

INSPECTION REPORT

HEAVERS FARM PRIMARY SCHOOL

South Norwood

LEA area: Croydon

Unique reference number: 101776

Headteacher: Mrs Karen Hyatt

Reporting inspector: Mike Phillips
7704

Dates of inspection: 17/01//00 - 21/01/00

Inspection number: 188546

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Maintained
School category:	Primary
Age range of pupils:	3 -11
Gender of pupils:	Boys and Girls
School address:	Dinsdale Gardens South Norwood London
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Appropriate authority:	Croydon LEA
Name of chair of governors:	Mrs Josie Green
Date of previous inspection:	17/6/96 - 21/6/96

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Team members		Subject responsibilities	Aspect responsibilities
Michael Phillips	Registered inspector	Geography	What sort of school is it?
		Religious education	How well is the school led and managed?
			Pupils' attitudes, values, personal development
			How well are pupils taught?
John Acaster	Lay inspector		School's results and achievements
			How well does the school care for its' pupils?
			How well does the school work in partnership with parents?
David Pink	Team inspector	History	
		Equal opportunities	
		Special educational needs	
		English as an additional language	
Lesley Jackson	Team inspector	Under fives	
Gordon Longton	Team Inspector	Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heavers Farm School is a larger than average, two form entry primary school for 3 to 11 year olds. It is situated in South Norwood in the northern end of the London borough of Croydon. The school has occupied the award winning school buildings since 1996 and serves an ethnically and socially diverse community. Pupils are drawn from nearby housing association estates and privately owned accommodation from further afield. Since the last inspection numbers have increased from 379 to 449 pupils at the time of inspection. The school has 52 places available in the nursery and 21 children attend part-time, of whom almost 1/4 do not transfer to the reception class. Standards of attainment on entry to the school at 7 are broadly in line with national standards expected for their age.

A little over a third of pupils are from minority ethnic backgrounds. Since the 1996 inspection there has been no significant increase in the number of pupils learning in English as an additional language. One in 20 pupils learn in English as an additional language with additional teaching support provided by the local authority. These figures are well above the national averages for primary schools and include 3 refugee or asylum-seeking pupils. Just over a third of the pupils are known to be eligible for free school meals, which is slightly less than the last inspection but is still above national averages. However, there has been a significant rise since the last inspection in the number of pupils on the special needs register, from 15% to 27%. This is high in comparison with other schools nationally. Although over 1/4 of the pupils are on the special needs register, only 3% are in need of additional support, which is just above national averages.

There is an above average amount of movement of pupils out of and into the school. Around 30% of pupils in year 6 did not start school at Heaver's Farm and 14% entered the school in year 5. This movement is largely due to families moving from the area to be replaced mainly by pupils with learning difficulties.

There has been an increase in temporary exclusions since the last report, from 7 to 12, but these incidents involve only 3 pupils. The school prides itself on providing a fresh start for pupils excluded from other schools.

The school aims to develop to the full the talents of all pupils, actively oppose all forms of prejudice and set high expectations for all who work and learn at the school.

Since the last inspection the school has had a change of headship, with the present headteacher having been appointed in 1998. In November 1999, the headteacher took planned sick leave and the assistant headteacher was in place during the time of inspection.

HOW GOOD THE SCHOOL IS

Heavers Farm Primary School is an improving school. It has many strengths and a few weaknesses.

One of the main strengths of the school is good teaching which ensures good progress for pupils who have been at the school at least since Year 2. Teachers successfully provide a great deal of encouragement for the pupils to do their best and behave well. This results in well over half the pupils who have been at the school for 3 years or more reaching the national standards expected for 11 year olds age, and some exceed these standards.

There is a mobile pupil population in Years 5 and 6. About 14% of the pupils leave the school to be replaced mainly by pupils with learning difficulties and a few excluded from other schools. By the end of year 6, around 30% of pupils in the school have special educational needs. 15% of this group achieved just below national averages in the national tests and a further 4% were in line with national averages. Good teaching ensures good progress for new entrants but many do not reach the standards expected for their age when they leave the school.

The main weaknesses are the unsatisfactory standards in mathematics and science for 11 year olds. Standards in English are now broadly in line with national averages, pupils make good progress and some of the boys make very good progress. Progress in science is unsatisfactory by the time pupils leave the school and standards are well below national averages. Progress in mathematics is improving as a result of the national numeracy project.

The 1999 national test for English for 11 year olds shows that the number of pupils exceeding standards expected for their age is close to the average for most other schools. Inspection evidence indicates that the number of higher attaining pupils is likely to rise and be at least in line with national averages in the year 2000.

The recently appointed headteacher and her assistant provide excellent leadership and their commitment to raising standards is shared by all who work in the school. This is having a great impact on the pupils' progress and improved standards in English. It is gradually improving standards in mathematics. The headteacher and governors have good plans in place to improve standards in science throughout the school.

The recently appointed leadership team set challenging targets to raise standards. Realistically challenging targets to raise standards in numeracy and literacy have been agreed with the local authority. The school improvement plan has very good strategies and clear priorities for raising standards. The quality of teaching is rigorously monitored. Teaching is good and sometimes excellent. The reorganised governing body is becoming increasingly effective in supporting school improvements.

The school is a well managed and orderly place where pupils learn and play well together.

Good provision in the nursery ensures children make good progress

Pupils with special educational needs and those who learn in English as an additional language are very well provided and they make good progress.

The school provides satisfactory value for money.

What the school does well

- Excellent leadership provides a clear sense of educational direction
- Teaching and non-teaching staff share a commitment to raising standards
- The quality of teaching is a strength of the school
- Pupils' behaviour is managed very well
- SEN pupils are well provided for and they make good progress
- Children under 5 years old are successfully provided with good learning opportunities

What could be improved

- Standards in mathematics and science
- The presentation of pupils' work, handwriting, and spelling.
- Teaching under-achieving pupils of average attainment to become more effective learners.
- Parental advice on how they can best help their children with homework

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. The report identified the Key Issues set out below. Since the last inspection the school has made improvements in all areas identified as Key Issues.

- There have been very good improvements to standards achieved by children in the Nursery and in the reception class. There is now in place an appropriate and challenging curriculum for pupils under the age of 5.
- In the reception class, opportunities for the children to learn using information technology (IT) have improved since the last report and are now good.
- There have been very good improvements since the last report in standards achieved in art and design technology (DT). There have also been satisfactory improvements in the standards achieved in PE for 7 to 11 year olds.
- Since the last report, provision for higher attainers is satisfactory and improving.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	D	D	B	well above average A above average B average C below average D well below average E
mathematics	A	C	E	C	
science	A	D	E	C	

In all three core subjects the school's standards have declined over three years in comparison with all schools. The 1999 national tests results for mathematics and science show the school's performance to be within the lowest 5% nationally. This is a weakness of the school.

When compared to similar schools, by the time the pupils leave the school standards in English are above the average for these schools. Standards in mathematics and science standards are in line with national averages for similar schools.

If standards attained in English, mathematics and science in 1996 had risen at the same rate as most schools nationally, standards in 1999 would compare favourably with all schools nationally and be well above standards for similar schools.

In English, the trend over the last 3 years has been below that expected nationally. The 1999 National Test results showed that girls outperformed boys. Inspection evidence showed that the gap in standards between boys and girls narrowed and the standards in English were broadly in line with national averages. At the time of inspection the literacy hour was having a good impact on standards which are rising. There are improvements in writing with pupils of 11 able to use increasingly imaginative vocabulary to develop and sustain ideas and to write with increasing clarity when describing or writing about events.

In mathematics, the trend over 3 years is also below that expected nationally. In 1997 the trend was above that expected nationally but during 1998 and 1999 the trend has been downwards and is now below that expected.

In science, the trend is similar to that for mathematics but the downward trend was more pronounced. In 1998 it was well below that expected nationally. The trend did not fall any further in 1999. Standards in science are well below national averages.

The year 2000 target agreed with the local authority for literacy is for 60% of pupils to reach level 4 or above by the time they are 11.

The year 2000 target agreed with the local authority for numeracy is for 65 % of pupils to reach level 4 or above by the time they are 11.

National curriculum level for is the standards expected nationally by the time pupils are 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils enjoy coming to school and are eager to learn. They respond cheerfully to challenging work and most work hard all the time.
Behaviour, in and out of classrooms	Behaviour is good for most pupils in class and around the school. A few older pupils misbehave at times in class. Pupils learn and play well together.
Personal development and relationships	Pupils are polite, welcoming to visitors and they enjoy taking responsibility and using their initiative. They know the difference between right and wrong, respect beliefs and ideas different to their own all of which contributes significantly to the harmony of the school.
Attendance	Attendance is unsatisfactory. Unauthorised absences are below that expected nationally.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching is good and has improved greatly since the last inspection. The variations in teaching from good to unsatisfactory in the last report no longer exist and there is a lot of good teaching throughout the school.

For children under five, teaching is good with some very good features. Over 90% of lessons are good or better and well over a 30% are very good. The teachers and their assistants have good knowledge of the early years curriculum, plan well as a team and set high expectations. Assessment is used very well to target the needs of individual children. Resources are carefully chosen, good use is made of IT to help pupils learn with good links to the children's learning activities. Good knowledge of the children contributes to the setting of challenging and interesting work. Music teaching is very good. All this contributes significantly to the good progress the children make in the nursery and in the reception class.

For pupils between the ages of 7 and 11, almost all teaching is satisfactory or better and 75% of teaching is good or better. Almost 30% of teaching is very good and nearly 10% is excellent. For pupils between the ages of 7 and 11, 95% of teaching is satisfactory or better, a little over 70% is good or very good and 5% is unsatisfactory.

The school sets challenging and realistic learning targets in English and mathematics. Pupils with special educational needs also have clear and realistically demanding learning targets. Teachers ensure the pupils and their parents know the targets set.

Throughout the school, the teaching of English is good and at times it is very good. There is no unsatisfactory teaching.

In mathematics for pupils between the ages of 5 and 7, teaching is good overall and some teaching is excellent. Very little teaching is unsatisfactory. Mathematics teaching for pupils aged between 7 and 11, is good overall. Some teaching is very good. There is no unsatisfactory teaching.

Pupils with special educational needs receive good advice on how to become more effective learners through the very good support they receive. Some average attaining pupils do not consistently receive such clear advice on how they can become more effective learners so that they can more easily reach higher standards.

Teachers are very good at skilfully managing the behaviour of pupils. They encourage best behaviour through the very effective use of praise and rewards. This practice is particularly noticeable when teaching older pupils new to the school who have been excluded from other schools.

Throughout the school teachers plan lessons well together. Planning is well informed through the very good and regular assessments made of pupils' attainment. There are very good procedures to track pupils' progress in each class and as they move through the school. This good practice ensures pupils progress well as they go through the school by the setting of work which matches their attainment and challenges them appropriately.

Teachers work closely with their assistants and deploy them well to support pupils' learning. They effectively help teachers record pupils' progress and attainment. Classroom assistants are well trained and contribute successfully to the consistent management of pupils and their behaviour throughout the school.

Most teachers' subject knowledge is good in all subjects. A few teachers do not have good subject knowledge of mathematics, information technology and the teaching of science. However, subject knowledge for these subjects is never unsatisfactory and it is improving. Improvements are due to the shared commitment by all staff to raise standards.

The teaching of literacy is good and sometimes it is very good. Teachers have good subject knowledge, teach with confidence, set high expectations, organise the work of the pupils well and ensure work set matches and challenges pupils of differing attainment. Over one year teachers have raised standards in literacy from being below national averages to now being broadly in line with them.

There is no area of the school where teaching is consistently unsatisfactory. When the very few instance of unsatisfactory teaching occurs it is quickly followed by good or better teaching. On the few occasions when unsatisfactory teaching occurs it is due to work not matching closely the attainment of the pupils. An area for improvement for the whole school is the greater insistence on the practise of basic skills, such as times tables, handwriting and spelling in subjects other than literacy or numeracy in order to reinforce skills consistently across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	For under 5s and throughout the school the curriculum matches the diverse needs of pupils. It is challenging and provides a good range of learning opportunities.
Provision for pupils with special educational needs	Pupils under 5 with learning difficulties are well provided for and throughout the rest of the school SEN provision is very good.
Provision for pupils with English as an additional language	Provision for pupils who learn in English as an additional language is good with some very good features. Their progress is similar to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' spiritual, moral, social and cultural development is good with particular strengths in the pupils' social and moral development. The school monitors well pupils personal and academic progress.
How well the school cares for its pupils	The school is good at caring for its pupils. There are excellent arrangements to prevent bullying and deal with it should it occur. The procedures to encourage best behaviour are good.

The school works hard to encourage parents to work in partnership with it with some significant success. However, the school's good efforts in informing parents of their children's progress, and involving them as partners to help their children become better learners, does not receive the response the school deserves. For example, there are many school reports returned unsigned and many parents do not collect starter packs for their children about the enter the nursery.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership of the headteacher and key staff is excellent. They provide a very clear sense of educational direction for the school and this contributes strongly to a shared commitment to raise standards by teaching and non-teaching staff.
How well the governors fulfil their responsibilities	The recently re-organised governing body fulfil their responsibilities well and share the commitment of school staff to raise standards.
The school's evaluation of its performance	Recently introduced procedures to evaluate the school's performance are good and improving.
The strategic use of resources	Evaluation procedures lead to the setting of clear priorities and resources are used well.

The headteacher, her assistant and key staff provide excellent leadership and a very clear sense of educational direction. The school is well managed through the setting of clear educational priorities in the school improvement plan. Although the headteacher and governors of the school exercise careful financial management, the school improvement plan does not show clearly how priorities are financed. The headteacher, key staff and governors are at the early stages of applying the principles of best value which they do so satisfactorily.

The number of teachers, their qualifications and experience match well the demands of the curriculum. Experienced and well-trained classroom assistants are deployed effectively.

The school makes good use of its accommodation which is satisfactory with some significant weaknesses. Classrooms for older pupils in particular are cramped and playgrounds are barely adequate for the number of pupils. There is good accommodation for children under 5, for the teaching of music and physical education.

Resources are satisfactory with some good features. Information technology and music resources are good and the library is well stocked with access to computers with CD-ROMs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school • Pupils are expected to work hard • The welcome they receive • Good teaching • The way the school is led and managed 	<ul style="list-style-type: none"> • Range of activities after school • Advice on how best to help with homework

The inspection team agrees with parents / carers that pupils like the school and that teachers expect them to work hard. The school provides a warm welcome to parents, offers information when requested about how well pupils are learning and encourages parents to work in partnership with the school. Inspectors agree with parents that teaching is good. The parents' view that the school is well led and managed is strongly endorsed by the inspection team who judge it to be excellent.

The inspection team agree with parents / carers that the range of interesting activities offered after school could be improved. The team notes that parents help with soccer training and a grandparent runs a sewing club. However, at times the school does not receive the support of some parents / carers to ensure activities offered are well attended and that pupils are able to participate in sporting events at other schools. The school is working hard to increase the range of activities.

The inspection team agree that advice to parents lacks clarity on how best they can help their children with homework. The team notes that every parent / carer is given a homework diary for each half term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

In comparison with all primary schools

1. The national tests taken by 7 and 11 year olds show that standards are below the national averages for primary schools. Children's attainment on entering the nursery is below that expected nationally and this is mainly due to the large number of children who have special educational needs, especially in their language development. Children make good progress in the nursery. About 1/3 do not go on into the reception class but those who do attain in line with standards expected nationally by the time they are 5.
2. The national tests for 1999 in reading taken by 7 year olds show most reach standards close to the national average. However, the results of the 1999 national tests show that by the time they are 7 pupils' standards in writing and mathematics are below national averages.
3. The 1999 national tests for 11 year olds show that standards are below national averages in English but well below national averages in mathematics and science. Test results show that in English the girls out performed the boys. Standards for the boys were well below national averages whereas the standards achieved by the girls just exceeded national averages. However, the highest attaining pupils were boys from an ethnic minority background.
4. There are no differences in attainment by the time pupils are 7, between boys, girls or pupils from different ethnic backgrounds.

In comparison with similar schools

5. When compared to similar schools, results of the 1999 national tests for 7 year olds in reading show attainment to be well above the national average, writing to be above and mathematics close to the national average. In comparison to similar schools, the number of pupils exceeding national averages was very high.
6. Results of the 1999 national tests for 11 year olds show that, when compared to similar schools, standards in English was above national averages, and in mathematics and science they were broadly in line.

Trends over time

7. Since 1996, the national tests for 7 year olds in reading show satisfactory improvement, from being below in 1996 to being in line with national averages in 1999. Standards are now well above national averages for similar schools. For standards in mathematics, national tests over the same period of time show satisfactory progress, rising from being well below national average to being below. They are, however, in line with national averages for similar schools.
8. Since 1996, national test results show that progress in writing is unsatisfactory. Standards are consistently below national expectations. They are, however, above the averages for similar schools.
9. For pupils aged 11, national test results in English show that in 1997 pupils made satisfactory progress and standards were above national expectations but between 1997 and 1998 progress was unsatisfactory and standards fell below national averages.

10. The 1999 national test results for English show continuing unsatisfactory progress, with least progress in writing. However, analysis of the national test results for 1999 show that pupils, who have been in the school the longest, at least since 1996, have reached standards in line with national expectations. 10% of the pupils exceeded national averages.
11. Over the same 4 year period, standards in mathematics have risen and fallen the sharpest. Between 1996 and 1997 results of the national tests showed good progress with standards above national averages but since that time progress has been unsatisfactory and standards have fallen to below national averages.
12. There is a similar picture for science, although the rise and fall in standards is not so sharp. In 1997 standards were above national averages but since that time progress has been unsatisfactory and standards are below national averages.
13. Over time, the trend in standards for English, mathematics and science is below that expected nationally.

Particular features of the school and the pupils it serves

14. There is a large amount of pupil mobility amongst older pupils. Mainly pupils with learning difficulties replace pupils who leave the school. 14% of pupils joined the school in years 5 and 6. Whilst these pupils make good progress and achieve well by the time they are 11, in comparison with previous attainment, they reach standards below the national averages in mathematics, English and science.
15. 27% of 11 year olds receive additional support for special educational needs during their final year at school.

Standards achieved in religious education, information technology and foundation subjects

16. Throughout the school the pupils' attainment in religious education meet standards set by the locally agreed syllabus. Standards achieved in information control technology are in line with national expectations throughout the school and most 11 year old pupils exceed standards expected for their age. Since the last report there have been good improvements in the use of ICT to help pupils under 5 learn.
17. Since the last inspection, standards have improved in PE at Key Stage 2, so that by the time pupils are 11 they are in line with national expectations. In art and design technology standards have also improved since the last inspection and are in line with national expectations.
18. Standards are in line with national expectations in geography and history, and in music standards are high for most pupils by the time they are 11.

Pupils' attitudes, values and personal development

19. Pupils enjoy coming to school very much. Pupils of differing attainment are eager to learn. They like the modern, light and clean building. They say lessons are interesting, teachers encourage them to learn and the school atmosphere is friendly. They like their teachers. Although they respect the leadership of teachers some think they could be stricter at times. Others could not suggest any improvements that could be made.
20. Although pupils are enthusiastic about school work, the range and take-up of extra-curricular activities, other than football, is limited, though not unsatisfactory.

21. Behaviour is good. Older pupils understand and are proud of their school motto 'Together we care and achieve'. Led by good examples set by the staff, many have positive attitudes toward learning and the school. They show concern for each other and appreciate the efforts and successes of others. This has a significant impact on the very good caring and learning ethos of the school. For example, year 6 pupils are paired with younger pupils to help them improve their reading. The sensible, quiet and considerate attitudes of the older pupils have a very good influence on the behaviour of younger pupils. In school assemblies, pupils are respectful and they are friendly and polite to visitors.
22. Throughout the school, pupils respect their own property and that of others. They respect the many paintings and displays around the school and handle school resources and equipment with great care.
23. Behaviour at playtimes is vigorous, but good-natured and happy. If pupils begin to get over boisterous this behaviour is swiftly and sensitively dealt with by the pupils themselves, sometimes with the help of staff. This demonstrates the pupils' sense of responsibility for each other.
24. The Nursery provides a wide range of interesting experiences, both inside and out. The children enjoy their activities and are carefully encouraged by staff to share and co-operate.
25. Teachers handle skilfully and with deceptive ease the few instances of misbehaviour of older pupils new to the school. When dealing with misbehaving pupils the teachers are well supported by their classroom assistants. Behaviour strategies are consistently used throughout the school. They encourage best behaviour and ensure that misbehaving pupils do not interfere with other pupils' learning.
26. Over the past year there have been 12 instances of temporary exclusions involving 3 pupils and there was one permanent exclusion. Although instances of temporary exclusions are higher than at the time of the last inspection, this does not indicate any weakness of the school. The staff deal very well with the number of older pupils who have been excluded from their previous school whose numbers have increased since the last report.
27. Pupils represent a rich diversity of cultures. Teachers work hard and successfully to make sure pupils have equal opportunities to succeed in all the school offers. Attitudes of support and understanding are cemented into learning activities in all classrooms and contributes hugely to the tolerance, understanding and care of all who work and learn in the school.
28. Personal development is good. The school motto of caring and learning has a profound impact on the ways pupils encourage each other throughout the school. They spontaneously clap in class the good efforts of others as they strive to meet their learning targets. They show very good respect for the feelings, values and beliefs of others. No intolerance or oppressive behaviour was observed during the inspection week. Pupils are co-operative, polite and respond cheerfully to challenges. They respect their teachers. All adults are very good role models. For example, at lunch-time the canteen staff are quiet when announcements are made and they expect pupils to do the same. As a result, throughout the school pupils and adults enjoy very good relationships.
29. Pupils on the special educational needs register are indistinguishable from other pupils when learning in class or around the school. They are provided with many opportunities to be responsible and use their initiative, as are all other pupils. Many opportunities are provided for pupils to develop a sense of responsibility. They take turns to be class monitors. Responsibilities increase as they get older. Pupils between the ages of 7 and 11 take increasing responsibility for their learning targets and most have clear ideas about their progress. Throughout the school, pupils learn to use their initiative and most pupils become independent learners. This is particularly noticeable in pupils who have been longest at the school.

30. Circle time lessons provide challenging opportunities for pupils to think about becoming better learners and friends and this contributes to their growing sense of citizenship as they go through the school. In Year 6, circle time lessons are replaced by class council meetings and debates. This increases further the pupils understanding of what good citizenship is through further opportunities to take responsibility and use their initiative. When organising council agendas, pupils are expected to put their names down beforehand if they wish to make a proposal. Their involvement is very good. The oldest pupils maturely answer the telephone at lunch times and greet and look after visitors well.
31. Attendance has improved since the last inspection but is unsatisfactory. There are too many unauthorised absences. Attendance is half a percentage point below the national average of 94.1%. This is more than three times the national average. Almost all unauthorised absence results from parents or carers not giving the school prior notice of non-attendance and/or failing to give reasons for absences afterwards. At the pre-inspection meeting for parents, there was a good understanding of procedures to be followed. Parents clearly understood the importance of their children's regular attendance. They said the school provides good guidance on what they need to do. The school follows up all absences quickly and works well in partnership with the education welfare service to encourage good attendance. A minority of parents do not support the school to improve pupils' attendance and they do not follow the school's guidance.
32. A significant minority of pupils are late for school. Punctuality is worse among some pupils who live close to the school.
33. End of year reports quote the absence and lateness figures for each pupil and some reports say that absences and lateness have interfered with the progress and attainment of pupils.
34. Parents are provided with very good information about the school through the prospectus, the governors' annual report, and the excellent newsletters provided each term. Parents are kept well informed about their children's progress at parents' meetings held every term. Teachers welcome opportunities to discuss the pupils' progress with parents. Teachers make good use of informal discussions when parents and carers collect their children at the door of each classroom.
35. At formal meetings with parents, pupils' progress towards their targets are discussed with reference to the pupil's own record of achievements. This good practice enables parents and teachers to decide on ways they can work together to help pupils learn. Well written annual reports provide good information about standards reached, but unsatisfactory advice on how to improve learning. There is a tear off slip for parents to sign to show they have received the report with a space for their comments. Although some parents return the reply slip signed, many do not.
36. The school's homework policy provides guidelines for a gradual increase in the time to be spent on tasks, as pupils become older. Guidance each half term for parents makes it clear that participation is voluntary, although shared reading and the learning of times tables and spelling is expected.
37. Half-termly homework suggestions for parents are thoughtfully produced but a number of parents do not make good use of them and this hinders the progress of some pupils.
38. The response of parents and carers to consultations about the home / school agreement was good. The school has produced a home-school-child agreement. The school worked hard to encourage over 75% of parents to sign acknowledgements.

HOW WELL ARE PUPILS TAUGHT?

39. The overall quality of teaching is good and has improved greatly since the last inspection. Variations in teaching from good to unsatisfactory have decreased very much and there is a lot of good teaching throughout the school.
40. For children under five, teaching is good with some very good features. Over 9 out of ten lessons are good or better and well over a third are very good. Teachers and their assistants have good knowledge of the early years' curriculum and the children, plan well as a team and set high expectations. Assessment is used very well to target the needs of individual children. Resources are carefully chosen, good use is made of IT to help pupils learn and all are linked well to the children's learning activities. Music teaching is very good. All this contributes significantly to the good progress the children make in the nursery and in the reception class.
41. For pupils between 5 and 7, almost all teaching is satisfactory or better and 3/4 of teaching is good or better. Almost a third of teaching is very good and nearly 1 in 10 lessons are excellent. The quality of teaching for pupils between 7 and 11 is very similar, although no excellent teaching was seen during the inspection. Almost all teaching is satisfactory or better and nearly a third is good or very good. Throughout the school very little unsatisfactory teaching was seen.
42. High levels of good teaching contributes to the general good behaviour of the pupils, their willingness to learn and the progress most make. Teachers skilfully encourage best behaviour. Even reluctant learners experience success and want to learn. Pupils new to the school settle down swiftly and make good progress.
43. Literacy teaching is good and sometimes it is very good. Teachers have good subject knowledge, teach with confidence, set high expectations, organise the work of the pupils well and ensure work set matches and challenges pupils of differing attainment. Teachers have raised standards in literacy from being below national averages to now being broadly in line with them.
44. Well structured literacy lessons have a good impact on reading and writing standards throughout the school. Whilst the teaching of literacy pays good attention to spelling and the presentation of work, these skills are not consistently reinforced when teaching other subjects.
45. Lessons learnt from the introduction of the national literacy project are being used to raise standards in numeracy. Teachers plan well to set most pupils challenging targets. Although some teachers lack confidence when teaching numeracy, this is improving. Secure foundations have been laid to improve in numeracy standards, but there is a long way to go
46. Teaching is very good for pupils with special educational needs. Very good assessment of attainment and monitoring of progress leads to crisply measurable and realistically challenging targets, which the pupils fully understand. The special educational need co-ordinator (SENCO) provides clear advice on how best pupils can learn as they work towards their targets. Consequently, the pupils learn the right things at an appropriately demanding pace and gain confidence as learners. Class teachers are well briefed before the pupils work in class, which they do most of the time, and they deploy classroom assistants to support these pupils. Good teaching results in these pupils moving on and off the register as their needs change.
47. Pupils with English as an additional language are quickly integrated into the full life of the school. Teachers have high expectations for these pupils, work well in partnership with teachers from the local authority and make good use of advice offered.
48. Teachers' awareness of equal opportunities issues is very good. In year 4 pupils learn about black achievers and the school monitors progress by gender and ethnic background.

49. Teachers work well with their assistants when planning and reviewing work. They know the pupils' targets well and so support learning effectively. An ICT technician works successfully throughout the school to improve pupils' skills.
50. A key feature of good or better teaching is the use made of very good assessment information. Teachers frequently record what pupils know, can do and understand in all subjects and pupils have a growing profile of attainment and progress which follows them through the school. This ensures that as pupils go through the school their skills and knowledge are steadily increased.
51. Teachers use assessment profiles very well when planning for each half term so that pupils of differing attainment are set appropriately demanding tasks. Best teaching sweeps pupils' learning along at a challenging pace. Where teaching is less successful, work is not well matched to the differing attainment of pupils and expectations for the presentation of work are unsatisfactory. Some teachers miss opportunities to provide clear advice for average attaining pupils on how they can become more effective learners as they work towards their targets.
52. The school has good curriculum policies which underpin the clear curriculum guidance teachers have when planning lessons. These help teachers plan well together in year groups and ensure that pupils in parallel classes cover the same work.
53. The teachers' use of homework is satisfactory and makes a useful contribution to improvements in standards by preparing pupils for the next lesson. However, it is not used in a consistent way throughout the school. The marking of older pupils' work does not consistently offer advice on how learning can improve.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

54. The school meets all statutory requirements, including the provision of a daily collective act of worship. Good curriculum opportunities to learn pays close attention to the diverse needs and backgrounds of the pupils.
55. 40% of curriculum time is devoted to English to improve standards. This has resulted in good provision through allocated time for handwriting and other literacy skills. The curriculum has been enriched further through recently introduced booster classes for literacy from year 1, making the curriculum increasingly relevant for pupils of diverse attainment. Good alternative learning methods for teaching numeracy are being trialled with setting in years 1 and 2.
56. There is a satisfactory range of activities available after school, including, computer, homework, football and sewing clubs. The football club is by far the most popular and open to boys and girls and is run by parents and friends of the school. A grandparent runs the sewing club.
57. Policies for personal, social and health education contribute well to the personal well being of pupils and their developing sense of responsibility. The sex education policy has been approved by the governors who are about to review its effectiveness. There are good policies for equal opportunities and race awareness. These have a positive impact on planning for each subject, the quality of teaching and the very successful ways pupils from a rich diversity of backgrounds are fully integrated into the life of the school. The school makes good use of visiting experts, as part of a planned programme, to educate pupils about substance misuse.
58. The school provides good opportunities for trainee teachers to work towards qualified teacher status. The school is recognised by a local university as being a very good partner in the training of teachers.
59. There are good links with neighbouring schools to ensure the smooth transfer of pupils entering the school, with equally good arrangements for those who leave for secondary schools. The special needs co-ordinator visits neighbouring schools to discuss the transfer of individual pupils.
60. The school has taken part in the local business/schools initiative.

Provision for the spiritual, moral, social and cultural development of the pupils

51. Provision for the pupils' spiritual development is good with some very good features. Pupils are provided with good opportunities to reflect on their experiences and to develop self knowledge. There are very good opportunities in music and art for the pupils to reflect upon the work of famous composers and artists and to experience music making and art work in the style of famous people. In religious education, a year 5 class sat in silence as they thought deeply about a Muslim's pilgrimage to Mecca. During circle time, older pupils have good opportunities to consider their own feelings and those of others, to think about what it means to be responsible and to reflect upon "What makes us special?" Themes introduced in class or in school assemblies are explored during the week. During inspection week, pupils thought about "conscience" in class circle time and school assemblies. Teaching drew well upon the pupils' own experiences to help them learn.
52. Very good opportunities are provided for the pupils' moral development. Pupils write their own class rules based on the school's set of aims and values, they reflect upon them during lessons and review them each term with their class teacher. These arrangements contribute to the very good respect that pupils have for each other. Pupils know the difference between right and wrong.

53. Pupils are provided with very good opportunities for social development through a system of rewards and sanctions. These are fully understood by pupils, consistently applied by staff with a major impact on the pupils' social development. They move around the school sensitive to the needs of others. In year 2 science lessons, pupils have opportunities to experiment and in mathematics to carryout investigations. In year 6, pupils conduct their own class council each week. They prepare an agenda and abide by the rules of the council. There are good opportunities for the older pupils to help the younger ones with their reading.

54. The school actively promotes positive role models from different cultural backgrounds. The harmonious nature of the school and its caring and learning ethos contribute enormously to the confident ways pupils from diverse backgrounds learn so well together.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The overall standard of care for pupils is good. Care of pupils underpins the work of the school, as implied by its motto of 'Together we care and achieve'. Parents acknowledge that the school carries this out effectively and pupils respond well to the good care they receive. Good behaviour is encouraged all the time.
56. There are excellent arrangements to prevent bullying and racial harassment and to deal with them should they occur. For example, 'Auntie Pat', a skilful assistant on duty at lunchtimes in a central area, is highly effective in preventing and dealing with anti-social and unkind behaviour. These arrangements contribute hugely to the harmony of the school. No oppressive behaviour was seen during the week of inspection.
57. The school has high expectations for behaviour. Teachers are very skilled at preventing inappropriate behaviour whilst encouraging pupils to behave well. Playground and other activities in and around are well supervised. Misbehaviour is recorded and it is promptly consistently dealt with throughout the school. Teachers work hard to make lessons interesting and they set good examples of how pupils should learn and treat each other.
58. There is good communication between lunchtime supervisors and teachers which contributes to the consistent management of behaviour throughout the day.
59. Attendance is unsatisfactory. The school works hard to promote good attendance through information gathered by monitoring. Its guidelines are well known to parents. Registers are maintained and monitored appropriately. Pupils' lateness and parents' phone calls about absences are recorded on the registers. The school works in partnership with the Education Welfare Officer, to follow up absences and remind parents about the importance of prompt and regular attendance. While these measures have led to some improvement since the last inspection, the figures for unauthorised absences are unsatisfactory when compared to all schools nationally. A significant minority of parents do not work in partnership with the school to make sure their children attend school regularly. This has an unsatisfactory impact on the attainment of these pupils.
60. The school is strongly committed to pupils' welfare, their health and safety. Health and safety considerations are well managed. Equipment is regularly tested and certificates of safety issued. The school is very clean and tidy.
61. First aid facilities are easily accessible to trained staff. There are good arrangements for pupils' medical needs. The school works closely with parents and medical agencies to arrange health checks, but some parents do not keep appointments made.
62. Good teaching in PE and science ensures pupils have good knowledge of health and safety. The school provides good guidance for the pupils' personal, social and health education. There are good curricular links. For example, the health habits of the Tudors provide a fertile source for study! The school receives guidance from Croydon's Healthy Schools Scheme Project. Representatives of the emergency services and police speak to pupils. Drugs awareness is raised through the visit of a specialist 'mobile classroom'.
63. The headteacher is trained in child protection. Responsibility for this has recently been devolved upon the assistant headteacher. Staff know the procedures to follow.
64. The pupils of diverse attainment have their learning very well monitored. Attainment is assessed in all subjects and standards in English, mathematics and science are moderated for accuracy. Records of attainment in foundation subjects plot the progress pupils make in their personal development as they go through the school. As a result of this, teachers know their pupils well and set them appropriately demanding learning targets. The school monitors differences in attainment by gender and ethnic background.

65. The very effective policy for racial equality policy is monitored by a well-informed and well-trained co-ordinator and this contributes significantly to the harmonious nature of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. The school's communication with parents is satisfactory with some good features. The school works hard with some significant success to involve parents as partners in their children's education. Generally, the quality of information for parents is good and the school provides a welcome for all parents who want to discuss their children's progress. Although there are some areas for improvement in the ways the school works in partnership with parents, a minority of parents is reluctant to enter into a partnership with the school and this has a negative impact on the attainment of some pupils.
67. The school works hard to promote partnership with parents. It is particularly successful in communicating a spirit of openness. It is less successful in providing homework guidance which is easily accessible to most of its parents and carers. While an active minority of parents is extremely supportive of the school, many parents and carers fail to take full advantage of the valuable opportunities it offers. A few tend to be unresponsive.
68. From the answers given at the parents' meeting held in connection with the inspection, and from the responses to the inspection questionnaire, parents are satisfied with the standards achieved by the school. They are positive about the contribution made by the school in raising the standards of attainment for their children. They praise the attention given to their children as individuals, the care provided, and the attitudes and values promoted. This applies particularly, but not exclusively, to the standards and approach taken regarding pupils on the special educational needs register. They consider the teaching to be good, and the school's leadership and management to be effective. They are less positive about the range of extra-curricular activities provided. Parents asked for clearer guidance on how to help their children with homework, and concern was expressed that some homes lacked suitable resources to help their children.
69. Parents are provided with very good information about the school through the prospectus, the governors' annual report, and excellent termly newsletters. They are kept well informed about the progress of their children through termly parents' meetings. At these, teachers discuss pupils' targets with reference to their assessment profile. Parents are regularly consulted about the progress of pupils with special educational needs. Daily informal discussions take place when parents and carers collect their children at the door of each classroom. Written annual reports are full and conscientious, with an account of standards attained. They do not always include what each child needs to do to improve learning and advice on how this might be achieved. There is an opportunity for parental comment. Some parents sign and return the slip; many do not.
70. The school's homework policy provides guidelines for a gradual increase in the time to be spent, as pupils become older. Guidance to parents, sent out every half-term, makes it clear that participation is voluntary, though shared reading, learning times tables and spelling is expected. Although much thought by teachers is put into the half-termly homework suggestions, the overall take-up is patchy. This produces an uneven effect on pupils' attainment and progress. Consistency in learning is also hindered for some by the high level of unauthorised absence and individual patterns of lateness. Overall, effectiveness of the school's links with parents and carers is satisfactory.
71. However, the school produced, in consultation with parents, a home-school-child agreement, which neatly encapsulates the motto of the school into the commitment of all parties. 75% have signed acknowledgements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The headteacher and the assistant headteacher provide outstanding leadership of the school. They work very well together. Their clear sense of educational direction and a commitment to raising standards is shared by all who work in the school. The headteacher and senior staff work successfully as a team.
73. An indication of the headteacher's and assistant headteacher's successful leadership and management skills was evident during the week of inspection. The headteacher was on planned sick leave. In her absence the assistant headteacher effortlessly took over school leadership and was very effectively supported by the entire staff.
74. The school is emerging from a period of leadership uncertainty and is facing future challenges with increasing confidence. The school was without a permanent headteacher or assistant for 2 years and the new headteacher has been in post since October 1998 and the assistant headteacher was appointed soon after.
75. Since the headteacher and her assistant have been in post the school's strengths and weaknesses have been evaluated well. This influenced the three year school improvement plan's clear and precise aims and prioritised targets for action. It provides a clear sense of where the school is going. The plan was arrived at through consultations with staff and governors of the school. It is regularly reviewed by the head and the senior management team who consult staff. This clarity of vision contributes enormously to the caring and learning ethos of the school.
76. Although clear in its intentions, the school improvement plan does not have financial costs attached to each item for action. Nevertheless, these costs are available, and the head and governors monitor them.
77. The headteacher and key staff know what to do to drive up standards in the school. Governors are now fully involved in this process.
78. The headteacher and key staff are meeting the challenge of raising the attainment of pupils with learning difficulties who come into the school in years 5 and 6.
79. The headteacher delegates leadership and management responsibilities to senior teachers and time is allocated for them to carry out their tasks. In return, the headteacher expects and receives high quality work from them. Subject co-ordinators have clear job descriptions with the emphasis on curriculum development, advising and supporting colleagues and professional development. They work closely with the senior management team. The clarity of responsibilities throughout the school ensures there is no confusion between what co-ordinators of subjects and the senior management team do and achieve. Good links between the leadership team, senior colleagues and other staff results in very good communication throughout the school and ensures swift and decisive action is taken whenever necessary.
80. Very good management of the literacy hour has resulted in a recent sharp upward trend in standards. The same rigour is being applied to the recently introduced national numeracy project, with evidence during the week of inspection of rising standards. The headteacher, senior managers and the governing body have well developed plans in place to improve standards in science.
81. The governing body exercise strategic financial management well. The budget is monitored monthly; senior managers exercise tight financial control with frequent reviews by the governing body. The headteacher, key staff and governors are in the early stages of applying the principles of best value which they do so satisfactorily.

82. The school administrators are very efficient and daily financial administration is managed well. Additional grants are allocated well according to the needs of the school improvement priorities and this ensures resources are allocated successfully to relevant pupils.
83. The school's aims are very successfully put into practise. They underpin the values of the school which are concerned with developing to the full the talents of all pupils, actively opposing all forms of prejudice and setting high expectations for all who work and learn in the school. These aims and values are clearly understood by teachers, classroom assistants and parents who attended the pre-inspection meeting. They are summarised in the school motto, 'We care and achieve', which is prominently displayed throughout the school.
84. The headteacher, key staff and governors vigorously review policies to ensure they consistently underpin the school's aims and values and are consistently implemented. In particular, policies of behaviour, teaching and learning, parental partnership and those for each subject consistently refer to high expectations, caring for each other and the school as a whole, and they contribute significantly to pupils and staff working well together. The school has successful strategies to prevent incidents of bullying and to deal with them should they occur. A part-time 'counsellor' is very effectively deployed to help and advise pupils. All policies work well and have a great impact on the harmonious nature of the school. This contributes greatly to purposeful lessons, where the individual needs of pupils are well provided for, and has a very significant impact on the very good learning ethos of the school.
85. An experienced and knowledgeable chair of governors leads the recently re-organised governing body and is working in partnership with the school to shape its sense of direction. All vacancies have been filled recently. It is organised into committees headed by experienced governors. Inexperienced governors are supported by those with more experience and opportunities for training are well provided. The governing body fulfils its statutory duties well.
86. The governors work closely with the headteacher and senior staff to evaluate the school's effectiveness. Governors are increasingly active in the life of the school, most of them supporting a subject area and they visit the school. There are governors for literacy, numeracy and special educational needs, all of whom are trained. This is providing for governors increased understanding of what the school needs to do to improve, particularly in raising standards in mathematics, science and to continue improvements to standards in English.
87. Governors have a clear understanding of the school's strengths and weaknesses and effectively appraise the performance of the headteacher and set targets to be achieved. It has in place national requirements for reviewing teachers' effectiveness and the pay of teachers with dates to review these procedures. There is in place complaints and grievance procedures that are in line with statutory requirements.
88. The head and senior colleagues monitor the quality of teaching. Weaknesses are identified, advice and support offered and improvements expected. Staff respond positively and, as a result, the quality of teaching has improved from over 1/4 being unsatisfactory in the last inspection to now being less than 1 in ten. 1 in ten lessons are excellent.
89. The curriculum is monitored and evaluated rigorously by the headteacher and senior management team. The headteacher, senior colleagues and governors have analysed weaknesses in science and the headteacher and governing body have plans in place to improve the curriculum and to raise standards.
90. The school works closely and successfully with a local university to help train teachers. The university has written to the school praising the quality of support for trainee teachers. The school is well placed to continue to work successfully with higher education institutions to train teachers.

91. Newly qualified teachers and teachers new to the school receive very good support. They settle into the school quickly and effectively. Newly qualified teachers have time allocated away from their class to receive advice, to watch experienced colleagues teach and to undertake further training. Senior staff and the headteacher take a lead in supporting and advising newly qualified teachers.
92. The school makes best strategic use of its resources, including specific grants and additional funding, linking decisions on spending to educational priorities.
93. The headteacher and assistant headteacher are in the early stages of school improvement. They have made a great impact on many aspects of the school with the strong support of the governing body. The school has a lot to do to overcome the challenges presented by so many pupils with learning difficulties entering the school in years 5 and 6. With the full support of staff they have improved standards in English. To raise of standards in mathematics and science may be tough, but the leadership team and governing body have in place all the ingredients for success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

94. The areas for improvement below will form the governing body's action plan to be in place within 40 days of the publication of the report. The headteacher and key staff had already identified most of the areas for further improvement set out below as a result of their school evaluation. Item 3 had not been identified.
95. The headteacher, key staff and the governors of the school need to:
- raise standards in mathematics and science, by improving the pupils' basic skills, including mental mathematics;
 - improve the presentation of pupils' work, handwriting and standards of spelling by raising expectations and by requiring pupils to learn and then use accurately what they have been taught;
 - make even better use of existing good teaching so that under-achieving pupils of average or better attainment become more effective learners, by helping them identify steps they need to take to improve their learning as they work towards targets set;
 - improve advice to parents on how they can help their children with homework, by providing clearly understood guidance;
 - improve attendance, by working with parents to decrease the number of unauthorised absences.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	24	49	21	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y1 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26 fte	447
Number of full-time pupils eligible for free school meals		156

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 - Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	15	120

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence	%
School data	4.84%
National comparative data	5.4%

Unauthorised absence	%
School data	1.69%
National comparative data	.5%

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	30	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	25	20
	Girls	25	25	21
	Total	47	50	41
Percentage of pupils at NC level 2 or above	School	82	88	72
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	25	21
	Girls	25	22	22
	Total	47	47	43
Percentage of pupils at NC level 2 or above	School	82	82	75
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	28	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	24	21	25
	Total	35	33	40
Percentage of pupils at NC level 4 or above	School	58	55	67
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	18
	Girls	25	23	26
	Total	39	38	44
Percentage of pupils at NC level 4 or above	School	65	63	73
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	76
Black – African heritage	21
Black – other	26
Indian	7
Pakistani	7
Bangladeshi	1
Chinese	2
White	199
Any other minority ethnic group	21

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	
Black – African heritage		
Black – other		
Indian	1	
Pakistani		
Bangladeshi		
Chinese		
White	7	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 - Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21.5
Average class size	29.1

Education support staff: Y1 - Y6

Total number of education support staff	10
Total aggregate hours worked per week	180

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	2
Total aggregate hours worked per week	70

Number of pupils per FTE adult	7.3
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 99
	£
Total income	915296
Total expenditure	928399
Expenditure per pupil	1901.75
Balance brought forward from previous year	46631
Balance carried forward to next year	33528

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	449
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	58	34	4	2	2
Behaviour in the school is good.	35	54	8	0	3
My child gets the right amount of work to do at home.	28	54	12	0	6
The teaching is good.	60	37	0	0	3
I am kept well informed about how my child is getting on.	49	45	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	0
The school expects my child to work hard and achieve his or her best.	61	38	1	0	3
The school works closely with parents.	46	46	6	0	2
The school is well led and managed.	56	35	2	0	7
The school is helping my child become mature and responsible.	47	46	2	0	5
The school provides an interesting range of activities outside lessons.	25	34	16	2	23

Other issues raised by parents

Parents' Meeting

Parents registered levels of satisfaction similar to those in the questionnaire.

The following issues will form part of the inspection and be reported upon in the published report.

Security to the main building was considered 'excellent' but concerns were expressed about members of the public using the school playing field and area around the school as a short cut. This issue was raised with the acting headteacher prior to the inspection and action has been taken to ensure members of the public do not use the playing field as a short cut.

Whilst approving of the setting of homework some parents would welcome more guidance on how they can help and what is expected of their children.

Some parents were concerned about the boisterous behaviour of boys in the playground, some of whom kicked coats around.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

97. The children's attainment on entry to the Nursery is below that expected for their age in all areas of learning, taking into account the fact that more than a half of the children have special educational needs, especially in language development. More than one third of the children transfer to Reception classes in their local primary schools, where there is no Nursery provision. The school's assessment of pupils on entry to the Reception classes shows that, in personal and social, language and literacy and mathematical development, a reasonable percentage of children attain the standards expected for their age. No local comparative information was available at the time of the inspection. The good progress seen in the Nursery and Reception classes makes it likely that, by the time the children are five, just over half will meet the nationally agreed standards for their age. The children needing learning support, particularly language support, make good progress towards the expectations for their age group.
98. The school has responded to all of the developments indicated by the previous inspection report and has made effective improvements to all aspects of the provision for under fives. The quality of teaching observed during this inspection was good. The provision for Information Computer Technology and Physical development is now satisfactory. The Nursery and Reception teachers and Nursery Nurses work as a team. They monitor the children's progress and their own teaching. They use visits to other schools, training courses and information on the Internet, to develop their expertise. The curriculum covers the recommended six areas of learning and is imaginatively presented to the children to stimulate their interest. Assessment information is used to focus lessons on the learning needs of the children and ensure their progress from the foundation stage and into the National Curriculum.

Personal and social development

99. The children in the Nursery and Reception classes make good progress with their personal and social development. The majority of children reach the standards expected for their age in the Nursery and Reception classes. All of the children are confident in the school. They learn to co-operate with other children and adults and enjoy selecting things for themselves and cope with fastening clothes. In the Nursery there is a strong emphasis on appropriate behaviour. All staff successfully encourage good behaviour. A daily snack time to eat fruit and have a drink is used to discuss table manners and children are encouraged to talk to each other. In the Reception classes the children learn to collaborate in imaginative role-play settings like the "Doctor's Surgery" and a puppet theatre. They learn to share equipment. They take turns when using the computer mouse. Some tasks, like scoring the number of bean bags thrown into a bin, involve them working with others as they learn to count. All the staff are good role models for the children. Adults and children enjoy good relationships. They encourage the children to be self-reliant and to care for others.

Language and literacy

100. The children's attainment in the Nursery is below that expected for their age. The school's records show that many pupils have communication difficulties. Many children speak in single words and do not know the words for every day objects. There are a significant number of children whose main experience of books is in school. The provision for supported learning in small groups is good. The children's individual learning targets are listed in plans for activities. All of the staff talk to children and use a range of strategies to ensure that they understand and make some attempt to speak. The majority of children make good progress in the Nursery and the Reception classes. In the Nursery most children listen to adults and other children and can make their basic needs understood and the staff are skilled at interpreting their needs. Some children can recognise their first names and place them on a registration board. They can talk about pop-up pictures in books and familiar stories. Some children make marks like writing in a diary in the office role play area and recognise letters in print. Nearly a half of the Nursery class can use a short phrase or a longer sentence to describe their pictures whilst the rest respond in single words. They learn to notice letters and words in text by collecting words that they know and sharing a large print book with their teacher. In the Reception classes, at the time of the inspection, some children memorised text and used letter and sound links to work out unknown words. The majority handled books with care. They pay attention to instruction and think before answering questions. They can join in the give and take of discussion. Few can write their names independently although they can write the letters of the alphabet correctly. Some attempt to write independently but make a letter represent one word. During the inspection, a group of children were keen to write a notice reminding Mrs. Wishy-Washy to keep the animals out of the mud. The children use the computer confidently to write and print out their names. In the Nursery and Reception classrooms there are attractive, clearly labelled displays that encourage children to read. Writing materials are placed in the role-play areas to encourage the children to write independently. There is daily opportunity to listen to and join in stories and rhymes. The children look at books in attractive and comfortable book areas and take home a book every day. Areas like the doctor's surgery, a puppet theatre and an office encourage children to respond imaginatively. The focus of tasks on learning targets for individual children ensures that all children, including those with special educational needs make good progress. The majority of children are working towards the standards expected by the time they are five.

Mathematics

101. The children's attainment in the Nursery is below that expected for their age. A few can count to ten but majority to count one by one to five. They sing songs like "Ten in the bed" to understand counting backwards and look at large print books to read the numbers to ten. They all experience small group support so that their counting accuracy can be checked. The children in the Reception classes work towards the standards nationally agreed for their age. They sing "Ten Green Bottles" to count backwards and forwards to ten. They join in practical tasks like sorting dominoes with seven spots on them, record the results of aiming bean-bags at a bin. They use jigsaws and the computer to learn more about counting. The focus of tasks on learning targets for individual children ensures that all children, including those with special educational needs make good progress. The majority of children are working towards the standards expected by the time they are five.

Knowledge of the World

102. The Nursery children's knowledge of the World is below that expected for their age. They need the support of a student Nursery Nurse to match limbs accurately to a human figure on the computer. During the inspection, in a discussion of the events leading up to bedtime, the teacher constantly had to ask, "What do you do *before* you go to bed?" In the Reception classes the children find out how things work. They need their teachers' support in a small group to provide them all with an opportunity to speak about their findings as they light a bulb by completing a simple circuit, for example. They independently observe working models like tools that are powered by batteries. In the Nursery and Reception classes the children make good progress. They are helped to describe and explain what they see in a good range of experiences. The children with special educational needs make good progress towards the targets set for them. The majority of pupils are working towards the levels expected of them by the time they are five.

Physical development

103. In the Nursery the children's attainment is below that expected for their age. A significant number of children have little experience of ball skills, climbing or large construction toys. The children's development of mobility and awareness of space is satisfactory but is limited by the lack of instruction and support during playtimes. The use of the adventure framework is recreational rather than educational. The provision of two physical education lessons each week fails to provide the Reception classes with sufficient opportunities to exercise indoors and outdoors with adult instruction.
104. There is a well equipped, secure outdoor play area used daily by the Nursery children. They push carts, ride wheeled toys and climb on the exciting adventure framework. Several adults help the children to improve their skills, develop story ideas and share the equipment fairly. Many children have difficulty holding pencils, brushes and scissors correctly. They learn to place pieces carefully onto a model. All of the children, including those with learning difficulties make good progress. In the Reception classes the emphasis is on improving the handling of tools like pencils, brushes, scissors and the computer mouse. They handle increasingly difficult construction materials and modelling materials. They all make good progress in hand control.

Creative Development

105. In the Nursery the children's attainment is below that expected for their age. Less than half of them can draw recognisable pictures, make deliberate choices when mixing paint or explain their picture in more than single words. Most of the children join in singing Nursery Rhymes and tap in time with some music. The children, including those with learning difficulties, make good progress. In the Reception classes the majority of children demonstrate satisfactory hand control. They can paint fine line patterns, match shapes and colours in designs and draw recognisable and detailed pictures. In a music lesson, all of the children obeyed conducting signals immediately and most of them played percussion instruments in time with an accompaniment. All of the children, including those with learning difficulties, make good progress. During the inspection the children in the Reception classes worked towards the nationally agreed standards for their age.

Teaching

106. The quality of teaching of the under fives is good with some very good features. There is some very good teaching by the co-ordinator and music specialist. All of the teaching features very good use of assessment information to plan lessons. All members of staff and volunteers observe children learning and make notes in preparation for planning meetings. They compare children's responses with their learning targets and with nationally agreed learning objectives. This leads to activities having a clear learning focus, set at levels that are challenging but manageable for all of the children. In a very good music lesson the clear focus on obeying signals and the expectation that children would be still and silent before playing music, led to high standards of achievement by all of the children. The Nursery Nurses are well qualified and provide skilled support for children's learning. Children who learn in English as an additional language are well supported. The teacher advises and deploys adults in the classroom well and ensures they extend children's learning through talk and play.

Partnership with the parents

107. The school values their partnership with parents and makes good efforts to communicate with the parents of children joining the Nursery. Parents are encouraged to be involved in their children's education through home visits by the teacher, advice booklets, a pre-school assessment booklet, daily contact and news letters.

The curriculum

108. The curriculum is based on the recommended six areas of learning and provides a broad and balanced curriculum. The school provides a range of challenging and focused activities, particularly within language and literacy and numeracy. Activities are linked through a topic or theme and related to work repeated during Key Stage 1. Learning is creatively presented to gain the children's attention and enthusiasm for learning. The curriculum takes account of the need for the older or more able children to experience the early stages of the National Curriculum.

ENGLISH

109. By the age of seven and eleven, pupils' attainment in English is broadly in line with the national average. Since the last inspection in 1996 there has been a significant improvement in the quality of teaching throughout the school. The Literacy Hour has been very successfully implemented. As a result, the school has been able to focus on raising achievement and standards are beginning to rise.
110. For 7 year olds, the 1999 National Curriculum test results show that attainment in reading was close to the national average but below the national average in writing. For the period 1996 to 1999, attainment in reading was close to the national average except in 1997 when it was below. During the same period the attainment in writing was below the national average. There were no significant differences between the results of girls and boys in reading and writing. The school performed at a much higher level than similar schools nationally in reading and much better than similar schools in writing. The present cohort of pupils in Year 2 is achieving standards close to the national average in both reading and writing.

111. The results of the 1999 National Curriculum tests for pupils of 11, show that the proportion of pupils attaining the expected Level 4 or above was well below the national average. In addition to this, the proportion of pupils attaining the higher level 5 or above was close to the national average. There was a significant difference between the results of boys and girls. The performance of boys was well below the national average but the performance of girls was close to the national average. The school has focussed on the attainment of boys and inspection evidence reveals no significant gender gap. The school has successfully raised the attainment of boys who make very good progress. National test for 11 year olds show that highest attaining pupils were boys from a minority ethnic background. The pupils' performance in the English tests was above average in comparison with similar schools. The school has made a very careful analysis of these results and appropriate action is being taken to address the weakness in writing.
112. Pupils with special educational needs are well supported in their learning and make sound progress when measured against their individual education plans. Similarly, pupils who learn in English as an additional language are given good support in class and they make good progress.
113. Throughout the school listening skills are satisfactory and pupils of differing attainment make good progress during discussions with teachers. Well managed school assemblies explore themes of interest to the pupils and they listen and participate well with good impact on their speaking and listening skills. Progress is unsatisfactory in listening skills when whole class teaching continues beyond the span of the pupils' concentration and into the time when the pupils could learn more effectively from being set work to do.
114. By the time they are 7 and 11 the pupils' speaking skills are satisfactory. By the age of seven, most pupils have a narrower range of vocabulary than is expected at that age. Some do not speak clearly, although they make sound progress in extending their subject based vocabulary. Drama in the reception and Year 1 classes has a good impact on speaking and listening skills, as do opportunities for younger pupils to take part in plays for their class assemblies.
115. A video of the Christmas production for 5 to 7 year olds was seen during the inspection. Year 5 and Year 6 produce a summer concert. Both these productions have a good impact on the pupils' speaking and listening skills. During the Literacy Hour pupils listen attentively to the teacher and to other pupils. In circle time, speaking and listening skills are reinforced well. A similar pattern continues for older pupils. By the age of eleven, when requested to expand upon an answer and support it with reasons, many pupils find it difficult to express their ideas well. Whilst some average attainers and the lower attaining pupils in years 4 and 5 are not good at expressing ideas and opinions, they make good progress in listening thoughtfully to the ideas of others and they work hard to contribute to class discussions. This contributes to their good progress. In Year 6, some higher attaining pupils are excellent speakers and pupils of differing attainment confidently discussed topics with inspectors during the inspection.

116. By the age of seven, standards in reading are broadly in line with the national average and they are high when compared to the results for similar schools. This is due to good provision for and promotion of pupils' reading. The very effective reading recovery strategy is organised and taught very well. This has a significant impact on pupils' attainment, their confidence and good attitudes to literature which remains with them throughout the school. Classrooms contain a wide range of good quality books. When reading independently, higher attaining pupils show a keen interest in books, use them well to gather information and identify the difference between text and pictures. Lower attaining pupils, including those with special educational needs, are given good classroom support to develop interest and fluency. Pupils take their reading books home regularly. The school tries hard to encourage parents to assist their children in learning to read by regular practice at home. Several parents provide valuable help in school by listening to pupils read. The English co-ordinator organises a book club and several book fairs during the year and these are popular with some parents and children. Higher attaining pupils at the end of Key Stage 2 are very confident indeed in their approach to reading. The pupils know their literacy targets and what they need to do to improve, and when provided with opportunities to practise skills within other subjects they do so well.
117. Throughout the school reading standards are improving with evidence seen during the inspection of good progress for pupils aged between 7 and 11. Pupils are able to describe how they would use the classification system to locate a book in the library and several pupils are members of local libraries. Good recent progress indicates that 11 year old pupils ought to reach the standards expected for their age by the time they leave the school. Inspection evidence indicates that higher attaining pupils of 11 ought to exceed the national standards for their age.
118. By the age of 7 and 11, standards in writing are below the national average. Progress is unsatisfactory for most pupils, although during inspection week there was evidence of progress improving throughout the school. The school has recently introduced a system of regular handwriting practise and standards are rising. Most 11 year olds are making good progress to reach standards broadly in line with those expected for their age.
119. Handwriting is unsatisfactory, with no consistent style of writing. Pupils' presentation of work is also unsatisfactory. Progress in spelling is satisfactory. Attainment for 11 year old pupils is broadly in line with national averages although spelling for lower attaining pupils is unsatisfactory.
120. An area for further development is to consolidate and reinforce spelling, handwriting and presentation skills rigorously across all subjects throughout the school. Where skills and knowledge are consistently reinforced pupils of diverse attainment make good progress. Year 1 pupils were observed practising their handwriting in religious education and during science and they made good progress.
121. Higher attaining pupils write short stories showing a clear sequence of ideas and they write for a variety of purposes. For example, year 2 pupils write their own fiction books. They know the importance of titles and authors displayed on the front cover. They write about sounds heard in the night and produce lists of words used in Numeracy and Literacy hours. They write a sequence of clear instructions for having a bath without missing out important steps. Year 2 pupils write about their "Book of the Week". During the inspection this was 'Mr. Archimedes Bath' by Pamela Allen. They write the story of Red Riding Hood in sequence and in complete sentences. Lower attaining pupils and those with special educational needs, are very well supported in their learning and make good progress in their writing.

122. Year 3 pupils conduct Millennium interviews with each other, preparing the questions themselves and writing the answers. Year 4 pupils write their own poems and carry out research on The Tudors as part of their history topic, and this reinforced literacy skills well. Year 5 pupils write a diary of the exciting week before Christmas and also record the discovery of oxygen in their science work. In year 6 the pupils write book reviews after studying text written by famous people. During the week of the inspection, Year 6 pupils carried out an in-depth study of the poem "The Highwayman". They analysed characters, rewrote sections of the poem that explained the poem's story clearly and produced good work based on similes and metaphors in the poem. One pupil said that listening to the teacher read the poem was just like watching it on TV. One class enjoyed listening to the poem sung in a modern style.
123. Pupils make good progress in their learning at both key stages. The pupils' learning is good in over half the lessons observed. There is no differences in the rate pupils learn between parallel classes in the same year. Inspection evidence shows good progress for most pupils of differing attainment, including pupils with special educational needs. They receive good adult support in class and in 'booster group' classes arranged for them.
124. Pupils respond well in the majority of lessons and their behaviour in English lessons is good. They enjoy the Literacy Hour and work well with the good quality and interesting resources provided for them. Relationships within classes are very good and in the majority of classes, pupils respond well to the challenges and targets set for them. Pupils work well in pairs and small groups and can work independently when required to do so. Some older pupils do not take sufficient pride in their work: their presentation of work is sometimes unsatisfactory.
125. The quality of teaching is good. No unsatisfactory teaching was seen in English lessons throughout the school. When teaching is good subject knowledge is soundly used to extend, develop and challenge the pupils. Planning is very thorough with assessment opportunities clearly identified. Very good behaviour strategies are used with frequent praise given to reward good attitudes. Of particular note is the excellent way teachers help pupils understand their strengths and weaknesses and ensure they know their attainment targets well. Pupils appreciate the very structured guidance given by teachers. Learning support for the lower attainers and pupils with special educational needs is very well focused, making a positive impact on their learning. High expectations of both work and behaviour ensure a positive learning environment and very good relationships between pupils and teachers.
126. The school has a positive learning ethos for the subject. Past good preparations for the Literacy Hour have contributed to this and have resulted in confident teaching and rising standards. The Literacy and English co-ordinators are enthusiastic and work very well together. They have very good knowledge of the strengths and weaknesses of the subject throughout the school. Clear educational guidance is given to all staff, who are committed to improving standards.
127. The resources for the teaching of English are good, and there are many good quality books. Displays throughout the school reflect the positive attitude teachers have to the pupils' work and the good work achieved in English throughout the school.
128. Resources are used well by the pupils who use books carefully and monitors ensure that the library in particular is kept well organised and tidy.

MATHEMATICS

129. By the time they are 11 standards are below national averages. Inspection evidence is in line with the results of the 1999 national test for mathematics, which are below national averages. However, in the national test nearly 1 in 5 pupils reached standards close to the national averages. Inspection evidence confirms that standards are rising for higher attaining pupils, most of whom have been at the school at least since they were 7. Evidence from the week of inspection shows standards are rising, although there is some way to go to meet national averages.
130. By the time they are 7 standards in mathematics are in line with the national average. This is an improvement on results of the 1999 national tests for mathematics, when standards were well below the national average. The national test showed that the number of pupils above the level of attainment by the age of 7 was close to the national averages. The downward trend in standards between 1996 and 1998 has been reversed. Standards rose in 1999, but so did standards nationally. Inspection evidence shows this improvement continuing and the rise is now steeper. The gap between standards for 7 years at the school and those expected nationally is narrowing but the school still has some way to go.
131. By the time they are 7, most pupils have a satisfactory range of skills to do simple mental calculations, although there are some weaknesses. The National Strategy for Numeracy is improving standards. The pupils use a sound range of strategies, such as doubling and halving when making simple calculations, but many are working too slowly. They do not recall quickly enough the facts they should know.
132. Throughout the school, achievements are good for lower attaining pupils and pupils with special educational needs in relation to their previous attainment and they make good progress. Pupils for who learn in English is an additional language make good progress, over half of them reach standards in line with national averages and a few exceed them. For these pupils there is no significant difference in the attainment of boys and girls.
133. The pupils carry out simple investigations using a 100 number square and discover patterns made by odd and even numbers. Most pupils count backwards and forwards in twos and fives and they read and write numbers up to 100. They understand the place value of digits and use appropriate methods to add and subtract. A few pupils reverse their numbers. Some do not complete their work and it is not always well presented.
134. Most pupils are good at recognising and naming several 2D & 3D shapes. Higher attainers know different properties of the shapes. They use mathematical language satisfactorily to explain their work and they use specialist terms well when making comparisons, such as 'more than', 'less than', 'shorter' and 'longer'. The pupils make satisfactory progress in understanding measurements for weight and length but few understand capacity.
135. In the 1999 national mathematics tests for eleven year olds, the proportion of pupils attaining both the expected level and the higher level was well below the national average. These results were broadly in line with those of similar schools. When compared to national averages standards, here has been a decline in standards since 1996. The performance of boys was well below the national average whereas the girls' performance was well above the national average.

136. Evidence from the week of inspection shows that a minority of pupils are reaching satisfactory standards by the age of eleven and this confirms the school's results from national testing. The National Numeracy Strategy, introduced last September, is slowly improving standards in most areas of learning but progress is unsatisfactory in mental mathematics. Older pupils do not quickly recall what they have learnt or use satisfactorily a range of strategies to make mental calculations. Each day lessons provide appropriate opportunities to improve the pupils' mental mathematics and skills are improving. For example, pupils work is satisfactory in the mental multiplication and division by numbers of 109, 100, 1000 but few confidently apply what they have learnt to when using decimals. The understanding of place values, and the significance of the decimal point, is not well understood by most pupils and they have unsatisfactory knowledge of the relationships between decimals, fractions and percentages.
137. Apart from higher attainers, most of the pupils' investigation skills are underdeveloped. Many pupils have unsatisfactory skills when solving problems that use more than one or two steps. Most pupils measure weight and length satisfactorily. They have sound knowledge of the properties of shape. They use mathematical language satisfactorily, for example, when describing 2D & 3D shapes. Pupils understand and use accurately the terms mode and median. They collect, organise and record data in a variety of ways.
138. Progress is sound throughout the school, with a particular strength in the early years. This satisfactory learning includes those pupils with special educational needs. In year 1 pupils satisfactorily improve their confidence in mathematics. They know that one less than ten can be written as $10 - 9$. Sound learning throughout years 2 and 3 results in continuing and satisfactory improvements in the pupils' mathematical confidence. Teachers provide appropriately challenging tasks and discuss their learning to make sure they progress with gains in knowledge and understanding. The pupils' confidence grows as they ask very searching questions in response to teachers probing question. Good learning continues into Year 4 where pupils of differing attainment satisfactorily build on what they already know and develop a wider range of strategies.
139. In Year 5, satisfactory learning continues. It is during this year that almost 1/4 of pupils leave the school to be replaced by pupils excluded from other schools. For the pupils who have been at the school the longest, learning is often good and they make good progress. New entrants settle quickly to their work and most of them make satisfactory progress but standards are below that of most other pupils. Pupils new to the school with special educational needs make good gains in mathematical skills and their achievements soon become good when measured against targets in their educational plans.
140. It is due to well planned lessons, clear learning targets and teachers' good management of learning and behaviour that all pupils make at least satisfactory progress and most want to learn. Pupils learn to identify factors of numbers and use them to make calculations. Although more pupils leave the school in year 6 to be replaced mainly by pupils excluded from other schools, most pupils' learn well. Progress is generally satisfactory and good at times for pupils of average and higher attainment, and these are mainly pupils who have been at the school the longest. Some pupils new to the school do not have the confidence to learn as well as other pupils. These pupils are mainly lower attainers who find it difficult to work all the time with confidence and produce accurate work.
141. Pupils' attitudes are good throughout the school. Most pupils are interested and work well with each other. They listen to their teacher and appreciate the views of others. Almost all participate well doing mental mathematics, which they enjoy. The few incidents misbehaviour are very well handled by teachers with good support from classroom assistants. Lower attainers receive encouragement and praise and persevere well when the work is demanding. An area for improvement is in the care and pride taken by some pupils in the presentation of their work.

142. Teaching is good for pupils of 5 to 7 and some of it is excellent. For pupils between 7 and 11, most teaching is good, some is very good and there is very little unsatisfactory teaching. Teachers plan with close reference to the National Numeracy Project. A few teachers lack confidence when teaching numeracy. Nevertheless, teachers introduce lessons clearly, provide most pupils with realistically demanding targets and expectations are often high. Very good or better teaching is characterised by good subject knowledge taught confidently, and the setting of tasks which match the attainment very well of pupils of diverse attainment who are constantly challenged. Where teaching is less successful at times, higher attainers receive work which does not extend their learning, and lower attainers receive work which is too hard for them. The good pace seen during the mental mathematics part of lessons is unsatisfactorily maintained for the rest of the lesson.
143. Most teachers manage groups of pupils, their behaviour and learning very well. Time is usually well used with an appropriate balance between teaching input, pupils working on their tasks and lessons end by reviewing the pupils' learning. Teachers know pupils well and good assessment of their learning informs lesson planning well. The provision and support for pupils with special educational needs is very good and this has a good impact on their learning and progress.
144. There is a good emphasis on numeracy in the mathematics curriculum and both mathematical and numeracy skills are often reinforced in other subjects, such as concepts of shape and symmetry in art, measurement in design technology and science and time and dates in history. Information technology is satisfactorily used and pupils work independently at programmes that are well linked to their learning. There is a positive ethos for mathematics throughout the school and staff are strongly committed to the raising of standards.
145. National and school tests are analysed and used to set realistically demanding targets. The subject co-ordinator has very good subject knowledge. She supports and advises colleagues very well and is improving subject knowledge and confidence throughout the school. She monitors the quality of teaching and provides good support and clear advice. The co-ordinator knows exactly where the school is at and knows clearly what must be done to raise standards.

SCIENCE

146. In the 1999 national tests for the eleven year olds, the proportion of the pupils reaching the expected standards for their age was well below the national average. From a position in 1997, when the schools' science results were at their highest, the results have fallen progressively. These tests showed girls outperforming boys. This was not re evident in the week of inspection.
147. Many older pupils new to the school have learning difficulties and a few have been excluded from other schools. The high proportion of pupils with learning difficulties make satisfactory progress, and for some progress is good, but time is too short for them to reach the nationally expected standards for their age by the time they are 11. National test results show that pupils who have been at the school the longest reach national standards expected for their age.
148. Teachers' assessment shows that attainment for 7 year olds is close to that expected for their age.
149. Throughout the school pupils' understanding of materials and properties is better than other aspects of science. The presentation of work is unsatisfactory. From the age of 7 to 11, higher attaining pupils talk satisfactorily about what they have learnt from investigations but for others this is unsatisfactory. Many pupils identify different materials and their properties but unsatisfactorily describe their similarities and differences. They identify natural and man made materials and older pupils learn that different materials are used for different purposes

150. By year 6 pupils, who have been at the school at least since they were 7 confidently carry out investigations and understand how to conduct a fair test. They predict possible outcomes well. However, almost all pupils lack key skills to identify a pattern in results and are unable to draw logical conclusions from information gathered from their investigations. They satisfactorily name and locate major organs of the body and know how they sustaining life. They understand the function of the stigma and stamen in plants. Higher attaining pupils talk knowledgeably about the food chain. These pupils know how water changes to vapour and back to water again and that the process of change that comes through burning cannot be reversed. They understand and use such terms as 'evaporation' and 'condensation' and understand processes that are important to the water cycle. Most pupils understand the movement of the earth in relation to the sun and how this effects of gravity.
151. The progress of pupils who learn in English as an additional language is similar to other pupils and, for some, their learning and progress is better than most. Through topic work pupils between the ages of 5 and 7 topic name parts of the body and they identify objects that need electricity. In year 1, they construct a simple circuit to light a bulb and record what they have discovered. The pupils make satisfactory progress discovering the properties of every day materials, for example, why certain materials sink or float in water. The sound progress for these pupils and the satisfactory standards reached by the time they are 7 is the result of good teaching and a curriculum that stimulates pupils.
152. This sound learning continues as they move through 3 years and 4. Teachers successfully build upon what the pupils know, understand and can do. Pupils new to the school in years 5 and 6 have unsatisfactory knowledge and despite their overall satisfactory progress and achievements, standards are well below that expected nationally by the time they leave the school.
153. Pupils' attitudes to science are good. Most show an interest in their work and participate enthusiastically in practical activities and they give sensible answers to the teachers' questions. Most listen attentively to their teacher and follow instructions. When the occasion demands, pupils show they can work together in pairs or groups, sharing equipment and discussing ideas. However, many pupils lack the confidence or the skills to work with the sustained degree of independence that might be expected, especially with older pupils. Standards of behaviour are good for most pupils, although there are incidents when a very small minority is disruptive.
154. The quality of teaching throughout the school is generally good, although aspects of subject knowledge for some need to be improved and a few expect too little from the pupils at times, particularly in the presentation of their work. Lessons are thoroughly prepared and make good use of resources. Little teaching was seen for 7 to 11 year olds, but analysis of pupils' work, interviewing pupils with their work, scrutiny of teachers' planning, assessment and monitoring of the pupils' progress indicates the good quality of teaching throughout the school.
155. Most lessons start well and care is taken to ensure the pupils know what they are expected to learn. Teachers manage and organise classes very well. Teachers have good strategies to manage occasional misbehaviour, especially from older pupils new to the school. Lower attaining pupils receive good support through work set building well upon what they know and can do. For a very high attaining pupil, provision of an extended curriculum is made with the assistance of a local authority advisor. The assessment procedures carried out by teachers is very thorough and accurate and used well to inform planning.
156. The opportunities in science lessons to extend pupils' literacy skills are satisfactory, especially for pupils between the ages of 5 and 7. The pupils soundly use correct scientific vocabulary. They extend their numeracy skills through recording their findings by using various forms of graphs and charts.

157. The curriculum has recently been revised and there is an improved format for planning. Satisfactory and well organised resources support the curriculum. Pupils' learning is extended by educational visits, for example, to the London Science Museum. Subject management is satisfactory, although there is no co-ordinator. The headteacher and governing body know what needs to be done to raise standards and they have plans in place to appoint an experienced co-ordinator.

ART

Few lessons were planned at the time of inspection. Evidence upon which judgements are based was obtained from an analysis of pupils' work, discussions with pupils, interviews with teachers and the subject co-ordinator, lesson observations and a scrutiny of work on display.

158. By the time pupils are 7 and 11 they reach national standards expected for their age. This is an improvement upon findings of the last inspection when standards and progress were unsatisfactory. Improvements in teachers' subject knowledge, confidence and higher expectations have contributed to these higher standards. As a result, progress is now satisfactory.
159. Throughout the school the progress of pupils with special educational needs and those with English as a second language is equal to or better than that of their peers.
160. By the age of seven, pupils work with confidence and care within a number of media. There is a progressive acquisition of the skills of line and tone, colour mixing and representing people and objects by paint, crayon and pastel. An understanding of primary colours enable pupils to produce some good examples of work of which they are justifiably proud. In year 1, they experience working in other dimensions and produce models which they carefully paint, for example clay masks representing various cultures. Year 2 pupils, when using clay to model dinosaurs, comment on the clay, "when I started the clay was cold, damp and soft but when it dried it was hard". This illustrates a way in which art contributes to learning in other areas of the curriculum, in this instance science. In reception classes, children paint butterflies, making sure the wings are symmetrical re-enforcing this important numeracy concept.
161. By the time pupils are eleven, they enjoy printing everyday objects, use different materials to make collages and know the basic technique of weaving. On display around the school is good quality pencil line drawing of Jinnah the founder of Pakistan. They work in the style of famous artists such as Lowry, Picasso and Monet and pupils produce a high standard of work.
162. The satisfactory progress continues throughout the school. In Year 3, pupils continue to refine their skills and produce small pots they have modelled in clay. They learn about the work of great artists, such as Kandinsky, whose flamboyant style provides great scope for pupils own interpretations. The pupils have learnt to observe closely and produce well observed drawings and paintings of fruit. In Year 4, art is very well used to illustrate the history topic on the Tudors. In this project pupils work on a large scale, which is a difficult technique, and successfully produce life size paintings of Henry VIII and one of his wives together with members of the royal court. These are very well displayed accompanied questions such as "Why do portraits only tell us of the rich Tudors?"
163. This good use of art to help pupils learn in other subjects continues into year 5. There is an impressive hanging display of the Galaxy. When studying the Victorians, pupils use secondary colours well to reproduce the designs of William Morris. This interested the pupils who enjoyed the challenge of working with different materials. They co-operate well with each other when sharing resources and the large majority behave well.
164. Teachers have satisfactory subject knowledge. The quality and care in the display of pupils' work shows a pride in the achievements of pupils and a commitment to raising standards further.

165. The subject co-ordinator is committed to the raising of standards and has a scheme of work, which ensures that pupils build upon their skills and knowledge as they go through the school.

DESIGN AND TECHNOLOGY

Few lessons were planned for the week of inspection. Judgements are based on analysis of pupils' work, photographs of pupils' work, discussion with pupils, interviews with teachers and the subject co-ordinator, lesson observations and scrutiny of work on display.

166. By the time the pupils are 7 and 11 they make satisfactory progress and reach standards expected for their age. This is an improvement since the last report when progress and standards were unsatisfactory. There is no difference in the progress of boys and girls. Progress is satisfactory for pupils with special educational needs and those who learn in English as an additional language.
167. By the time they are 7 pupils have made satisfactory progress in designing and making. They thoughtfully evaluate their work and make suggestions for improvements. In year 1 they make simple design drawings, select appropriate materials and learn various ways of joining different materials. For example, they designed and made a musical instrument. They made a finger to design specifications: the puppet must fit the finger or hand of the person who was to use it. By the end of year 2 when they are 7 the pupils have made satisfactory progress in their use of specialist vocabulary, in knowledge of materials and how they suit particular purposes and they know how simple hinges and lock work. They make satisfactory progress when working to design specifications. For example, pupils made an iron man from specifications they found in the story of 'The Iron Man', by Ted Hughes.
168. By the time they are 11, most pupils are secure in their knowledge and skills of designing and making. However, some older pupils do not design well before making and this leads to unsatisfactory work. Between the ages of 7 and 11 pupils' presentation becomes unsatisfactory and some older pupils take little care when writing design and evaluating their work. Progress for pupils longest in the school is sound. In year 3 they design, write instructions and make a 'pop up' Christmas card. In year 4 they design with sound understanding of various properties of materials, for example, a purse with material strong enough for a fastener. In year 5, they produce a 'pop up' Christmas card, but this time with a more complex design that uses a rotating mechanism. Some indication of the satisfactory learning of most pupils when 11 that was when a pupil discovered that the water carrier placed too near the end of the buggy tipped the vehicle up and it needed to be more centrally located to be effective.
169. Pupils enjoy design and technology lessons and handle equipment sensibly. They are willing to talk about what they have made and readily give their opinions on how they might improve their work. Pupils work well together, persevere with challenging problems and handle tools and equipment carefully.
170. Design and technology contributes well to the pupils' language development through the use of specialist language. Numeracy lessons are well reinforced by the need to measure and calculate accurately.

GEOGRAPHY

171. By the ages of 7 and 11 the pupils' attainment is in line with national expectations and progress is satisfactory for most. Throughout the school pupils with special educational needs make good progress, as do pupils who learn in English as an additional language. There is no significant difference between the attainment of boys and girls, although towards the end of Key Stage 2, the girls take more care over the presentation of their work and spelling.

172. In year 1, pupils of differing attainment make a good start when learning about geography. The pupils make good progress in expanding their vocabulary to include the accurate use of geographical words and phrases. This is largely due to teachers reinforcing vocabulary targets set in literacy lessons and encouraging the pupils to refer to them when discussing what they have learnt. By the end of year 1, the pupils make good progress in understanding how the weather affects the ways people live and this continues throughout year 2. This continuous improvement in the pupils' understanding is due to the good planning teachers do together. Consequently, as pupils move up a class, work planned is based securely on what they already know. This has a good impact on the pupils growing vocabulary and teachers provide good opportunities for pupils to write and talk about the geographical features of the areas in which they live. As a result of good teaching, by the age of 7 pupils know about hills, rivers, major roads, shops, and railway stations. They know about the seasons, how they influence what people wear, about different types of maps and how to use globes. They know compass directions, countries which make up the United Kingdom and higher attaining pupils name most capital cities. Higher attaining pupils express clearly their opinions about attractive and less attractive features of their environment with other pupils making good progress. By the time they are 7, pupils of diverse attainment make good progress when comparing their own locality with another in the United Kingdom.
173. This good progress continues as pupils' progress from years 2 to 6. Those pupils who have been in the school longest reach standards in line with those expected for their age and over half of the higher attaining pupils exceed standards expected. Pupils who join the school in years 5 and 6 make good progress after a slow start, but do not attain the standards of other pupils. Teachers' planning is based on skilful assessment of what the pupils know and can do. This has a good impact on planning for the term and the setting of learning objectives for each lesson, and so contributes to the good progress pupils make. In year 4, pupils of differing attainment progress well in using various types of maps and in using grid references to locate places and geographical features. Progress is good in identifying countries in mainland Europe and their major cities. In year 5, good planning by teachers contributes to the pupils' growing knowledge of how the industrial revolution in Victorian times altered the countryside and caused towns to change and grow. This good and imaginative planning continues into year 6, and has a good impact on progress of all pupils, including those new to the school. Progress is good when using aerial photographs, maps, atlases, books and CD-ROMs to compare and to contrast different places in the United Kingdom with those in other parts of the world. The pupils make good progress in knowing what questions to ask in order to deepen their own understanding. By the time they are 11, the pupils make good progress in understanding how people have changed the landscape. Progress is good in expressing opinions and pupils use a satisfactory range of specialist vocabulary.
174. Throughout the school, teachers have good subject knowledge and this contributes to good assessment and planning which has a good impact on the progress pupils make. This good practice is underpinned by the teachers very good management of behaviour which ensures pupils work within clearly understood boundaries of acceptable behaviour. This has a strong influence on the good working atmosphere in classrooms, the very effective relationships between adults and pupils and contributes to the demanding pace of lessons and the successful setting of challenging work. Teachers involve classroom assistants very well when recording what pupils are learning. They deploy them effectively, so that lower attaining pupils in particular make good progress. This contributes to the setting of tasks that match and challenge pupils of differing attainment. Teachers ensure time and resources are used well.
175. The enthusiastic and knowledgeable co-ordinator works very well with colleagues to provide clear subject guidance. This contributes to a very well planned curriculum which develops learning step by step as pupils progress through the school. Resources are good and improving and they are well organised so that pupils and teachers have easy access to them. Information technology is used well in most classes so that pupils become increasingly skilful at using the computer and CD-ROMs to find, record and use information as they go through the school. The co-ordinator has clear ideas on how to improve standards further.

HISTORY

176. By the time the pupils are 7 and 11 they reach standards in line with national expectations. There are good improvements since the last inspection to planning and support for the teaching of history. Planning is now good for the teaching of historical knowledge and the times when main events occurred. It is now good at teaching pupils to gather, record, evaluate, write and discuss their findings and opinions.
177. Between the ages of 5 and 7, pupils learn about the past and present through articles such as toys and dolls. They interview older people to find out about their lives. They visit museums and form questions about artefacts, which gives clues to things in the past. By the time they are 11, pupils recognise the significance of child labour in Victorian England and understand some of the changes that have taken place in industrial development during the period. They understand that people with different levels of wealth lived different lives, during this time. For example, wealthy people expected to have servants and for the poor this was their main source of employment.
178. Teachers planning is informed well by skilful assessment of pupils' knowledge. This leads to work matching and challenging pupils of diverse attainment. Planning ensures all aspects of the curriculum is covered with a focus on important skills. For example, pupils are given frequent opportunities to assessing evidence and chronology and to gather and use information. There are limited opportunities for pupils to communicate in different forms of writing, and for some older pupils their presentation of work is unsatisfactory. However, links are made with literacy in studying Greek and Aztec Stories and with geography.
179. There is an effective, experienced co-ordinator who monitors teachers' planning on a regular basis to ensure that pupils have appropriate access to the curriculum. ICT is used in year 6, including CD-ROMs which pupils research for information. Pupils are well prepared for visits to local museums.

INFORMATION TECHNOLOGY

180. By the time pupils are 11 they reach standards in line with national expectations. The pupils build well on skills learnt in the nursery and reception, and by the time they are 7 attainment is in line with standards expected for their age. Progress from the ages of 7 to 11 is satisfactory, although it varies from good to satisfactory as they go through the school.
181. There has been a great improvement since the last report in the use of IT in early years to help children learn. For pupils under 5, IT is used well and contributes significantly to the good progress children make. The quality of teaching has also improved very much since the last report.
182. By the time they are 7, pupils have satisfactory knowledge of how Information Control Technology (ICT) is used in their daily lives. They talk about their experiences of using CD-ROMs and computers to gather information and play. They explain how to use machines such a sound and video recorders. They make good progress when learning to use a mouse and they use the key board well to write on the screen. The pupils store, display and retrieve information. They use programmes to give signals and commands to make characters on the screen behave in particular ways. Higher attaining pupils make good progress when word processing simple sentences and phrases.

183. By the age of 11. pupils are good at word processing and they use colours, borders and graphs to present work. They retrieve and store different types of work, use the CD-ROM to research topics in history, geography, English and science. They use the computer to generate instructions for a remote control machine to go in different directions. Progress of pupils who join the school in years 5 or 6 is similar to other pupils and is good. Their standards in controlling, modelling and monitoring through the computer is below national expectations. Standards are in line with national expectations for the pupils who have been in the school since they were 7. Higher attaining pupils exceed standards expected for their age.
184. Teaching of ICT varies between good to satisfactory. There are no lessons devoted to ICT, but teachers plan well to provide opportunities for pupils to use the computer to reinforce subject knowledge whilst learning IT skills. Teachers set individual learning targets for pupils and provide them with clear guidance for their learning, mainly in the form of an attractive work card taken from a school produced manual. Where teaching is good, teachers have secure knowledge of ICT and good skills. They offer good advice and set challenging work so that pupils make good progress and become increasingly independent ICT users. Less successful teaching is characterised by a lack of confidence in the use of ICT which results in a heavy reliance on the work cards and pupils, at times, not receiving advice when they need it.
185. Teachers make good use of the very knowledgeable ICT technician whose skills and good knowledge of the children ensures they all become confident ICT users. Teachers and the technician work well together so that pupils' learning targets are well known by everyone. These targets are used well when pupils are taught in pairs or small groups.
186. The guidance teachers use to plan is very good. It is in the form of a manual that sets out clearly what pupils need to know, do and understand as they go through the school. This manual sets out very well how the pupils' skills can be developed over time. There is in addition to this very good guidance for teachers on how to use ICT is used well to reinforce learning in literacy lessons, particularly when older pupils redraft work on the screen.
187. The co-ordinator works closely with class teachers and the ICT technician. This leads to very good recording of pupils' progress, assessment of learning and advice on how to use ICT when teaching different subjects. Information gathered is used to set targets for each pupil and progress is measured against targets set.
188. Resources for ICT are good and improving. The school is attached to the National Grid for Learning and the youngest pupils are learning to use e-mail. Older pupils use the Internet to research topics. Every class and the school library have a computer with CD-ROM.
189. The co-ordinator uses time allocated well in the week. She advises and supports colleagues when they plan and she works alongside them in class to improve their skills and their understanding of the potential for learning of ICT. The school has in place resources, support and specialist expertise to improve the confidence and skills of some teachers and so raise the attainment of pupils above national expectations. The knowledgeable and hardworking co-ordinator knows what needs to be done to raise standards further.

MUSIC

190. By the time pupils are 11 standards for most are above national expectations and pupils are confident in their music making. Pupils make good progress in singing. Throughout the school they sing tunefully and demonstrate a good sense of rhythm. All pupils are familiar with a wide range of percussion instruments and learn to play them well. The school continues the high standard of music making reported in the ???????

191. By the time they are 7, pupils are developing an appropriate sense of rhythm and tempo. In year 2 they sing The Forces Song adding movements and instrument playing to the song; they decide which instruments match the tempo and beat of the music and independently practise their part in the class composition. Each pupil takes a turn at singing, playing and adding movement and by the end of the lesson the class reach a good standard in their final performance of which they are justly proud.
192. Pupils sing well in rounds, each group listening carefully to the other. A year 5 class listened very carefully to extracts from opera. They study the length of notes using clapping and tapping on the carpeted floor to produce the required rhythm. They give a polished performance of exciting rhythmic patterns by the end of the lesson. Year 6 pupils have a sound understanding of musical patterns and compose and perform their own accompaniment to a variety of songs singing with appropriate expression and sensitivity to the mood of the music. They know the names of chords and the notes and use this knowledge to achieve harmony in their compositions.
193. All pupils make good progress in their learning as they move through the school. This is especially so for pupils with special educational needs who find enjoyment and satisfaction in their music making. Pupils remember what they have learned previously, consolidate their understanding and reinforce and extend their skills. In assemblies pupils sing sweetly, sometimes to recorded music which provides guidance and depth to the singing. This gives pupils the confidence to join in.
194. Pupils enjoy music lessons. They listen with concentration and respond enthusiastically to the activities provided for them. They are fully involved throughout the lessons. They collaborate well in groups, sharing resources and co-operating to play their part in joint compositions. They are confidently experiment with sound and perform for each other.
195. The school recorder group is very enthusiastic and provides music for assemblies. Pupils do not have the opportunity to perform in a regular school choir. However, one is formed to sing carols at Christmas in the local supermarket and for nativity productions and for musical productions for year 6 in the summer term.
196. The co-ordinator is a specialist music teacher and teaches music throughout the school. She has very good subject knowledge and high musical skills. The quality of teaching is good. All class teachers accompany their classes to the weekly music lessons and make an excellent contribution to the success of the lesson. During music making activities, class teachers are well deployed. Teaching has clear learning objectives and teachers use praise to motivate and encourage pupils. Lessons move at a swiftly demanding pace which holds pupils' interest. Teachers take work back to the classroom for the class to practice during the week. This helps to improve the attainment and standards reached. Teachers make effective use of day to day assessment of pupils learning when planning lessons.
197. The school is fortunate to have an excellent music suite that enhances the teaching of music. Resources are plentiful and of good quality. They are well looked after by staff and respected by the pupils.

PHYSICAL EDUCATION

Although it was not possible to observe the full range of work in physical education, scrutiny of work in planning, curriculum policy documentation and discussion with the physical education co-ordinator, all indicate that the school provides an appropriate curriculum.

198. The school has responded well to the key issue raised at the last inspection and pupils now reach standards which are similar to those found in most primary schools by the time they are 11. Pupils of differing attainment, including those with special educational needs, make good progress in their learning at both key stages. Pupils who learn in English as an additional language make progress similar to other pupils.
199. By the age of seven, pupils are able to change into their PE kit with a minimum of fuss. They make satisfactory progress in their awareness of the effect of exercise upon their bodies. Year 1 pupils imagine themselves as fireworks using bands of silk material to enhance their movements as they dance to exciting music. Year 2 pupils make satisfactory progress when they practise throwing and catching balls of different sizes in a variety of ways.
200. For pupils between the ages of 7 and 11, progress is satisfactory. In a Year 3 lesson, after listening to the music, pupils compose and control their movements by varying shape, speed and direction. Year 5 and year 6 pupils practice football skills during their games lessons. They practice travelling, turning and stopping with a football. They increase their opportunities to practice movements and skills by working in pairs and small groups. Towards the end of the lesson, pupils devise well a game using their own rules. This and similar opportunities have a good impact on their ability to work together to set and solve problems. The oldest pupils show a good level of games skill as they move and pass the ball at speed. Two boys managed to head the ball to each other seven times without letting it touch the floor. They enjoyed demonstrating their skills to the remainder of the class.
201. Swimming is taught in Year 3. The class teacher assists the swimming coach when pupils attend the swimming baths. Careful records are kept as pupils work towards the National Curriculum target of swimming 25 metres by the time they are 11.
202. Pupils' attitudes to physical education are good. They are enthusiastic and work hard. All staff and pupils wear appropriate clothing and change quickly at the beginning and end of lessons. Most pupils listen carefully to instruction and many are enthusiastic and vigorous in their enjoyment of the activity. Pupils persevere to refine their skills and collaborate effectively in pairs, groups and teams. Their behaviour in most lessons is good. Pupils are willing to accept responsibility, for example, giving out or collecting apparatus for the class.
203. Teaching is good or better in over 60 per cent of lessons seen. Teachers plan their lessons well with clear learning objectives. Most include a good range of activities. Teachers use a range of imaginative warm up exercises. In all classes, clear routines have been established which results in good use of lesson time. There is appropriate emphasis on health and safety. Teachers give clear instructions and most lessons include opportunities for higher attaining pupils to extend their skills. Teachers are positive and encouraging and focus well on individual pupils identifying good work and offering help when needed.
204. The co-ordinator for physical education provides good guidance to all staff and monitors and evaluates the curriculum by examining teachers' planning. Now that the sports field has been handed over to the school, extra curricular activities in sports in addition to the regular training in football skills for boys and girls. The co-ordinator has planned to introduce netball this term.

205. The accommodation for the physical education curriculum, both indoors and outdoors, is good and is used appropriately. Although the school hall is used for the supply of lunches, the caretaker and kitchen staff ensure that it is very clean and safe for all physical education lessons. The hard surface area is marked out for games. The school has plans to extend it when finances allow, as it is rather small for the number of pupils using it. Resources are good and well maintained

RELIGIOUS EDUCATION

206. By the time pupils are 11 they reach the standards expected for their age as set out in the locally approved syllabus for religious education. The school fully complies with the locally approved syllabus for religious education. Throughout the school pupils make good progress, including pupils with special educational needs and those who learn in English as an additional language. There are no significant differences in attainment between boys and girls, although for some older pupils the girls take more care over the presentation of their work, handwriting and spelling.
207. By the time they are 7 the pupils know stories from the Bible, including how God created the world, the Nativity and Easter. The pupils progress well in knowing stories from other faiths, including that of Islam and Judaism. The pupils make good progress in understanding ways values and attitudes are influenced by beliefs and the teachings of important past religious leaders within various faith communities. The pupils know how people from different faiths celebrate important events in their lives or the life of the community. They understand the importance of rules within different faiths and their importance to well ordered communities.
208. By the time the pupils are 11 their progress is good and over half the pupils of higher attainment exceed standards expected. For the pupils who join the school in years 5 and 6, progress is good soon after they arrive. Progress is good in knowledge of different world faiths. They know about the Sikh faith in year 3 and as they progress through the school gain increasing knowledge of Islam, Hinduism, Judaism and Buddhism. In year 5, good progress is made in understanding the Five Pillars of Islamic faith and by year 6 know about the importance of the festivals of light in different faiths: Divali for Hindus and Sikhs and Hanukkah for the Jews. By the end of year 6, the pupils have sound knowledge of festivals, traditions and celebrations of various faiths, including Christianity. They understand that shared feelings and values are important parts of worship and that music, prayer and chanting are important to various faiths. By the time they are 11 the pupils think carefully about questions raised through their studies, especially some fundamental questions about life, death and birth, and they are aware that different faiths may provide different answers.
209. Throughout the school the pupils are eager to learn. They listen carefully when taught as a whole class, get down to their work straight away and work hard all the time. They respect ideas and beliefs different to their own. A year 2 class listened wide eyed to the Christian story of creation and shot their hands in the air to answer challenging questions. In year 3, when learning about the importance of Mecca for Muslims, they worked with care and enthusiasm as they used books to look up information. A year 5 class thought in silence about the importance of fasting for Muslims and discussed their ideas thoughtfully.

210. Teachers' planning is good. It is based on good subject knowledge and they use the locally approved syllabus well to assess what has been learnt and to monitor the pupils' progress. Clear records of pupils' attainment ensure that as the pupils go through the school their knowledge and understanding improves all the time. Where teaching is good or excellent references are continuously made to learning targets and these consolidate learning in literacy lessons with good impact on handwriting and spelling. Resources are well used. In year 1, teachers used the Jewish holy scroll, the Torah, with reverence and the pupils were spell bound as the teachers told stories about the importance of the Torah to the Jews. Throughout the school the teaching of religious education has a good impact the pupils' learning and there is good provision for pupils' spiritual development. For example, a year 5 class reflected quietly upon the beliefs of others and considered their own thoughts in preparation for thoughtful class discussions. Teachers stress the importance of school and class rules and the school motto to care and achieve, all of which contributes greatly to the caring ethos of the school and how important it is for everyone to do their best.
211. The knowledgeable co-ordinator supports and advises colleagues well. Resources are satisfactory with some good features. There is a good range of books and the number of artefacts is improving. There is good curriculum guidance so that teachers plan well for each term with clear learning objectives for each lesson and for pupils of differing attainment. There are good plans in place to make best use of the amended syllabus when it is published and to improve standards further.