety per cent of all lessons seen. At Key Stage 1, all lessons are satisfactory or better with thirty-eight per cent good and twenty-five per cent very good. Teachers have a sound grasp of the subject, including the objectives and structure of the literacy hour. They plan carefully and conscientiously using the literacy framework. There is a high degree of consistency in the teaching, reflecting a stable team of teachers who work well together. The best teaching is characterised by clear objectives for pupils' learning, high expectations and challenging questioning that encourages pupils to develop their ideas and reflect on other's opinions. Lessons move at a brisk pace and teachers use a range of teaching strategies to provide variety. Teaching is less effective when pupils are not given clear indications for the quantity of work expected within a time scale and what the outcomes should contain. Relationships with the pupils are consistently good across the key stage.

92. At Key Stage 2, teaching was satisfactory or better in almost ninety per cent of lessons seen. It was good in thirty per cent of lessons and very good in a further twelve per cent. In twelve per cent of lessons it was unsatisfactory. Where teaching is good, planning is thorough, lessons are well organised and teachers use a wide range of techniques to progress pupils' learning. In some otherwise satisfactory lessons the learning objectives are too broad. This limits the quality of work that pupils produce. Low expectations are common feature of unsatisfactory lessons, the management of pupils is weak and often, classroom support assistants are not used effectively.

93. The potential of marking as a strategy for raising achievement at Key Stage 2 is not being realised. Teachers set individual and group targets to inform pupils what they need to do to improve, but they are not currently having a positive effect upon pupils' progress. In Year 6, they are used specifically to help pupils prepare for the end of key stage tests and this strategy is effective in addressing weaknesses in skills. Teachers mark pupils' work regularly, comments are positive, though frequently lacking clarity and a sharp focus on what pupils need to do to improve their standards and a reference to the targets pupils are set. There is evidence of a productive dialogue between home and school in pupils' reading logs and homework books, but again this often does not focus on improvement and individual learning targets.

94. The introduction of the National Literacy Strategy has improved teachers' planning and resources have improved. The library is not well resourced and is little used as a result. The intensive support the school has received from the local education authority's literacy consultant has improved teachers' understanding of the literacy framework and contributed to improvements in the quality of teaching achieved since the previous inspection.

95. English is well managed at each key stage by the two co-ordinators. They have a clear understanding of the role of the National Literacy Strategy and there are good policy documents in place. The lack of a specific assessment policy that clarifies the use of target setting and the purpose of marking is reducing the impact of this strategy on pupils' learning and progress. The two co-ordinators monitor the quality of teaching and learning regularly and provide detailed feedback to teachers, including strengths and targets for improvement. However, this process is not having a marked effect on standards of attainment.

130. Mathematics

96. At the time of the last inspection, the standards attained by pupils in the end of Key Stage 1 assessments were above the national average and at Key Stage 2, they were well below it. Over the years 1996-98, the school has successfully maintained levels of attainment close to the national average for seven year-olds. The attainment of eleven year-olds has been more variable. They were just above the national average in 1996, dipped well below it in 1997 and rose again in 1998 to be just in line with it, though with fewer pupils achieving above the national expectation than nationally. However, when compared with schools with pupils with similar backgrounds, the 1998 results show that the school is doing well. The standards achieved in both key stages are well above the average for similar schools.

97. The 1999 test results show satisfactory standards being maintained at Key Stage 1 and a marked improvement at Key Stage 2, with a sixteen per cent rise in the number of pupils achieving the national expectation. Overall, the school is raising attainment at Key Stage 2, despite the dip in 1997. The introduction of setting and booster classes for Year 6 pupils from January each year are contributory factors. Teachers are clear that the more focused teaching made possible by these arrangements has had a positive effect on attainment and progress. More rigorous analysis of the end of key stage assessment results and end of year testing in Years 3, 4 and 5 to monitor progress and provide information about weaknesses in pupils' knowledge and skills have also improved the impact of teaching.

98. Assessments of five year-olds show that their attainment in mathematics is well below average. Although the evidence of the inspection indicates that children in the nursery classes are developing good skills in mathematics, many of the more able transfer to other schools at the age of five. This results in a reception class intake with a high proportion of pupils whose attainments are below average. Many of the pupils in the current Year 1 classes have weak numeracy skills and only a basic understanding of mathematical vocabulary. However, the scrutiny of pupils' work and teachers' planning and assessment records reveal that the progress of these pupils in relation to their prior

attainment is satisfactory and that in Year 2 it is good. This is because teachers are good at diagnosing weaknesses in pupils' understanding and make effective use of a wide range of resources to stimulate and promote the learning of the average and lower attaining pupils so that they improve steadily. For example, teacher supported work in Year 2 with small apparatus involving grouping in tens and units, consolidated pupils' understanding of place value.

99. By the time they reach Year 2, most pupils are achieving standards that are in line with those expected of pupils of their age. Good use is made of simple mental arithmetic and higher attaining pupils are able to add and subtract numbers to fifty and have a developing knowledge of the two, five and ten times multiplication tables. Seven year-olds' understanding of mathematical vocabulary is sound, their knowledge of shapes and ability to sort and group objects by their properties and to use tally charts to record data are good.

100. At Key Stage 2, pupils' progress over time is variable and is only just satisfactory overall. Pupils do make progress in most lessons. When they are clear about the tasks they are set, pupils of all ages and abilities can tackle work which is appropriate for their age. For example, probability in Years 5 and 6, calculating and measuring the perimeter of shapes in Year 4 and understanding lines of symmetry in Year 3. However, in most year groups there are gaps in pupils' knowledge and skills that have an effect on progress. Throughout the key stage there are underlying weaknesses in mental arithmetic skills and the understanding of mathematical vocabulary. Older pupils in particular are disadvantaged by their limited ability to recall and use a wide range of number and other mathematical facts, particularly when working with large numbers and measures. This makes it difficult for them to discuss, explain and develop their problem solving strategies and skills in mental mathematics sessions and to tackle open-ended questions based on real-life situations. By the time they reach Year 6, most pupils have only a narrow range of strategies to tackle problems. At present the proportion of pupils attaining the expectation for their age is lower than average, with few attaining above it.

101. Pupils with special educational needs in both key stages and those learning English as an additional language are given additional support, enabling them to make at least satisfactory and often good progress, particularly in Year 2. The effective matching of tasks to their levels of understanding helps them to make good progress in these sessions. They steadily develop their confidence, knowledge of number and mathematical vocabulary. When they are given clear tasks and are well supported in whole class lessons, these pupils continue to make good progress. However, the timing of mathematics lessons throughout the school often means that these pupils lose the benefit of support during the lesson and their progress is often slowed as result. In some classes, the worksheets given to these pupils are not well matched to their reading ability and present an unnecessary barrier to progress when they are not closely supported.

102. Pupils' attitudes to mathematics are good and they enjoy the subject. They listen and participate well in whole class introductions and questioning. Although many are not yet fully confident, or used to the short mental mathematics sessions at the beginning of lessons, they do join in with increasing enthusiasm. Older, Key Stage 2 pupils are able to sustain their concentration in lessons, provided that they are not left for too long on one activity. Younger pupils in Key Stage 1 find it difficult to stay on task throughout lessons that are sometimes over an hour long and come at the end of the morning session. Pupils in all classes collaborate well in group tasks. The positive and mutually supportive nature of relationships between pupils is a strength and contributes significantly to learning. In almost all classes they co-operate well with their teachers and other adults, who know them well and quickly recognise when help is required. This gives pupils security in their learning.

103. Teaching is good at Key Stage 1 and satisfactory and sometimes good at Key Stage 2. Of the twenty lessons seen, one lesson at Key Stage 2 was unsatisfactory. There are many individual strengths in the teaching of mathematics, but in a number of lessons these are being countered by some significant weaknesses that affect progress and attainment. Teachers in both key stages have adequate subject

expertise. Most combine this well with knowledge of their pupils to provide work that is broadly matched to the range of abilities in their class. Where this is most effective, for example in a number of Year 2 and Year 6 lessons, all pupils make good progress and are well supported by skilful grouping and access to appropriate resources. However, in some Key Stage 2 classes the higher attaining pupils in particular are not being set sufficiently demanding work and they are not making the progress they should. This was a feature of the one unsatisfactory lesson observed, together with poor task setting. Pupils were unclear about what they were meant to be doing and learning and there were inconsistent expectations of the quality of written work and behaviour.

104. Most teachers are beginning to make productive use of the short, introductory mental mathematics sessions that are an integral part of the National Numeracy Strategy. An appropriate emphasis is placed on developing and applying pupils' numeracy skills in mathematics lessons. Teachers use a good range of activities and number games to develop pupils' mathematical vocabulary and numeracy skills and to set the tone and expectations of the daily mathematics lessons. The use of questioning to probe pupils' understanding in the reviews at the end of lessons is, however, less satisfactory. Few teachers focus on particular pupils or groups and ask follow-up questions to establish and extend the limits of what they know.

105. The most prevalent weakness in teaching is the lack of pace in lessons. Although it is acknowledged that the school is still in the early stages of introducing the National Numeracy Strategy, many teachers have yet to adjust their planning and the timing of lessons to its recommendations. In too many classes teachers appear to be fitting lessons more to the constraints imposed by the organisation of the school day than to the learning needs of the pupils and the subject content. For this reason, teaching and learning in some lessons lacks pace and activities are being drawn out beyond the time that pupils can work productively.

106. The curriculum in mathematics is suitably broad and achieves a good balance between numeracy and other aspects of the subject. Pupils are being helped to develop their confidence and skills in mental arithmetic by teachers' encouragement to explain how they arrive at answers.

107. Assessment procedures in mathematics have been improved since the previous inspection. All pupils' work is sampled on a termly basis and there is more extensive gathering of evidence to support judgements of pupils' attainment and progress. The introduction of the National Numeracy Strategy requires frequent assessment and recording of pupils' knowledge and understanding and these systems are being put in place. Marking remains a weakness. Few teachers regularly add comments or questions in pupils' work books to recognise achievement or to help pupils understand. Homework is used well to support and extend class work, particularly at Key Stage 2.

108. The two key stage co-ordinators for mathematics are working conscientiously and effectively to support the introduction of the National Numeracy Strategy. They are well informed about the quality of teaching and learning in the subject and use the key stage team meetings to support teachers' planning effectively. The school has adequate resources to support the mathematics curriculum and the expertise needed to continue the improvement in standards that have been achieved at Key Stage 2.

143. Science

109. Standards have improved since the last inspection, although the progress made in Key Stage 2 is still unsatisfactory. The presentation of pupils' written work has improved. A range of writing forms is used appropriately, although the quality of the content of pupils' written work is still too variable.

110. Teachers' assessments of seven year-olds at the end of Key Stage 1 in 1998 showed attainment to be in line with the national average. There has been some variation over the last three years, but the percentage of seven year olds attaining the national expectation has been consistently at or above the

national average. This trend is continued in the 1999 teacher assessments and is borne out by the standard of pupils' work seen in the lessons. At Key Stage 2, the results of the 1998 end of Key Stage 2 tests showed that standards of attainment are in line with the national average. Against the national trend, girls have outperformed boys in the end of Key Stage 2 tests for the last three years. However, there is no evidence from the inspection of any specific provision or teaching strategies to cause this. There are no significant differences in the attainment of pupils from different ethnic backgrounds. End of Key Stage 2 results in science have been erratic over the last three years as indicated by the 1999 test results with eleven per cent fewer pupils attaining the national expectation than in 1998.

111. The standards being attained by the current Year 2 pupils are in line with the national expectation. In Year 6, standards are below the national expectation, particularly in the application of knowledge and skills in experimental and investigative science. Pupils' ability to predict and draw conclusions is limited by the gaps in their knowledge and skills.

112. Pupils make satisfactory and sometimes good progress in Key Stage 1. Pupils in Year 1 develop a satisfactory understanding of scientific concepts and their subject vocabulary through well chosen activities, such as testing a range of different materials to find out which are waterproof, or sorting objects by their properties. Most pupils of this age are able to record their results accurately using simple drawings. By the age of seven, pupils have sound skills, knowledge and understanding. Year 2 pupils are able to describe and group different materials by a number of properties and they know, for example, that sound can travel through the string in their model telephones. However, older pupils are not often able to say whether their results are what they expected. Their skills in using their knowledge and understanding to predict and draw conclusions from the evidence collected are less well developed. Where standards are higher this is closely related to the quality of teaching.

113. Progress in Key Stage 2 is inconsistent. It is unsatisfactory in Year 4 and only just satisfactory overall in other years. Variations in the expertise of individual teachers have a significant impact on progress. Although pupils' scientific knowledge is improved over time, there are evident gaps in some classes in what pupils should know and be able to do. For example, Year 4 pupils knew at the start of a lesson that pushes and pulls are forces and they understood that hanging a weight on an elastic band causes it to stretch. However, they were not able to plan or to carry out a fair test to compare the effect of two different weights on the length of an elastic band. Pupils' ability to use experimental evidence is also not developed consistently. Although Year 6 pupils make sound progress in developing their observing and recording skills, they are unable, for example, to use the results of an investigation they had carried out to identify which factors are most likely to affect the distance a person can jump.

114. In both key stages, pupils with special educational needs and those who are at an early stage of learning English as an additional language make at least satisfactory progress in lessons. Where there is good liaison between the teacher and specialist support staff they make good progress.

115. In the majority of lessons, pupils look after the equipment well and enjoy doing practical work. Their attitude to science is good where teaching is purposeful and lessons are well structured. They work together, listen attentively and behave well. For example, a Year 2 class sat in silence while individual pupils made sounds on percussion instruments and in a Year 5 class almost every hand went up to answer questions as the lesson developed. Girls and boys and pupils from different ethnic groups have equal access to the curriculum and take turns in whole class and group work. Pupils are inattentive when they are not sure what they are doing or when they are not given sufficient guidance and support.

116. Teaching is satisfactory overall, but it ranges from very good to unsatisfactory in Key Stage 1 and from good to unsatisfactory in Key Stage 2. Planning is based on a good scheme of work and most lessons have clear learning objectives that are shared with the pupils. Practical activities are a feature of the majority of lessons, as is an emphasis of the subject vocabulary. Pupils are given frequent opportunities to work collaboratively and to take an active part in lessons. Where teaching is good,

teachers' expectations are high and stimulate a good response from the pupils. In these lessons, teachers ensure that pupils know what they are trying to find out or decide and have the necessary level of skills and prior knowledge. Whole class teaching is well-managed and questioning focuses on the main learning intentions. Support is given appropriately to help pupils to structure their planning and recording.

117. Weaknesses in teaching are related to teachers understanding of how to teach investigative work, particularly in Key Stage 2. Often the chosen activity is suitable and potentially interesting and an appropriate teaching method is used to elicit pupils' ideas and plan their investigation. However, in some lessons the aim of the investigation is not sufficiently defined before pupils begin their practical tasks and sometimes pupils are being asked to work with more than one variable. Consequently, pupils do not know what they were trying to find out and cannot predict or conclude. In other lessons the pupils' prior experience and skills are not considered sufficiently at the planning stage. Teachers' expectations are unrealistic and pupils are not able to develop their skills and understanding. Time is not used well in these lessons because pupils take too long to plan and carry out their experiments and more time is often given to managing pupils' behaviour than to teaching and learning. Some teachers undermine standards by accepting work that is unsatisfactory and poorly presented.

118. The science curriculum is broad, balanced and based on an effective scheme of work. This has been supplemented by the use of the scheme of work for science published by the Department for Education and Employment. Science makes a useful contribution to pupils' social and moral development through collaborative work and the discussion of issues, particularly at Key Stage 2. However, opportunities to contribute to pupils' spiritual development are rarely pursued by teachers. Pupils' ability to talk about their work and their use of numeracy skills needs further development. Little use is made of information technology in science.

119. The co-ordinator has produced some useful guidance for colleagues, she monitors teachers' planning regularly and samples pupils' work. However, little use has been made of the evidence and insights gained to develop practice and raise standards. There is no portfolio of pupils' recent work or exemplar materials to help teachers make consistent and accurate assessments in either key stage. Within each year group at Key Stage 1, teachers plan lessons together and compare pupils' work. This is an effective means of raising standards and improving progress. At Key Stage 2, although marking is frequent and there are often detailed comments to help pupils improve, assessment practice is generally less effective. Insufficient use is being made of pupils' work, test results and the school's own data to inform curriculum development, planning and teaching. Teachers are not given sufficiently explicit guidance on what standards to expect and how to teach investigative work. Resources and their use are satisfactory.

154. OTHER SUBJECTS

154. Information technology

120. There has been some improvement in the provision for information technology since the previous inspection, but no overall change in standards of attainment. Three information technology lessons were observed during the inspection, together with a small number of observations of pupils using computers in other lessons. Examples of pupils' work in displays and folders and teachers' records were also examined and some pupils were interviewed. Based on this evidence, standards of attainment in information technology are in line with the national expectation at the end of Key Stage 1, but they are below it at the end of Key Stage 2. Pupils have too few planned and regular opportunities to use information technology throughout Key Stage 2 to develop the full range of skills and knowledge expected, although they do make significant gains in Year 6. Progress in information technology overall is unsatisfactory. Pupils' knowledge of the applications of information technology are not well

developed by the time they are eleven and their poor keyboard skills limit what they can achieve in their time at a computer.

121. Pupils in the nursery know how to use the mouse to control events on screen and are familiar with the layout of the keyboard through typing in simple text. They have opportunities to explore situations on screen, create their own pictures and arrange shapes in mathematical patterns. This good beginning is gradually extended in Key Stage 1, where pupils make satisfactory progress overall, with much being achieved in Year 2. By the time they are seven, most pupils can use tape recorders, computers and a range of software with some confidence. Some are able to load, save and print their work independently. They can use a word processor to draft and edit stories, or a spreadsheet to enter data and draw graphs and most are familiar with simple drawing software. Some advanced work is produced that shows the confident application of skills and knowledge in combining text and drawings. For example, in Year 2 pupils' designs for the vehicles they are making in design and technology.

122. At Key Stage 2, progress is variable and too often dependent on the skills and enthusiasm of the individual teacher. In some classes there is relatively little progress made. In others, challenging work is being tackled, such as a Year 4 class working with a desk top publishing program to produce a newspaper article. Pupils' main experience of information technology continues to be through word processing and drawing software. There is little extended use of spreadsheets or databases to support their work in mathematics, science or geography. Most older Key Stage 2 pupils are familiar with CD-ROMs and know how to use them to find information through simple searches. Few are able to construct complex lines of enquiry to find information, or select, edit and re-combine information from a range of sources to suit the needs of a given audience. There is some very good work involving control in Year 6 which links with mathematics work on shape and angles and with vehicles in design and technology. Apart from this and other isolated examples, pupils do not have enough, regular access to information technology to develop higher order skills and knowledge by the time they leave the school.

123. Pupils enjoy using computers and their motivation and willingness to persevere to complete tasks is greatly increased. They behave responsibly when working without supervision and show high levels of support for each other when they work together. They share ideas and engage in productive discussion about their work. Most have the confidence to experiment with unfamiliar software to find out what it will do and quickly learn how to exploit its features.

124. The direct teaching of information technology is good in both key stages and in the one Year 6 lesson observed, the enthusiasm, skill and pace with which the teacher managed the learning was outstanding. Where teachers do focus on the subject their planning and preparation for pupils' work at the computer and of supporting activities, such as the analysis of text styles and fonts of newspapers in the Year 4 lesson, is good. However, they are not always supported well by the software available, some of which is too advanced for the pupils. In the lessons where pupils use information technology to support their learning in other subjects, the activities and software used are generally appropriate and add to pupils' learning and understanding. Where teachers interact with pupils at the computer, they are sensitive and supportive and give pupils the confidence to experiment and make progress. In classes where resources are limited, teachers ensure that all pupils have opportunities to develop their skills and knowledge of different programs through "hands on" experience. However, teachers' planning for the structured development of pupils' information technology skills and knowledge is not supported by enough close observation and assessment. Opportunities to challenge and extend pupils' skills and knowledge are lost as result.

125. A sound scheme of work based on materials published by the Department for Education and Employment has been produced by the co-ordinator. However, she is not able to monitor implementation closely enough to ensure that all pupils make consistent progress. The knowledge and skills of some teachers are not well developed and in some areas of the subject they lack the confidence and expertise needed to improve pupils' progress and attainment. The school has a reasonable level of

resources to support information technology, although some of it is old and in some classrooms, the equipment is under-used. The lack of sensing equipment is preventing the development of pupils' skills in this aspect of the subject at Key Stage 2.

160. Religious Education

126. The need to improve standards of attainment in religious education at Key Stage 2 was a key issue of the last inspection report. The school has successfully addressed this issue and standards of attainment are now satisfactory. This has been due in part to the training provided for teachers and a more rigorous approach by the school, ensuring that the subject is taught frequently and regularly. All teachers follow a sound curriculum plan and scheme of work that complement and satisfy the statutory requirements laid down in the Agreed Syllabus.

127. Pupils in both key stages have a secure understanding of the religions they have studied. However much of the evidence for this is not recorded in pupils' books and it was only by studying displays and talking to pupils that the depth of their understanding could be established. This is because many lessons focus on ephemeral activities such as discussion, or watching a video. There is good photographic evidence of visits to places of worship which enhance and enrich the religious education curriculum, but pupils rarely write about their own impressions from such visits and the impact it made on them.

128. By the end of Key Stage 1, pupils have a reasonable understanding of Christianity, Islam, Hinduism and Judaism. Links with art and design and technology are used with good effect to extend pupils' understanding of different religions and their celebrations. For example, Year 2 pupils decorated a traditional shelter for the Jewish festival of Sukhot. By the end of Key Stage 2, pupils have an understanding of Buddhism, Sikhism and Humanism and higher attaining pupils are able to explain key features and figures of the six world faiths. However, learning about religions is a stronger feature of the curriculum in both key stages than learning from religions. Opportunities are frequently lost in lessons to develop this key aspect of pupils' learning.

129. The majority of pupils respond well to the subject. They are keen and enthusiastic to learn and show respect for the views and opinions of others. This awareness of and respect for others is reinforced in personal, social and health education lessons and in the use of discussions in circle time to develop respect as well as speaking and listening skills.

130. The quality of teaching has improved since the last inspection. Teachers' confidence has improved with increased subject knowledge and a better understanding of the different faiths. Lessons are generally well planned, although some planning lacks the detail needed to ensure that pupils' progress is consistent. Lessons move at a satisfactory pace and objectives are clearly written on the board and reviewed with the pupils.

131. The curriculum meets statutory requirements and gives equality of access. The right to withdraw pupils from religious education is offered by the school and is taken up by a small number of parents. Appropriate alternative provision is made and pupils either study their own religion or have other work set for them during the lesson. Visits and visitors to the school are used effectively to enhance the subject. Some use is made of pupils' backgrounds to further understanding in some lessons, but there are missed opportunities to do so in others. Continuity and progression in the subject are not monitored effectively and there is very little assessment of pupils' knowledge and understanding in the subject.

132. Leadership and management of the subject are satisfactory. There is much evidence to show that the co-ordinator and the school in general have worked hard on developing this subject since the last inspection. Clear tasks and targets have been laid out and met appropriately. The subject supports and

reflects well the caring ethos of the school.

167. Art

133. Attainment in art at both key stages is good and the work of many pupils is above average for their age. There is much good quality work around the school which demonstrates pupils' ability and knowledge of a wide range of techniques, materials and styles. Pupils' standards of achievement in art reflect a significant strength in teaching that has been maintained since the previous inspection.

134. Progress in Key Stage 1 is good. Pupils learn to mix colours and produce work in watercolours, pastels, pencil and charcoal. There is a range of close observational work, including pencil drawings of musical instruments. Pupils' developing observational skills are also apparent in their self-portraits. They produce collages, screen-printing, work in the style of Seurat and three-dimensional paper plate faces and stick puppets. There are links to other curriculum areas, for instance mathematics in the tessellation display.

135. The progress made in Key Stage 1 is effectively consolidated and built upon at Key Stage 2. Pupils develop creative and practical skills, experimenting with perspective, pattern and texture. They use colour effectively and model work on that of well-known artists including Monet, Claude and Lowry. Good quality work includes charcoal sketches of the Tudors and paintings, and computer generated figures and three-dimensional work in balsa, all based on Lowry.

136. The high quality of the work across the school is evident in the display which fills one hall with contributions from every class on the theme of water. This contains many examples of excellent work covering a wide range of media and skills, including glass paint on ceramic tiles, lino printing, marbling and individually designed cushions, weaving different fabrics and a range of models in resistant materials.

137. Pupils' response to art is good across the school. Teaching is good or very good. Lessons are well planned and structured and good use is made of support staff. Lessons move at a good pace and generate a sense of achievement and excitement. There is effective teaching of skills and demonstration of techniques. High expectations of the quality of the finished pieces of work are made clear. Appropriate vocabulary is used and reinforced. Opportunities for pupils' spiritual and cultural development are well utilised and co-operative and collaborative work improves pupils' social skills.

138. The school has maintained and developed further the high standards in art noted in the last inspection report. The subject is well managed and resourced and supported by a range of visits, for example to the National and Tate Galleries.

173. Design and technology

139. Little teaching of design and technology was seen during the inspection. Judgements are made on the basis of evidence from pupils' previous work, classroom displays, teachers' plans and discussion with teachers and pupils. Pupils make satisfactory progress and standards in design technology are broadly in line with expectations for pupils' ages at the end of both key stages.

140. At Key Stage 1, younger pupils are able to use simple construction kits to make recognisable objects and to talk about their designs and what they are trying to achieve. Year 2 pupils have a good knowledge of the different means of joining materials and use this well, for example to design and make vehicles with wheels and axles. Some higher attaining Year 2 pupils are able to draw their vehicles from different perspectives to show basic constructional details.

141. At Key Stage 2, there are signs of progression in the tasks pupils are set and the outcomes they

achieve. For example, the skills Year 1 pupils use in making simple pop up paper puppets are appropriately developed in the paper dragons with moving limbs made by Year 3 pupils, the latter informed by appropriate designs and plans for making. Year 3 pupils are able to select materials with minimal teacher direction and explain their choices. Year 4 pupils develop a satisfactory understanding of structures and problem solving through their work on making tetrahedra from wooden triangles. By the time they reach Year 6, pupils are able to justify their choice of materials, have satisfactory making skills and some experience of using computers to control moving objects. They use the skills developed in art effectively to make well finished products. However, older pupils are not sufficiently analytical in suggesting improvements to their own work, or in judging their own and others' products against the need of the user.

142. Pupils have positive attitudes to their work. They work well together as a class, in small groups and on their own. They show perseverance as they overcome difficulties when completing tasks. A few pupils lack concentration, especially in whole class discussions and evaluation of work.

143. Teaching is satisfactory. Activities are appropriate, but more time needs to be used to develop pupils' evaluation skills and to enable them to achieve a satisfactory standard of finished work. Since the last inspection teachers' subject knowledge has been improved through guidance on skill development. Recently the scheme of work published by the Department for Education and Employment has been introduced, but as yet this has had little effect on teachers' planning or pupils' standards of achievement.

144. There are constraints on the time available for teaching design and technology with the result that activities are rushed and not completed to a sufficient depth. Some high quality work has been the result of links made with other subjects. For example, art and design and technology in the models made to illustrate the artefacts and objects associated with Ancient Egypt, which took as a starting point the painting the Embarkation of the Queen of Sheba. However, there is no whole formal school policy or planning to develop and exploit such links. Where this does happen, it is largely the result of individual initiative.

145. The subject co-ordinator has a clear understanding of the strengths and weaknesses in standards of achievement in the subject through her monitoring of pupil outcomes and teachers' planning, but she has few opportunities to monitor the quality of teaching and learning and share good practice. This is slowing the pace of subject development. The whole school display of pupil work was not used as an opportunity for teachers to identify good work and compare the standards and assess progress. Assessment practice is limited and does not focus sufficiently on progression in the key subject skills and knowledge or on ensuring that teachers provide the focused feedback pupils need in order to develop their evaluative skills. Resources for the subject are adequate and used well.

180. **History**

146. Pupils' knowledge skills and understanding in history are satisfactory at the end of both key stages and similar to those achieved by seven and eleven year-olds in other schools. A key issue of the previous inspection, to improve standards of attainment at Key Stage 2, has been met satisfactorily.

147. Pupils make satisfactory progress in both key stages. The youngest pupils develop a sense of the passing of time by learning the days of the week and months of the year at an early stage. Their understanding of the past is extended by studying a variety of historical events. For example, learning about the coronation of the Queen Elizabeth II by questioning a visitor to the school who witnessed the events. By the time they are seven, they are able to describe differences and similarities between the past and present in a range of contexts, such as old and new toys and shows an emerging sense of chronology when sequencing events in their lives from babyhood to the present.

148. Pupils in both key stages respond with interest and curiosity to studying the past. The quality of teaching ranges from unsatisfactory to very good. At its best, teaching establishes clear links between learning objectives and questioning to the key elements of history and the skills of historical enquiry. The skilful use of discussion and role play activities enables pupils to present ideas and opinions and provides good opportunities for them to identify and describe cause and consequence. For example, in studying Henry VIII's request for a divorce from Catherine of Aragon, or the response of families to the evacuation of their children. Weaknesses in some of the teaching arise most frequently from a lack of clarity about the learning outcomes, leading to inconsistent expectations and challenge in activities. The impact of this is evident in marked variations in the quality and amount of work produced in different classes. Assessment does not focus sufficiently on evaluating pupils' progress in developing subject skills and the knowledge that teachers have of their pupils and the standards they are achieving is not used well to plan the next steps in their learning. The use of marking to help pupils to improve their skills and understanding is limited.

149. The quality of the history curriculum has improved since the last inspection and is enriched by visits to such places as the Imperial War Museum, Fulham Palace, Hampton Court and walks in the local area. Opportunities for spiritual and cultural development through history are used well. For example, in listening to music from the Tudor period and through role-play links with the Black History Group. Subject management is sound. In line with school policy, the co-ordinator regularly samples pupils' work across the school to monitor standards. However, she is not able to monitor the quality of teaching and learning directly and this limits what can be achieved in terms of raising further the quality of the subject.

184. Geography

150. Little direct teaching of geography was observed during the inspection and judgements are based on sampling pupils' work from this and the last academic year and observations of displays, including good photographic evidence. Attainment in geography is satisfactory at both key stages.

151. Pupils in Key Stage 1 make satisfactory progress in developing their geographical skills and knowledge. Good use is made of the local area to develop their knowledge and understanding of the physical features of places and their spatial awareness. For example, pupils have walked round the school building and recorded the features and discussed directions in finding these features. Their map making and map reading skills are developed well in younger pupils through appropriate activities, such as using the story of Goldilocks to record the bears' route through the wood. These skills are extended with older Key Stage 1 pupils through studies of the local area and a contrasting locality. Pupils identify and record the different and similar features well and are able to give reasons for preferring one area or the other. They know how to use photographic evidence effectively and carry out surveys to find information, for example of traffic flows. They have a good awareness of localities beyond their own.

152. Progress in Key Stage 2 is satisfactory overall but is affected by the low expectations of some teachers. Mapping and geographical investigative skills are taught through a wide range of topics including, detailed studies of the local area, climate around the world, the physical features of rivers and the factors that affect patterns of settlement. The latter is effectively linked with their work in history on the Vikings. Recent studies based on a village in India helped pupils to understand life in a contrasting locality. Older pupils' understanding of how geography plays a part in everyone's lives is being developed very effectively through a continuous unit of work which uses news items to focus on how features and phenomena influence the location and development of places.

153. Pupils' response to geography is satisfactory. The quality of teaching is satisfactory overall and in the lessons seen ranged from satisfactory to good. In the most effective lessons, teachers' subject knowledge is good and resources are used well. There are clear learning objectives, skills are taught effectively and there is a good pace to lessons, with high expectations and effective use of plenary

session to evaluate pupils' learning. Based on the samples of pupils' work examined during the inspection, there is some evidence of slow pace and insufficient challenge in some classes, particularly in relation to expectations about quality of the content and presentation. There is insufficient assessment of pupils' geographical skills to inform future planning.

154. The satisfactory quality of the geography curriculum has been maintained since the last inspection. The range of school journeys, including stays on working farms; a trip to France and work with the Urban Studies Centre provides good support and enrichment of the subject. Geography is well managed and there is a clear view of subject strengths and areas to develop. Resources have been improved, including CD ROMs and an appropriate range of software to extend the use of information technology in the subject.

189. Music

155. Standards are satisfactory at the end of both key stages and similar to those of pupils in other schools. There has been an improvement in the musical skills, knowledge and understanding of eleven year-olds since the last inspection. Skills in composing, performing and appraising in instrumental work have improved sufficiently, but they remain aspects of the music curriculum which are less well covered than singing. Progress overall is satisfactory.

156. Pupils make satisfactory progress in Key Stage 1. Seven year-olds respond positively and know a good selection of rhymes and songs, which they perform accompanied by percussion instruments, clapping, stamping or finger clicking. They can sing softly or loudly and in tune, can keep a regular beat and are aware of simple rhythmic patterns. Pupils enjoy singing songs from different countries, responding with enthusiasm. In lessons and assemblies, pupils sing appropriately chosen songs with a good attempt at phrasing and dynamics. They are beginning to handle musical instruments with care and some skill.

157. At Key Stage 2, progress is satisfactory overall, although opportunities for pupils to compose for a range of instruments and to appraise their own and others' work are limited. Pupils have a sound grasp of beat and older pupils have a basic understanding of the conventions of written notation and can successfully perform simple rhythmic activities. Singing in class and assemblies is at least satisfactory and pupils are able to sing unaccompanied songs tunefully. In one assembly, which was a rehearsal for harvest thanksgiving, the enthusiastic leadership of the teacher encouraged the pupils to sing with obvious enjoyment to a good standard. Their knowledge of musical styles and composers is limited, but satisfactory.

158. Teaching is satisfactory in both key stages. Teachers plan well, and their expectations are high. They make satisfactory use of pupils' musical skills to support their performance and build on pupils' previous experiences to ensure progress.

159. The comprehensive scheme of work, linked to the National Curriculum programme of study, supports teachers effectively and reduces the effect of gaps in their knowledge, particularly at Key Stage 2. However, there is no provision for extra-curricular musical activities, although the school uses events such as Christmas and Divali celebrations to provide an opportunity for pupils to engage in music making.

160. The music policy helpfully stresses the place of music as a cross-curricular, cross culture activity where enjoyment, progress and achievement are not dependent on individual musical talent. The very enthusiastic co-ordinator has provided her colleagues with a number of helpful resources and suggestions for activities and willingly offers support and advice.

195. Physical education

161. Lessons in gymnastics, dance and games were observed. Pupils' skills and knowledge in these aspects of physical education are satisfactory for their age by the end of both key stages. However, no swimming is being taught and statutory requirements are not being met at Key Stage 2.

162. Most pupils understand the importance of exercise and why they do physical education in school. They understand the value of warming up and cooling down and being appropriately dressed for the activity. However, their knowledge of the subject specific vocabulary is limited and they find it hard to provide clear answers and explanations when questioned about their work.

163. Pupils in both key stages make satisfactory progress. This steady improvement in body control and skilled movements such as throwing catching and dribbling with a ball. Progress is best when pupils are given the opportunity to fully engage in the process of planning, performing and reviewing their own and others actions. However, in some classes pupils are not always given enough time to practice and refine their skills and this process is not well developed.

164. The quality of teaching is satisfactory but uninspiring. The majority of teachers have an adequate subject knowledge and pay correct attention to safe practice. Consequently the planned sessions are teacher directed with little opportunity for pupils to show creativity or flair. While individual skills in both dance and games are taught well, these are not drawn together to develop a dance, or show how skills taught relate to a game.

165. The range of games offered in the curriculum is broad, but extra-curricular provision is limited. Girls and boys have the opportunity to participate in a soccer club after school. This is reasonably well attended by Year 5 and 6 pupils on one day and Year 3 and 4 pupils on another. More boys than girls attend the sessions. An external, suitably qualified coach leads the sessions. There is limited participation in competitive football matches with other schools. No other extra-curricular games and sports are provided for.

166. The subject is well managed and resourced and the capacity for future improvement is good.

201. PART C: INSPECTION DATA

201.202 INSPECTION EVIDENCE

SUMMARY OF

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

During the inspection:

- .106 lessons or parts of lessons were observed;
- .discussions were held with pupils, teachers, support staff, the headteacher, governors, and parents;
- .four pupils in each class were heard reading;
- .8 assemblies and 16 registration times were observed;
- .extra curricular activities were observed;
- .pupils' records, reports and past work were scrutinised;
- .teachers' planning and assessment files were examined;
- .school policies, the school development plan and planning documents were studied;
- .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;
- .a meeting attended by 17 parents was held before the inspection and the responses to 75 questionnaires were considered

• **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	371	2	92	249
Nursery Class	50	0	8	29

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	16.1
Number of pupils per qualified teacher:	23.2

• **Education support staff (YR – Y6)**

Total number of education support staff:	15.0
Total aggregate hours worked each week:	245.5

• **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	2.3
Number of pupils per qualified teacher:	21.7

• **Education support staff (Nursery class)**

Total number of education support staff:	4.0
Total aggregate hours worked each week:	81.5

Average class size:	20.0
---------------------	------

• **Financial data**

Financial year:	1998 -1999
	£
Total Income	732,387
Total Expenditure	692,350
Expenditure per pupil	1,798
Balance brought forward from previous year	25,935
Balance carried forward to next year	65,972

PARENTAL SURVEY

Number of questionnaires sent out:	430
Number of questionnaires returned:	75

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	48	44	7	1	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	37	2	1	1
The school handles complaints from parents well	33	48	19	-	-
The school gives me a clear understanding of what is taught	31	56	9	4	-
The school keeps me well informed about my child(ren)'s progress	41	55	3	1	-
The school enables my child(ren) to achieve a good standard of work	33	56	7	4	-
The school encourages children to get involved in more than just their daily lessons	28	56	13	3	-
I am satisfied with the work that my child(ren) is/are expected to do at home	24	59	13	4	-
The school's values and attitudes have a positive effect on my child(ren)	24	60	15	1	-
The school achieves high standards of good behaviour	31	48	20	1	-
My child(ren) like(s) school	51	44	3	1	1