

INSPECTION REPORT

CECIL ROAD PRIMARY SCHOOL

Gravesend

LEA area: West Kent

Unique reference number: 118258

Headteacher: Mr. A. Sparks

Reporting inspector: Mr. Paul Canham
1353

Dates of inspection: 24th - 27th January, 2000

Inspection number: 188919
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: infant and Junior with Nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Cecil Road
Gravesend
Kent

Postcode: DA11 7BT

Telephone number: 01474 534544

Fax number: 01474 357667

Appropriate authority: The Governing Body

Name of chair of governors: Mr. M. Danton

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Canham	Registered inspector	Physical education	The characteristics and effectiveness of the school
			The school's results and pupils' achievements
			Teaching and learning
			Leadership and management
			Key Issues for action
Elaine Parrish	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Patricia Davies	Team inspector	Art	
		Religious education	
		Areas of learning for children in the foundation stage	
Brenda Knowles	Team inspector	English	
		Geography	
Pauline Morcom	Team inspector	Mathematics	
		Provision for pupils with English as an additional language	
Mike Roussel	Team inspector	Science	
		Design and technology	
		Music	
Paul Story	Team inspector	History	Quality and range of opportunities for learning
		Information technology	
		Provision Special educational needs	

The inspection contractor was:

Power House Inspections

Grasshoppers
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 8XA

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cecil Road is larger than most primary schools; it caters for 183 boys and 172 girls aged from four to eleven years. In addition, 86 children attend the nursery part time. Almost half the pupils are from ethnic backgrounds and speak English as an additional language. The proportion of pupils eligible for free school meals is above the national average. Similarly, the proportion of pupils with some form of special educational need, including those with statements, is above average. The attainment of pupils on entry to compulsory education at the age of five varies significantly between year groups. This is due to the high proportion of pupils who are at the early stages of learning English as an additional language and the cultural expectations of some ethnic groups. Currently, attainment for the large majority of pupils when they start school is above national expectations.

HOW GOOD THE SCHOOL IS

This is an effective school overall and provides satisfactory value for money. The leadership provides a clear direction for the work of the school which succeeds in serving a rich and varied multi-cultural community. The school responds well to the needs of its pupils by making good provision for their personal and pastoral care. Standards of work seen in lessons in the core subjects of mathematics are above average, and they are average in English and science. The quality of teaching is satisfactory overall with examples of good practice throughout the school.

What the school does well

- Children aged under five are given a good start to their education;
- Standards in mathematics are above average by the age of 11 and pupils achieve well;
- Pupils have good attitudes to their work and they want to achieve. They enjoy very good relationships with one another and behave well;
- Good teaching leads to good learning opportunities in just over half the lessons;
- The provision for moral and social development is very good, and that provided for cultural is outstanding;
- There are very good procedures to support pupils who speak English as an additional language and those with special educational needs;
- Procedures for financial control are very good.

What could be improved

- There are below average standards in information technology and religious education at Key Stage 2. This is largely due to the lack of detail in subject planning and the allocation of curriculum time;
- Information from assessment is not used consistently, particularly in the foundation subjects, to help with teachers' planning and to raise standards;
- Clarify and develop the role of the governing body.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in June 1996. Pupils who entered the school with below average levels of attainment are now achieving sufficiently well to reach standards expected for their age in English and science, and above in mathematics, although standards have declined in recent years for pupils aged 11. Standards remain below average in information technology and religious education. The areas for action identified in the last report have been tackled with varying degrees of

success. Planning has improved although higher attainers are not stretched enough in some subjects; the implementation of the English and Literacy Strategies have improved planning and helped to improve standards; planning for science and information technology is under review in the light of national guidance. The role of subjects co-ordinators has been well developed in several subjects. Good assessment systems have been established, although the information has yet to be used consistently to help with planning. Pupils are given good opportunities to work independently in some subjects, such as mathematics, geography and history, though it is limited in science. Procedures for promoting good attendance now meet requirements.

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	D	C	E	E	well above average A above average B average C below average D well below average E
mathematics	B	A	C	A	
science	D	D	E	D	

The information shows a declining trend overall in the three core subjects since 1997. However, standards in mathematics are well above average when compared to schools that have a similar proportion of pupils eligible for free school meals. Inspection evidence indicates that pupils are achieving standards expected for their age in English and science, and above in mathematics. The difference between the results in the table and the current standards is due to the significant proportion of Year 6 pupils which took the national tests last year who entered the school with no or little English and had special educational needs. Standards are below national expectations in information technology because pupils do not have enough opportunities to learn new skills, and pupils are not on course to match the objectives of the locally agreed syllabus for religious education. Standards in other subjects match the expectations for their age, with the exception of design and technology which are below. The school has set appropriate targets for the national tests in 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and keen to learn.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils clearly understand what is expected of them.
Personal development and relationships	Personal development is good. Older pupils enjoy the extra responsibilities they are given. The quality of relationships is very good and a distinctive feature of the school community.
Attendance	Satisfactory.

Within the rich culturally diverse community, pupils have a high respect for the values and beliefs of others. They respond well when they are given the opportunity to take initiative and personal responsibility.

TEACHING AND LEARNING

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

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.

Of the lessons seen during the inspection, 94 per cent were satisfactory or better, of which 53 per cent were good or very good. Examples of good teaching were seen in all years and in almost all subjects including, English, mathematics, science, religious education, and physical education where it was dynamic and captured the pupils' imagination. Children aged under five benefit significantly from consistently good teaching. Throughout the school, teachers manage pupils with a sensitivity which helps them to develop their confidence and self-esteem. Sometimes, good subject knowledge underpins the use of a variety of methods to engage pupils' interest. In these lessons, pupils respond by showing interest, a thirst for knowledge and they develop their ideas and increase their understanding. The few examples of unsatisfactory teaching, 6 per cent, were seen in Key Stages 1 and 2. Weaknesses in teaching relate to a lack of detail in the learning intentions, weak assessment procedures, insufficient pace, but also to a lack of vitality and imagination in some lessons. In these lessons pupils are not motivated and they do not achieve as well as they can. The teaching of literacy and numeracy skills is satisfactory overall, but particularly good in lessons which are well planned and include well-focused tasks. Careful attention is given to pupils with special educational needs and those who have English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school provides a broad and well-balanced curriculum which reflects the cultural diversity of its pupils. However, the provision for information technology and religious education has yet to meet statutory requirements in Key Stage 2. Children aged under five are given a good start because the activities are stimulating and well matched to their needs.
Provision for pupils with special educational needs	Good. The provision is well managed and pupils with special educational needs are identified at an early stage. In consequence, they benefit from effective support
Provision for pupils with English as an additional language	Good. The provision is well managed and pupils with English as an additional language are given good levels of support, particularly in Key Stage 1.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Outstanding provision for pupils' cultural development. Moral and social are very good, and there is good provision for pupils' spiritual development.
How well the school cares for its pupils	There are good procedures to ensure that pupils are well cared for and there are appropriate child protection procedures. Systems for monitoring academic performance are unsatisfactory in foundation subjects.

The school enjoys effective links with parents which make a positive impact on pupils' learning and the quality of life within the school. Children receive a good start in the early years because the curriculum is well balanced and it gives them a rich range of activities which matched their needs.

The school does not meet statutory requirements with regard to the provision of information technology and religious education. The school is aware that it needs to develop its assessment procedures and make effective use of information to help with planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is satisfactory overall. The headteacher is conscientious and ensures that the school has a clear educational direction. He delegates well and is well supported by key staff.
How well the governors fulfil their responsibilities	Governors are knowledgeable and supportive of the school, although several are new to the governing body and they are not yet fully involved in shaping and monitoring the work of the school. There have been difficulties recruiting enough governors. This area of the school's work is unsatisfactory overall.
The school's evaluation of its performance	There are good systems for monitoring the quality of teaching. Assessment and test data are analysed but the school recognises that it needs to refine this analysis further.
The strategic use of resources	Financial administration and planning are good. The school makes good use of its resources.

The school has a sufficient number of suitably qualified teachers. Although the buildings are old, the indoor learning environment has been enhanced by regular painting and refurbishment. In consequence, it is bright and cheerful and pupils benefit from some imaginative scenes depicting children's characters. The monitoring of lessons to make teaching and learning better has yet to have an impact in all years. The headteacher would welcome further support from new governors once they have clarified and established their role. The headteacher and governors look to provide best value when considering the school's use of resources.

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 coming to school • The quality of teaching • The management • The school's expectations about work 	<ul style="list-style-type: none"> • Inconsistency in the setting of homework

Inspection findings support many of the views expressed by parents in response to the questionnaires and at their pre-inspection parents' meeting. Homework is not set consistently.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In recent years, there has been a wide variation of pupils' attainment levels on entry to compulsory education. These have been influenced by the significant proportion of pupils with English as an additional language, and in particular the numbers of pupils who are at the early stages of learning English. In addition, the school caters for a significant proportion of pupils with special educational needs. However, information from early assessments and inspection observations, undertaken in the reception class, show that standards are above expectations for pupils' their age in all areas of learning. Pupils show good levels of skill in language and literacy skills, mathematics, and in their personal and social and physical development. They make a good start to their education due, in part, to consistently good teaching and the stimulating environment. Children make good progress, including higher attainers and those with special educational needs and English as an additional language.

2. The results for the 1999 national tests show that standards at Key Stage 1 matched the national average in writing and mathematics, but they were below average in reading. When these results are compared with schools which have a similar proportion of pupils eligible for free school meals, standards were well above average in writing and they were above average in reading and mathematics. This picture indicates that pupils achieved well during the key stage, although the proportion of pupils reaching the higher level in these subjects was below the national average. In science, the performance levels of pupils in the teacher assessments were also above the national average in the 1999 results. Over the four years up to 1999, the school's results overall have fluctuated to levels both above and below national averages, though the average performance level overall is above the national average. Boys have performed slightly better than girls in reading, writing and mathematics

3. The results for the 1999 national tests show that standards at Key Stage 2 were well below the national average in English and science, although they matched the national average in mathematics. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above in mathematics but below in science and well below in English. The proportions of pupils reaching levels above those expected for their age were above in mathematics, below in science and well below in English. Over the four years up to 1999, the school's results show a declining trend overall, particularly for the girls, with a substantial drop in English and science. The school explains the differences between boys' and girls' achievements being due to lower parental expectations. Attainment levels over time have remained above the national trend in English but they also show a declining trend. At face value, the falling standards paint a negative picture, but the results from the last two years reflect both the high proportion of pupils with English as an additional language, many of whom could not speak English when they started school. The cohort of pupils who took the tests in 1999, and prior to that in 1998, included a significant proportion of pupils with special educational needs. The school arranged for additional support for these pupils soon after they started school and, in many ways, these pupils made good progress in relation to their prior levels of attainment.

4. The school has set realistic targets for English and mathematics for the Year 2000, and the most recent results indicate that the school is on its way to achieving them in both subjects. Evidence gathered during the inspection indicates that pupils are working at levels expected for their age in English and science, but above in mathematics at Key Stage 2. The differences between the 1999 results and the standards seen during the inspection are due in part to the different cohort and the school's strategy to teach pupils within similar attainment groups, particularly for mathematics. Standards in information technology are below the national average, and pupils are not making enough progress in religious education to meet the objectives of the locally agreed syllabus by the end of Key Stage 2. Standards in other subjects are similar to those found nationally, with the exception of design and technology which are below.

5. The use of the literacy hour has been well established and teaching of the National Literacy Strategy throughout the school is effective. The school has successfully adopted the National Numeracy Strategy, which places an emphasis on strategies for mental calculations. Literacy and numeracy skills are soundly developed across the curriculum. By Year 6, writing across the curriculum is well organised and thoughtful with good attention given to the presentation of pupils' work. Numeracy skills are used to collect data, for example during science investigations and in geography. Pupils with English as an additional language and those with special educational needs make good gains in their knowledge and understanding, and they achieve well over time. These pupils are effectively dealt with by a very good network of support staff, particularly at Key Stage 1. In mathematics, pupils with English as an additional language learn their mathematical vocabulary well through good support from classroom assistants because the work is carefully prepared to support the pupils' needs.

6. Throughout the school, pupils made good gains in their knowledge and understanding in 55 per cent of the lessons observed, and satisfactory progress in all but 5 per cent of the remaining lessons. Over time, pupils achieve well in several subjects but particularly mathematics; they benefit significantly from being taught in groups of similar attainment.

7. Pupils have satisfactory speaking and listening skills by the end of both key stages. Pupils benefit from good opportunities to engage in question and answer sessions in lessons, although there are few opportunities for them to explore their ideas further during formal discussion. At both key stages, pupils read accurately, well supported by the school's structured approach to the teaching of reading skills. By Year 2, many pupils read books independently. Higher and middle attaining pupils use phonics knowledge to read words they do not recognise. By Year 6, many pupils talk knowledgeably about their favourite books and authors. By Year 2, pupils write simple words and put them into sentences. Pupils' handwriting skills benefit from the school's emphasis on the use of joined handwriting from when they first start school. By Year 6, pupils write with confidence and they can write for a range of purposes.

8. Number work in mathematics is particularly well developed. Pupils in Year 2 use the four-mathematical operations in practical ways to make and explain number patterns. Throughout Key Stage 2, pupils benefit from well-differentiated activities and, by Year 6, they use their knowledge of tables adeptly in quick mental arithmetic. Pupils have a sound knowledge of fractions and they relate their understanding to circles divided into varying segments. However, work in data-handling is under-emphasised in mathematics, although pupils in Year 6 use calculators effectively to help answer some challenging questions.

9. In science, a strength of pupils' work is their understanding of investigative

procedures with examples of good procedures for recording their results and findings. By Year 6, pupils have a broad understanding of science. However, a specific weakness is the lack of extension work for the higher attaining pupils because they are not given sufficient opportunities to plan and develop their own experiments. Pupils' skills in information technology are under developed and they do not support work in other subjects, such as science. For example, pupils have limited opportunities to improve skills in data handling, controlling, monitoring or modelling. In religious education, pupils' knowledge and understanding are not meeting the objectives of the local agreed syllabus at Key Stage 2 because the content of the scheme of work does not include sufficient detail. Standards in other subjects match those seen in other schools, with the exception of design and technology.

Pupils' attitudes, values and personal development

10. In keeping with the findings from previous inspection, pupils' attitudes and behaviour are good. Parents strongly support the school in its high expectations of their children's behaviour and appreciate the opportunities given to help pupils become mature and responsible. Relationships are very good and pupils' personal development is good.

11. Very good routines have been established for children aged under five which help them develop good attitudes to their work and the ability to concentrate. The establishment of good routines and opportunities to be independent ensure that they are attentive in lessons, well behaved and polite and friendly. Children settle down very quickly in their first days at school, and persist in working through their tasks, doing their best to work to a good standard. Where there are occasional instances of silliness or lack of co-operation, this is because children are new and have not yet become fully accustomed to the school's expectations. Children take part actively and develop a sense of achievement through pleasurable and rewarding activities. In a numeracy lesson in a reception class where several children were still under five, very good and imaginative teaching helped children develop an enjoyment of number and realise that learning could be fun. As a result, children are beginning to understand how numbers are used in every day life.

12. These good attitudes remain with pupils as they progress through the school. Good teaching in many lessons sparks their interest and pupils respond by being inquisitive and eager to learn. Pupils maintain good attitudes even when teaching is less stimulating. Many pupils are keen to join in and hands frequently shoot up in reply to teachers' questioning. This enthusiasm makes a valuable contribution to pupils' learning. In a Year 6 numeracy lesson, pupils' high levels of interest in a problem solving session was such that they expressed sorrow when the lesson ended. In a Year 5 music and movement lesson, the teacher worked imaginatively to set the scene and increased pupils' enjoyment by using a stringed puppet to illustrate the importance of smooth movements. Pupils listen and concentrate well, and many bring in items from home to support their work. Several pupils in a Year 5 geography lesson had done their homework on a Medway project with books from the library and with articles from the Internet.

13. Standards of behaviour in lessons, in assemblies and around the school are good. There have been no exclusions during the past year. Good behaviour is positively reinforced with praise and pupils respond well to this clear approach. When anyone misbehaves, the situation is usually managed well and the learning opportunities of other pupils are not affected. This good behaviour has a positive impact on the progress pupils make. There is a strong sense of harmony in the playground where all pupils mix well. There were no signs of bullying during the inspection and boys and girls from different backgrounds and ethnic groups played happily together.

14. The very good relationships throughout the school have a positive impact on the quality of learning because pupils feel secure and well supported. Pupils are very polite to staff and visitors to each other. They get on well together in lessons, supporting one another and listening attentively when other classmates are speaking. Pupils are encouraged to look after each other and to respect each other's views, and they do this sensitively. Teachers help pupils think about the results of their actions. In one lesson, pupils spontaneously clapped the good efforts of others and one pupil was overheard complimenting his friend on a piece of work well done. Pupils with special needs and with English as an additional language are well integrated and treated respectfully by their peers.

15. Pupils are encouraged to get involved in the daily life of the school at an early age by helping to tidy up after lessons and by taking the registers to the office. By the time they reach Year 6, there is increasing scope for pupils to take the initiative, for example by helping to run the school shop, by clearing away after lunch and by acting as stair monitor. Pupils in Year 6 take these duties very seriously and act as good role models for the rest of the school. In some lessons, pupils are encouraged to work independently and, in the literacy hour, some pupils work well on set tasks without a teacher's direct support.

16. Attendance is in line with national averages and there are straightforward procedures for recording and reporting absences. Registration is carried out effectively in all classes. This aspect is an improvement on the last inspection report. Attendance figures are now included in the prospectus and in the governors' annual report to parents. Most parents support the school's drive to maintain regular attendance and punctuality. In the questionnaires, ninety six per cent of parents said their children liked coming to school.

17. The good attitudes and behaviour of pupils, which are sustained throughout the school, and the very good relationships, are a strong feature of the school, enabling teaching and learning to take place in a calm and often stimulating environment.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is satisfactory overall. This judgement reflects the findings of the previous report when the quality of teaching was judged to be satisfactory or better in 92 per cent of the lessons seen. During the current inspection, the quality of teaching was satisfactory or better in 94 per cent of lessons seen, and good or very good in 53 per cent of them. The few examples of unsatisfactory teaching, 6 per cent, were seen in Key Stages 1 and 2.

19. Teaching that had a positive impact on pupils' learning was seen throughout the school, and children in the early years benefited significantly from consistently good teaching.

20. The quality of teaching for those children aged under five is good, and often very good in the reception classes where children benefit from a good understanding of their needs. The nursery is well organised and routines are firmly established so that children are happy and comfortable, and become independent in their activities. Staff work well as a team and provide good support for individual children who become absorbed in their tasks, particularly when they are presented in an interesting way. For example, children were given good opportunities to describe the texture of the fabrics through close individual support and encouragement. They clearly enjoyed this activity and made good progress in

their knowledge and understanding of different materials, and in the associated vocabulary. Expectations are high for children in the reception classes, and this is enhanced by the warmth of adults and a ready pleasure when children succeed. Explanations are clear, and staff have a very good understanding of the needs of children of this age. The good routines already established in the nursery are effectively built upon, and as a result, children are busy about their tasks and make good and sometimes very good gains in their learning.

21. In Key Stages 1 and 2, examples of good or very good teaching were seen in several subjects. In mathematics, the introduction of the National Numeracy Strategy has had a positive impact on learning. For example, in a numeracy session at Year 6, the teacher used his very good subject knowledge to capture the pupils' interest by carefully explaining the challenging concepts. The pupils responded with interest, applied sustained concentration to their work and therefore made good gains in their understanding. In English lessons, staff are enthusiastic and knowledgeable, and in consequence pupils are well motivated to learn. In history, pupils in Year 3 and 4 made good gains in their knowledge and understanding due, in part, to the interest generated by the teaching. Short, and well-paced sessions in music ensure that pupils make good progress in developing musical knowledge, appreciation and skills. The overall quality of teaching is satisfactory during literacy and other English sessions, and this helps pupils to have positive attitudes to the subject. They listen well and work hard. The basic skills of both literacy and numeracy are soundly developed or reinforced across other areas of the curriculum. Very good strategies were used in some lessons, where key words were emphasised and new vocabulary used which related closely to the subject, such as that seen in science, geography and physical education.

22. Teachers use their good relationships and subject knowledge to underpin and use a variety of methods to engage pupils' interest. For example, pupils in Year 4 were stimulated by the lively and engaging lesson which brought the subject alive. In consequence, they improved significantly their understanding. The teaching of pupils in similar attainment groups in Year 5 and 6 helps with the teachers' planning in mathematics; pupils respond to the well-focused activities by sustaining concentration and thinking for themselves. Examples of good or very good teaching were seen in all years and in almost all subjects including, English, mathematics, science, religious education, and physical education where it was dynamic and grasped the pupils' imagination. In these lessons, pupils made good progress.

23. In keeping with the findings from the previous inspection, teachers manage the pupils well. Pupils benefit from very good relationships and the use of an effective range of strategies. For example, during a physical education lesson, the teacher used a brisk and snappy warm-up session to gain the pupils' attention and capture their interest. The strengths of teaching outlined in the previous report with regard to subject knowledge and support in small focused groups have generally been maintained, and there has been satisfactory improvement to the key issue relating to the identification of clear learning objectives in the good lessons.

24. Weaknesses in teaching related to a lack of detail in the learning intentions, insufficient pace, but also to a lack of vitality and imagination in some lessons in the foundation subjects. Where this occurs, the quality of pupils' learning is hindered, and they become restless and inattentive. There are examples of very good assessment practice in the school, such as that used in the early years, but daily assessments are not used effectively to help with planning in all years. For example, towards the end of Key Stage 2, the teachers' planning for English, mathematics and science does not always clearly

identify what pupils of different ages are expected to learn. In consequence, some higher attaining pupils were not stretched enough by the planned tasks in some lessons in English, mathematics and science; inconsistencies in planning were a weakness identified in the previous inspection. Parents expressed some concern over the setting of homework and the lack of marking; the setting of homework is inconsistent but it promoted pupils' learning when it was set during the inspection.

25. Pupils with special educational needs and those who have English as an additional language are well supported by the school's teaching arrangements. These pupils benefit significantly and they achieve well when they are taught in similar attainment groups, particularly in literacy and numeracy. Learning support assistants are effectively used to support these pupils and they are careful to ensure a suitable balance between the help they give and maintaining suitable challenge within the task. Pupils' individual education plans are well maintained by their class teachers and the learning support assistants who work closely together. The targets they contain are generally sharp and well focused although this is not always the case. Detailed weekly record sheets carefully note pupils' progress towards their individual targets. There is clear and supportive liaison at all stages between all those involved including the co-ordinator for special educational needs.

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

26. Much of the curriculum is broad, balanced and relevant, and reflects the rich cultural diversity of its pupils, although there are weaknesses in information technology and religious education at Key Stage 2. In consequence, the quality of the curriculum is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2 where the school does not fully meet statutory requirements for the provision of information technology or match the objectives of the locally agreed syllabus for religious education. This is largely due to the lack of detail in the subject planning and the small allocation of time given to teaching these subjects at Key Stage 2. Sex and drugs education are taught successfully within the planned programme of personal, social and health education.

27. The school has successfully adopted the national strategies for literacy and numeracy as the basis of its curriculum for English and mathematics. The importance it attaches to their effective implementation is reflected in the proportion of time allocated to these subjects in comparison to the rest of the curriculum. The use of attainment groupings within these subjects supports lower attaining pupils and those with special educational needs particularly well.

28. The curriculum for children in the nursery is particularly well matched to their needs. It is firmly based on the areas identified in the national early learning goals and progressively planned to develop into the subjects of the National Curriculum. This ensures continuity and progression in learning and a smooth transition from nursery to reception

29. Since the previous inspection, the school has introduced policies and schemes of work in Key Stages 1 and 2 for almost all subjects and these give teachers helpful guidance. However, they are at various stages of implementation. Science has a well-planned and balanced programme of study that is based on recent national guidance. The school is beginning to make effective use of national guidance in other subjects including history, geography and art. The provision for design technology has yet to systematically develop pupils' skills in Key Stage 2. The school recognises the need to teach pupils all aspects of information technology in Key State 2. The time allocated to religious education does not allow full coverage of the locally agreed syllabus in Years 5 and 6, and pupils are

not given enough opportunities to develop sufficiently their knowledge and understanding of the contents of the locally agreed syllabus.

30. Since the previous inspection, the school has established satisfactory procedures to monitor the curriculum. The headteacher, curriculum manager and co-ordinators observe lessons, monitor pupils' work and teachers' planning. Information from these procedures helps teachers to review their teaching methods and raise standards. Most subjects are taught as individual strands but some good links are made between subjects to support pupils' learning. For example, art and music are used particularly well to enhance the multicultural richness of assemblies. However, the use of information technology to support other curriculum areas is largely underdeveloped.

31. A wide range of visits and visitors are used to support and enrich the curriculum. They include the British museum, National gallery, Howletts Zoo, Cobtree and Nepicar farm, Thorpe Park, Lullingstone Villa, residential visits to Weymouth and the Isle of Wight, the nurse, dentist, local minister and emergency services. In addition there is a biennial activities week that most recently had a multicultural arts focus and featured artists, storytellers, musicians and included a folk evening for parents. Teachers also arrange a large number of after school clubs that provide further opportunities for pupils and these include craft, music, French, mathematics, netball, football and cricket.

32. The provision for pupils with special educational needs is good including those who are statemented. Pupils are well supported in addressing the targets in their individual education plans by their class teachers and the learning support assistants. These pupils are often well supported in lessons within attainment groupings or by being paired with higher attainers who help them to understand the task by reading, writing or explaining what is required. The school's approach ensures the good support of pupils within their classes and reduces the need for withdrawal for specialist support. The local cluster arrangement of schools provides good opportunities through meetings and courses for the sharing of ideas and improvement of provision. The special educational needs co-ordinators regularly meet and have arranged training for learning support assistants, liaison with external agencies and guidance on implementing literacy work for pupils with special educational needs.

33. The overall provision for spiritual, moral, social and cultural development has improved since the previous inspection. It is very good and a strength of the school. The good provision for spiritual development is enhanced by the assemblies, which are broadly Christian in character. In addition, the school reflects and shares the rich ethnicity and culture of its pupils through daily events and in the classrooms. Religious festivals are celebrated during the year and displays can be seen around the school to support pupils' learning. The school has established good links with other places of worship in the community. Music has an important place in the school and this is particularly strong in school assemblies. Assemblies are varied and imaginative. They provide pupils with good opportunities to think about their own experiences and allow time for pupils to reflect in silence or in prayer.

34. The provision for moral and social development is very good. The school is strong on discipline and this was seen in the good behaviour throughout the school. Pupils are taught the difference between right and wrong and are quick to apologise when they have broken class or school rules. The very good relationships between pupils and between adults and pupils are used well to raise expectations and show respect. Attractive displays value pupils' work and effectively enhance the environment. Teachers encourage pupils to learn to be constructive members of the school community, to take responsibility for their

actions and for their learning, and to respect the feelings and beliefs of others. Teachers and other adults set a good example and promote a clear understanding of social issues. The relationship between staff and pupils are very good. Teachers encourage pupils to see themselves as part of the whole community and to work together effectively. There are appropriate opportunities for pupils to work together in groups or with partners. This is effective in encouraging pupils to negotiate and to discuss fairly with a balanced consideration for those around them. It also helps pupils to form effective working relationships with each other. Good co-operation was seen in information and communication technology, music and physical education.

35. Provision for pupils' cultural development is outstanding and pupils show a high regard for each other's beliefs. The school reflects and celebrates the rich diversity of its pupils in all aspects of its work. Religious festivals are celebrated during the year and displays can be seen around the school to support pupils' learning. Pupils are introduced to a wide range of cultures through literature, music, history, displays of works of art, religious education and the multi-cultural displays around the school. Visits are made to places of worship within the local community, as well as to museums, theatre and historic homes. Extra-curricular activities such as dance, French and music are significant in pupils' cultural development. In keeping with the findings from the previous report, the provision for spiritual, moral, social and cultural development is a real strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The safe, caring and supportive environment of the school has a beneficial effect on the standards pupils achieve. Pupils' confidence in the security and support that the school provides helps them to concentrate on their learning. The good standards in pupils' welfare, support and guidance noted in the last inspection report have been maintained. Procedures to assess and monitor pupils' academic progress and personal development are satisfactory, but the outcomes are not always used effectively to guide teachers' planning and this was highlighted in the last inspection report.

37. The school has established good admission and transfer arrangements. Prior to nursery admission, a programme of home visits and visits to the unit by children with their parents ensure a good start to schooling. A similar pattern of visits is repeated when they transfer from the nursery to the reception classes to ensure a smooth transition to full time education. Before transfer to secondary school, pupils in Year 6 visit their new schools for taster sessions and the teachers from both their current and new schools meet and exchange information to support the process.

38. All staff make a positive contribution to the school's caring ethos. They know their pupils well and they respond readily to their needs. They value pupils' contributions in lessons and this helps to raise their self-esteem. The school makes very good provision for pupils with special needs and for whom English is an additional language and there is good liaison with outside support agencies. Learning support assistants are patient and encouraging and make a good contribution to pupils' learning. Child protection procedures meet requirements and are covered by policies that are known to all staff who handle issues in a sensitive manner. The health and safety policy is detailed and a new governor has recently been appointed to oversee it. There are good arrangements for first aid, and fire drills are held regularly. School lunches are nourishing, and mealtime staff's kindly concern for pupils help to make it a pleasant part of the school day. All pupils are well supervised in the playground where a particular feature of the school is the way in which all pupils play happily together.

39. There are good procedures to promote good behaviour and the school functions as a calm and well-ordered community. There is a good behaviour policy and procedures are applied consistently throughout the school. Over 97 per cent of parents who replied to the questionnaire felt that behaviour was good. There is no evidence of bullying or harassment and the school takes early measures to identify and address any incidents. There have been no exclusions. There are effective measures to promote good attendance and it is made clear to parents that they must inform the school if their child is absent. A few parents fail to do so and there are good systems in place to follow up absences and to monitor overall attendance.

40. Teachers have a good picture of pupils' strengths and weaknesses in most aspects of their work, behaviour and personal development, although these are not always formally recorded. Procedures to identify pupils early who need extra help are very good and the school follows all the recommendations of the national Code of Practice. The school takes care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of Headteacher certificates which are greatly prized and which encourage pupils to achieve more. A target setting policy has recently been introduced which will give pupils targets related to their academic work, behaviour and personal development. It is the school's intention to monitor the targets for success and to discuss them with pupils and parents regularly.

41. The previous inspection identified assessment arrangements to inform lesson planning as a key issue for improvement. There is now a clear policy for assessment that is applied by all teachers with varying degrees of effectiveness. Progress in the development of assessment procedures since the last inspection has been very good for children aged under five, good in mathematics, sound in English and science, but unsatisfactory in all other curriculum areas. Although the school is adopting national guidance in other subjects, including information technology, assessment opportunities have yet to be introduced. Currently, pupils' levels of achievement are not formally assessed in all other subjects, with the exception of geography.

42. The school recognises the need to strengthen its assessments procedures in all subjects within its development plan. Recent in-service training has ensured that the arrangements for the assessment of pupils' achievement in the core subjects of English, mathematics and science are sound overall. However, there are examples of good procedures in both key stages. Assessment information and records of achievement in these subjects are kept in a form that is readily accessible to teachers and parents. There is no system of recording pupils' experiences, progress or achievements on which to base planning for what they need to learn in the future. There is no system of recording what pupils have learned in non-core subjects, such as art, history or physical education, other than record sheets completed at the end of the year indicating the level achieved in each subject. The school plans to keep records of pupils' personal and social development, but this policy is at a developmental stage, so there is currently no monitoring of personal development and its effect on achievement.

43. The school analyses data from national tests, but teachers do not use the information to alter classroom practice. Weaknesses in writing, particularly for boys, have been identified through an analysis of National Curriculum test results, but no practical steps to raise achievement have been taken. Samples of pupils' writing are kept as evidence of progress over time but these are not leveled or analysed to identify strengths or weaknesses which might help the school in targeting particular improvements in provision. Similarly, in mathematics and science, differences in achievement have been identified for different groups. As yet, the school has not developed ways of using this

analysis to alter teaching methods, the curriculum, grouping or planning for specific groups to ensure they achieve their maximum potential.

44. The arrangements for the assessment of children under five are good. Detailed assessments are carried out on entry to the nursery, and used to adjust planning and the balance of the curriculum to match the needs of the child to what is taught. Baseline assessments are carried out in the first few weeks of term after pupils enter the reception classes. Previous assessments have been used to identify pupils who will require additional support in Year 1 and to support informal teacher assessments to plan future work. Ongoing assessments are recorded termly for English, mathematics and science.

45. Information from the careful assessment and recording of the progress made by pupils with special educational needs is used effectively in the planning. The statements of special educational needs relating to specific pupils are regularly reviewed. The school ensures that specified provision is in place and that the statements inform and guide the targets that are set in pupils' individual educational plans. The learning support assistants support and guide pupils well making good use of these plans as a point of reference. The reception teachers use different systems to make initial notes on children's reactions to school. Both types of record are effective and detailed. In both key stages the special educational needs co-ordinator keeps detailed and comprehensive records of all aspects of pupils' development. These include literacy, numeracy, manual dexterity and behaviour. She uses these records well when liaising with teachers to plan work for pupils with special educational needs. Assessments and records are also kept for pupils with English as an additional language. These appropriately identify pupils' stages in language acquisition and progress to inform planning for focused work by the teaching assistant. Records are reviewed and updated regularly.

46. Teachers keep up-to-date records of pupils' achievements in English, mathematics and science, and in some other areas of the curriculum. These are kept in individual folders and cover many aspects of the curriculum, though coverage varies from pupil to pupil. This information is used to set individual targets for pupils and monitor progress towards them in English and mathematics. Good individual education plans are in place and used for pupils with special education needs to monitor progress and guide teaching. Teachers know pupils well, recognise their needs and respond well to them. The monitoring the school carries out of pupils' performance and development in English, mathematics and science is used to make changes in approach and emphasis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has effective links with parents which make a positive impact on pupils' learning and the quality of life within the school. Information from the parent questionnaires and the pre-inspection meeting indicates that parents are very supportive of the school and they have no significant concerns. Inspection evidence entirely supports parents' high levels of satisfaction with the way in which the school works in partnership with them. The good partnership with parents that was found in the last inspection report has been maintained.

48. The school has put considerable thought into the way it communicates with parents and the quality of information it provides for them is good. There is an effective system of letters and newsletters which keeps parents up to date with the current curriculum and with school activities. The prospectus and a helpful induction programme give clear information about school routines, and introduce ways in which parents can support their child's learning at home. Although none of these documents is available in translation for parents with English as an additional language, the school provides help with an interpreter whenever necessary and home visits are made to all new pupils. There are regular meetings to discuss various aspects of the curriculum, such as the introduction of the numeracy hour, as well as consultation evenings where parents discuss the progress their child has made. Parents are given a comprehensive annual report of their child's standards which teachers discuss with them and there are further plans to include personal targets to help pupils to improve. Parents of children with special education needs are kept very well informed of their progress during reviews of their individual education plans.

49. The school actively encourages parents to become involved in the life of the school and provides a welcoming environment for them. A parents' forum has recently been set up when parents can talk informally to the Headteacher and Chair of Governors on anything that concerns them. Staff and other adults are helpful and approachable. School policies encourage teachers to involve parents and several make a regular commitment to help in classrooms and to accompany pupils on outside trips. Currently, 70 per cent of parents have already signed the home/school partnership agreement and they co-operate readily, for example by listening to their children read at home and by reporting absences promptly. Parents demonstrate their interest in the school by attending open evenings, coming to school assemblies, supporting school activities, and responding to questionnaires. Some meetings on the curriculum are less well attended.

50. Parents are well informed about the progress of pupils' with special educational needs through the regular reviews that are held in the school. In addition, the co-ordinator for special educational needs has a regular weekly afternoon session when parents may call to discuss particular issues or concerns. Parents feel that the school addresses the special educational needs of pupils well.

51. There is a flourishing "Friends' Association" which contributes generously to school funds and which cements good relationships between parents and staff. Pupils benefit from the funds raised on their behalf and by the quality of relationships forged between home and the school. Parents are appreciative of the support given by the school to the Association's events and see this as practical evidence of the school's commitment to building a strong home/school partnership.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The conscientious headteacher has a clear vision for the work of the school and he is supported effectively by members of the senior management team. In keeping with the findings from the previous report, the staff work as a caring team, committed to the welfare of the pupils and the whole school community. This gives the school a sense of purpose and direction and, as a result, relationships are very good throughout the school. Staff work well together to improve the school's quality of education, although there are weaknesses in the role of the governing body with regard to fulfilling its responsibilities.

53. The school has developed a management structure with clear lines of responsibility. The headteacher values the work of his colleagues and he delegates well by giving them management responsibilities which focus on the priorities outlined in the school development plan. For example, one member of the management team focuses on the school's effectiveness by managing and monitoring the work of the learning support team. Some subject co-ordinators are allocated time away from their class and this is having a positive influence on the quality of planning. In consequence, English, mathematics and science are well managed and standards have improved since last year. The school recognises the need to give all subject co-ordinators sufficient opportunities to monitor teaching and learning in their own subjects. The co-ordinator for special educational needs has a very clear view of her role and ensures that the policy for pupils with special educational needs is firmly centred on supporting pupils' within all classes. The management of the provision is very successful and very good support is provided for class teachers to ensure the accurate identification and support of these pupils.

54. The school meets statutory requirements in respect of pupils with special educational needs. The governor for special educational needs has regularly visited to discuss problems, fed back to the governing body and provided information about special educational needs provision in the annual report to parents.

55. The school continues to experience some difficulties in recruiting governors. It has exerted considerable effort in its attempts to persuade suitable candidates but it has not been successful in establishing a full complement of governor members. Members are supportive, knowledgeable and bring a range of expertise to the school. Despite their commitments outside school, key governors spend time in school and are very supportive, but others have a more limited involvement. As a result, the governing body as a whole is not sufficiently involved in the strategic planning of the school's development. Neither is it fully aware of the school's strengths and weaknesses, for example in relation to standards, and is not sufficiently holding the school to account for the quality of its education. The governing body recognises the need to clarify and strengthen its role, and the headteacher would welcome more support.

56. The school has clearly stated aims and values which are well reflected with regard to developing the individual, and their sense of responsibility and place within a multi-cultural community. There is also a positive whole school ethos reflecting a commitment to equality of opportunity for all pupils. However, it is not fully giving its pupils a sufficient range of experiences in information technology and religious education in Key Stage 2 to enable them to make enough gains in their knowledge and understanding.

57. The school continues to monitor and evaluate areas of its work, particularly in relation to the quality of teaching. Formal observations made by senior staff are followed up with written and verbal feedback indicating areas for improvement. Staff and governors are involved in drawing up the school's development plan which includes priorities and costings. However, it is a lengthy document which does not provide sufficient clarity for judging the cost effectiveness against educational outcomes.

58. The school gathers extensive data relating to pupil mobility, ethnicity and pupils with English as an additional language, and to those with special educational needs. Pupils' attainment is also appropriately used to predict both expected and enhanced target levels for individuals and groups, and to deploy extra support where needed. However, these systems have yet to be developed further to track the achievement and progress of different groups of pupils, particularly in relation to girls and those pupils who join the school during their school career. The school analyses data from national tests, but does

not act effectively to alter classroom practice as a result of what it knows and this is a weakness.

59. Overall financial management is good and finances are allocated effectively to support the school's priorities. The school has very good systems of financial management and control in place with clearly defined roles and responsibilities. Good use is made of information technology to maintain and regularly update the school's financial records and to supply expenditure information and reports to the school and governing body. Pupil data, assessment information and special educational needs records are similarly processed. The Finance manager and other office staff are knowledgeable about their roles and provide good support to the school.

60. There are good systems in place to ensure value for money in purchases and a tendering process is used for maintenance and larger items. For example, before the recent purchase of sandwich trolleys specifications and prices from a number of suppliers were compared. The funds allocated to the school for specific purposes such as special educational needs, teachers' in-service training and the teaching of English as an additional language are identified within the accounting system and spent on the purpose for which they are intended.

61. The annual budget is carefully prepared in the light of the available funds and matched to educational priorities identified in the school's development plan. It is fully discussed by the Governors' finance sub-committee before submission to and approval by the full governing body.

62. Subject budgets are allocated following staff consultation using a bid system to ensure that monies are matched to priorities. This newly-introduced process is well managed by the resource manager and co-ordinators and allows a transparency about spending decisions. Whilst it ensures that monies are allocated to agreed developments the system has yet to be extended to include an evaluation of the outcomes of expenditure.

63. The quality of staffing, accommodation and learning resources is sound overall. There are sufficient numbers of teachers to meet the needs of the curriculum. Teachers are qualified in almost all the curriculum subjects they teach, although many staff lack skills in the use of information technology. Teachers have sufficient opportunities for professional development through priorities identified in the school development plan.

64. The school gives the appointment and training of educational support staff a high priority. Classroom assistants are deployed to work in the classrooms where they give good support to pupils with learning difficulties, individually and in small groups. They work well with class teachers who are responsible for planning. Secretarial and care-taking support is efficient and contributes to the smooth running of the school.

65. The school makes very good use of its accommodation which is old but very well maintained internally through a rolling programme of decoration. It provides pupils with an attractive and stimulating learning environment. Attractive and informative displays are used well to enhance the learning environment. The nursery unit is adequate in size and part of the outdoor area is covered. Classrooms are adequate in size with the exception of those used by pupils in Key Stage 1 and the hall is used as an extra classroom. Additional rooms are used well to support pupils' learning. The indoor, heated swimming pool that is used extensively during the summer. A small section of the playground has been successfully

developed into a wildlife area consisting of a pond, marsh and hedge areas to help with pupils' environmental studies.

66. Resources are generally adequate although some equipment is in need of replacement, such as musical instruments. The ratio of computers to pupils is below the national average. The library has four new computers, all with printers and scanners. Spending on resources is planned in line with current school priorities. In keeping with the findings from the previous report, there are sufficient books to meet the needs of the curriculum, but many well-worn fiction and non-fiction books are in need of replacement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. To improve standards of work and the pupils' learning, the governors, headteacher and staff should:

- (1) Raise standards in information technology and meet statutory requirements in Key Stage 2 by:
 - implementing fully the scheme of work and teaching all aspects of the subject;
 - increasing staff confidence and expertise through training;
 - ensuring that discrete skills are taught frequently and systematically;
 - providing pupils with sufficient opportunities in lessons to use and practise their skills;
 - improving resources and equipment.(Paragraphs: 4, 9, 56, 114)

- (2) Raise standards in religious education in Key Stage 2 and meet the requirements of the locally agreed syllabus by:
 - ensuring the subject is allocated sufficient time;
 - developing and implementing fully the scheme of work;(Paragraphs: 4, 9, 26, 29, 56, 125, 126)

- (3) Raise standards in all subjects by:
 - improving some of the teachers' planning at Key Stage 2 to ensure that the tasks are more challenging and pupils are given further opportunities to work independently;
 - teachers having greater expectations of girls and planning appropriately for this;
 - introducing assessment systems to track pupils' achievement in all subjects;
 - making greater use of assessment information and marking to guide planning;
 - using information from the national tests and assessments to focus support where the need is identified.(Paragraphs: 24, 29, 42, 43, 58, 83, 91, 93, 98, 118, 129)

- (4) Ensure that the governing body is effectively fulfilling its role in shaping the direction of the school by:
 - recruiting and retaining governor members;
 - ensuring that all governors receive training to increase their knowledge and understanding of their role and responsibilities;
 - ensuring that governors take a more active role in strategic planning and holding the school to account for the standards achieved by its pupils.(Paragraph: 55)

Other minor weaknesses which the governors should consider for inclusion in the school's action plan are:

- providing opportunities for teachers to share the good and very good teaching methods identified in the school; (Paragraph: 18)
- provide pupils with more opportunities to develop their designing and making skills in design and technology. (Paragraphs: 29, 91, 105)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	33	41	6	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	43	355
Number of full-time pupils eligible for free school meals	N/A	67

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	18	128

English as an additional language	No of pupils
Number of pupils with English as an additional language	140

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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	37	23	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	31	35
	Girls	21	21	22
	Total	52	52	57
Percentage of pupils at NC level 2 or above	School	87 (78)	87 (98)	95 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	35	34
	Girls	22	22	23
	Total	54	57	57
Percentage of pupils at NC level 2 or above	School	90 (93)	95 (98)	95 (100)
	National	82 (81)	86 (85)	87 (86)

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	23	20	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	14
	Girls	11	15	11
	Total	22	30	25
Percentage of pupils at NC level 4 or above	School	51(60)	70 (72)	58 (63)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	14	14	13
	Total	20	31	30
Percentage of pupils at NC level 4 or above	School	70 (65)	72 (72)	70 (69)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	128
Pakistani	3
Bangladeshi	5
Chinese	1
White	180
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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: YR – Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	24.6
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	288

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21.5

Total number of education support staff	2.6
Total aggregate hours worked per week	83

Number of pupils per FTE adult	18
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	630 708
Total expenditure	624 566
Expenditure per pupil	1 569
Balance brought forward from previous year	17 304
Balance carried forward to next year	23 446

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	398
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	66	32	2	0	0
Behaviour in the school is good.	60	37	1	0	2
My child gets the right amount of work to do at home.	40	39	10	1	10
The teaching is good.	72	26	2	0	0
I am kept well informed about how my child is getting on.	57	33	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	3	1	0
The school expects my child to work hard and achieve his or her best.	70	26	1	0	3
The school works closely with parents.	67	24	4	0	4
The school is well led and managed.	74	17	6	1	2
The school is helping my child become mature and responsible.	66	31	2	0	1
The school provides an interesting range of activities outside lessons.	48	32	9	2	9

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

68. Children start in the nursery at three years of age. Entry arrangements are flexible, but children are phased in chronologically throughout the year in small groups. Children attend part-time in the nursery and attend full-time in the reception classes at the beginning of the term before their fifth birthday. Introductory arrangements are very good. Children are sensitively introduced to the nursery, and in the term before entering the reception classes, they spend half a day in the nursery and half in the reception class to gradually become accustomed to the change of environment. The close formal and informal liaison between the nursery and reception staff considerably strengthens the overall provision. At the time of the inspection, there were 68 children aged under five in the nursery and reception classes.

69. In keeping with the findings of the previous inspection report, all children aged under five make a good start to their education. The overall quality of teaching is good. It is very good in the reception classes, making a positive impact on the achievement of all the children, and on their attitudes to their work. The nursery is spacious and well-organised, with a good designated outside space. The reception classes are colourful and exciting. Classroom areas are small but used well, although during the week of the inspection the central communal area was less consistently well used to allow children space for imaginative play or work with large equipment. Initial assessments undertaken in the reception class show that, on entry to compulsory education at the age of five years, the majority of children are attaining above expectations for children of this age in all areas of learning. Skills in language and literacy, mathematics, personal and social, and physical development are particular strengths. All children achieve well, including higher attainers and those with special educational needs and English as an additional language. Over time, there is a mixed picture of attainment on entry to the nursery, but very good assessment systems quickly identify the strengths and weaknesses of individual children, and work is carefully planned to meet their needs. These systems are effectively extended in to the reception classes to ensure a continuity of approach. This is true also of the curriculum, which effectively blends a high scope approach with national guidelines in the nursery, and is then taken through into the reception classes when the National Curriculum programmes of study are gradually introduced.

Personal and social development

70. These skills are very well taught and all children achieve well. Good attitudes are very effectively established in the nursery, and expectations are maintained in the reception classes. Children have good relationships with each other and with adults, frequently engendered by the warmth and encouragement of staff as role models. They develop good independent skills, encouraged by the high levels of organisation in the nursery where everything has its place and children sensibly clear up, even sweeping up the sand without being asked. They work together well, and take turns and share either on the play equipment in the nursery or during physical education in the reception class. In this lesson, the children changed independently and followed instructions well even though it was the first time they had taken part in a formal physical education lesson. Where children are occasionally argumentative or unwilling to co-operate, they are new and unused to expectations.

Language and literacy

71. Teaching in this area is good, and particularly effective in developing speaking and listening, and the formal skills of handwriting and phonic knowledge, and children make good gains in their skills and knowledge. Children are effectively encouraged to use joined handwriting early, and children in the reception groups legibly write their own names. Children listen well in whole groups and individually, particularly when sessions are interesting. For example, when the class teacher enthusiastically prepared the children for what they would be doing in the physical education session, the children hung on every word. Children speak with increasing confidence, including those with English as an additional language. Even lower attainers are beginning to recognise some commonly used words, whilst higher attainers spell simple common words independently. The reception classes are rich in notices and words around the room to encourage phonic knowledge. Children in the nursery share books with adults turning the pages appropriately. They know where the print is located on a page, and higher attainers retell the story in their own words. However, there are more limited opportunities for pupils to learn independently and imaginatively through role play, for example in connection with topics. Space for such role play areas is limited in the cramped classrooms in the reception, and the larger spaces containing play areas are insufficiently used throughout the day.

Mathematics

72. Mathematics is satisfactorily taught overall, and is strong with regard to the more formal skills of number, in which children make good gains over time. Higher attainers count and perform simple addition sums to ten. Most children draw numerals correctly. In the nursery, younger children match objects in a computer game, counting and matching to five. Those who have just started match pairs of socks accurately and count to three. Children begin to understand concepts associated with capacity and volume during their independent activities with sand and water, and begin to understand pattern through matching and making bead patterns. They sing number songs carefully chosen to develop mathematical language and counting, giving children good opportunities to answer questions. However, the nursery lacks specific areas where children can focus on exploring and investigating mathematical ideas, for example in relation to the current topic, and such opportunities are inhibited in the reception classes by the lack of space in the classroom.

Knowledge and understanding of the world

73. Teaching is good and children learn effectively about the world around them through interesting lessons and activities, and as a result of visitors who help to give them a real experience of their learning. For example, during the week of the inspection, children in the nursery were benefiting from meeting a range of speakers, within the focus of people who help us. The school nurse explained about the medical examination she would give the children when they reached compulsory school age, and linked this in simple terms to personal hygiene. Children readily demonstrated brushing their teeth and washing their hands correctly, and knew the nurse would check their sight, hearing and height. The experience was also enhanced by the demonstration of some of the equipment she used, for example to tell how tall they were. In the reception class children were excited by experiments with ice to compare the properties of materials when they were hard and soft. Children in the nursery gain confidence with simple computer skills. For some it is a very new experience, and under the close supervision of an adult, they make good gains in mouse skills, dragging the cursor to move objects and click on icons accurately. They also use computer generated games to increase their phonic knowledge. Good resources enable them to work confidently with wood, hammering in nails and using a vice. They learn about familiar Bible stories and link these stories with their own experiences, for example how they might help those in trouble.

Physical development

74. Most children make good gains in their physical skills, and it is well taught. There are many opportunities in the nursery to handle a good range of equipment and tools, and the children using them with growing skills and confidence. They are learning how to orientate pieces of a puzzle correctly and place small beads to make coloured patterns. In the outside play area, they use small climbing apparatus and wheeled toys competently. In the reception classes they begin formal physical education lessons and show a confident co-ordination, control and use of space. However, children in the reception groups do not have access to a designated outside area.

Creative development

75. Teaching in this area is satisfactory overall, and pupils make satisfactory gains in their creative development. With careful, focused individual teaching, children in the nursery look closely at their facial features to paint realistic portraits of themselves. They create collages from pasta, using the glue and spatulas with care. In the reception groups, children also skilfully paint portraits and create collages of Humpty Dumpty. There are satisfactory opportunities for children to develop their imagination in role-play areas. In the central area used by the reception classes, themed areas are created, for example a hospital, but little use was seen of these areas during the week of the inspection. There are good resources for music and pupils have ready access to them in the nursery. They enjoy singing songs and rhymes.

ENGLISH

76. The results of the 1999 national tests at the end of Key Stage 2 show that standards in English were well below average. The proportion of pupils reaching standards above those expected for pupils aged 11 was also well below the national average. Standards were well below average when compared with schools which have a similar proportion of pupils eligible for free school meals. Results of the national tests in Key Stage 1 show that standards in reading were below the national average although standards in writing were similar to the national average. The proportion of pupils reaching standards above those expected for pupils aged seven was below the national average in reading but close to the national average in writing. When these results are compared to those achieved by pupils in similar schools, standards were above average in reading and well above in writing.

77. At Key Stage 1, the trend over the past four years shows that standards have improved although there have been variations each year. However, standards in Key Stage 2 have declined substantially, and particularly for the girls. The school explains the differences between the boys' and girls' achievements being due to lower parental expectations. The results from the last two years reflect both the high proportion of pupils with English as an additional language, and in particular, the significant number who entered the school with no or very little spoken English. In addition, there was also a significant proportion of pupils with special educational needs in the previous cohort of pupils.

78. Evidence gained from the inspection shows that, in keeping with the findings of the previous inspection report, pupils are meeting national expectations in all areas of English at both key stages. This difference in the results from the 1999 national tests and the standards seen in lessons is due largely to the differences in the cohorts of pupils. Although a significant proportion of pupils in the current Year 6 have English as an additional language just a small number were at the early stages of learning English when they started school. These pupils are currently achieving particularly well due to the well

focused support given by the school.

79. Pupils at both key stages have satisfactory levels of speaking and listening skills, and make satisfactory gains in relation to their speaking and listening skills both over time and in lessons. However, although pupils received good opportunities to engage in question and answer sessions in lessons, there are fewer opportunities for them to take part in planned discussion to explore ideas further, or for older pupils to engage in informal debate. There are some good opportunities in lessons for pupils to perform poetry in groups. At Key Stage 1, boys and girls listen closely to each other during circle time, expressing ideas confidently. Key Stage 2 pupils attending a philosopher's club, thoughtfully discussed challenging issues, such as a death in the family. Pupils with English as an additional language are effectively dealt with by a very good network of support staff, although there is less support available for these pupils at Key Stage 2. So too are those pupils with special educational needs and they make good progress against the targets set for them.

80. At both key stages, pupils read at levels expected for their age. They read accurately and are well supported by the school's structured approach to the teaching of reading skills. At Key Stage 1, phonics are effectively taught, and most classes have attractive book corners to stimulate pupils' interest. In addition, the school's implementation of literacy hour throughout the school, ensures that reading forms a part of each lesson. By the end of Key Stage 1, many pupils are able to read books independently. Higher and middle attaining pupils use phonics knowledge to read words they do not recognise. They give simple explanations of the story and predictions of how it might develop. Lower attaining pupils are less confident when reading unfamiliar words and read hesitantly. In Key Stage 2, reading is organised both in groups and individually, and the class teachers closely monitoring pupils' progress. By the end of Key Stage 2, many are able to talk knowledgeably about their favourite books and authors. Older pupils are making satisfactory gains in the development of higher order reading skills, such as skimming and scanning. The school gives high priority to books and reading, with book fairs, book weeks and a weekly bookshop. All pupils take home a book each night.

81. Pupils' writing skills are at levels expected for their age. By the end of Key Stage 1, pupils write simple words and put them into sentences. Pupils handwriting skills benefit from the school's approach to the teaching of joined handwriting from when they first start school. Pupils make sound progress in spelling, and in their understanding and use of full stops and capital letters. They extend sentences and ideas with connectives. In Key Stage 2, writing is becoming more confident. Formal skills are well taught, including punctuation, spelling, grammar and handwriting, and pupils can write for a range of purposes. They are appropriately encouraged to use dictionaries and a thesaurus. Throughout both key stages, pupils are encouraged to use interesting and precise vocabulary. For example, in Year 4, pupils using text from the Lion the Witch and the Wardrobe, replaced C S Lewis's adjectives with their own choice, using an "artist palate" for choosing the words. By the end of Key Stage 2, writing across the curriculum is well organised and thoughtful with good attention given to the presentation of their work. Word-processing facilities had been used in the display of their poems based on Macbeth's witches. Throughout Key Stage 2, the desire to produce only neat exercise books, inhibits the requirement for pupils to have the opportunity to write freely and then redrafted their work. There are insufficient opportunities for extended writing in Key Stage 2. However, when given a stimulating input, they can write with interest and sensitivity. During the inspection, pupils were involved in short pieces of work. For example, pupils in Years 5 and 6 worked on riddles and those in Year 6 focused on a humorous poem. In addition, work is sometimes not planned to meet the needs of individual pupils to ensure that they are adequately challenged.

82. As in the last inspection report, pupils' attitudes to learning in English are good throughout the school. The majority are enthusiastic and well behaved, concentrating on the task in hand. At both key stages they are learning to work independently and know what to do when they have completed a task. The very effective support given by teachers supporting pupils with English as additional language and those with special educational needs makes a very significant contribution to the effectiveness of the classroom where all can learn. The quality of teaching is satisfactory overall, with examples of good teaching in both key stages. Where teaching is good, enthusiasm and a brisk pace challenge the thinking of the pupils. Texts are varied and challenging for most pupils, although sometimes lacking interest for the higher attainers. However in some lessons, teaching does not engage pupils enough, and they sometimes misbehave when work is not well match to their needs.

83. Literacy skills are being soundly developed across the curriculum. For example, scientific words are explained and used effectively in science and geography terms are used to good effect in geography. Teachers are implementing the National Literacy Strategy satisfactorily, and it is being used with particularly good effect in Years 5 and 6. In addition, pupils in Years 3 and 4, are benefiting from the Additional Literacy Support programme because their need are closely identified and writing skill are being strengthened. The English co-ordinator effectively organises the subject with the help of the literacy co-ordinator. She is allocated time away from her class to monitor the learning and teaching of English; this strategy is helping teachers to share ideas and develop good teaching methods. An action plan has been drawn up to address and develop systems for monitoring the decline in standards in Key Stage 2. The school has begun to track pupils' progress in reading and spelling, and form individual targets for improvement.

MATHEMATICS

84. The results of the 1999 national tests at the end of Key Stage 2 show that standards in mathematics were close to the national average. However, the proportion of pupils reaching standards above those expected for pupils aged 11 was above the national average. Standards were well above average when compared with schools which have a similar proportion of pupils eligible for free school meals. Results of the national tests in Key Stage 1 show that standards were similar to the national average, though the proportion of pupils reaching levels above those expected for pupils aged seven was below the national average. However, standards were above average when the results are compared to those achieved by pupils in similar schools

85. Trends over the last four years show that standards have varied in Key Staged 1, although the performance levels of boys and girls overall have remained above the national average. Trends in Key Stage 2 also show marked variations; they have remained above national averages, although the performance of girls has declined substantially. The school explains the differences between the boys' and girls' achievements being due to lower parental expectations. The results from the last two years reflect the high proportion of pupils with English as an additional language and those who entered the school with little or no English. In addition, a significant number of Year 6 pupils who took the national tests in 1999 had special educational needs.

86. In keeping with the findings from the previous report, standards match expectations in Key Stage 1 and they are above at the end of Key Stage 2. The difference in the 1999 test results and the standards seen in lessons during the inspection is largely due to the different cohorts of pupils. In addition, the Numeracy Strategy is being successfully introduced and assessment procedures are now used effectively to support planning.

Improvement since the last inspection has been satisfactory.

87. Over time, pupils make good progress in mathematics in both key stages because teachers plan together carefully for different attainment groups. In lessons, pupils make very good gains in their knowledge and understanding towards the end of Key Stage 2. Pupils with English as an additional language learn their mathematical vocabulary well through good support from classroom assistants because the work is carefully prepared to support the pupils' needs. Pupils in Year 1, mentally partition two-digit numbers to identify the number of "tens" and the number of "units" that make up a number, they readily subtract 5 from 17, 7 from 20 in their heads, and enthusiastically answer subtraction questions to 100. By Year 2, pupils know the sequence of numbers to 1,000 and use two places of decimals when calculating amounts of money. They know numbers get bigger counting forwards and smaller counting backwards and are aware of negative numbers in everyday contexts, such as temperature. Pupils show their skill in adding coins of different value to make 10 pence. They use the other three mathematical operations in practical ways such to make and explain number patterns.

88. Throughout Key Stage 2, pupils benefit from differentiated activities which match the needs of pupils with special educational needs. By Year 6, pupils use their knowledge of tables adeptly in quick mental arithmetic. Number work is particularly well developed. Pupils understand mathematical terms such as product, sum and difference, and know when to use long division or multiplication and how to check their answers by a quick preliminary estimate using rounding up or down to the nearest unit, ten or hundred. Pupils have a sound understanding of denominator and numerator, and they find equivalent fractions by relating their understanding to circles divided into varying segments

89. Numeracy is well promoted across the curriculum in several subjects such as science and geography, although it has yet to reinforce pupils' work in information technology. The school has adopted effectively the framework of the National Numeracy Strategy and this has supported the development of mathematics throughout the school. Numeracy skills are supported in some other subjects, such as science, where pupils construct graphs from data. Mathematical vocabulary is emphasised and pupils are encouraged to use it in most lessons, but particularly those which are well taught and effectively enhance pupils' learning.

90. Teachers generally manage pupils well and have clear and high expectations of how they should behave. Pupils benefit from well-planned lessons which are clearly structured. The quality of teaching and learning was judged to be never less than satisfactory, and it was good or better in half the lessons observed. Teaching was good at Key Stage 1 and satisfactory overall at Key Stage 2, but with examples of outstanding practice. Very good teaching includes a variety of tasks which are thoughtfully chosen to provide learning opportunities for the whole ability range. In such lessons teachers draw upon humour and their very good knowledge of mathematics and the interest of their pupils to give tasks greater challenge for higher attaining pupils. In these lessons, pupils show a fascination with mathematics, especially when questioning is lively and tasks relate to their experience. They enjoy challenges, which they answer with enthusiasm, and they respond positively to variety in lessons. Good lessons include a well-focused introduction to motivate interest and enthusiasm, an opportunity to consolidate and extend skills in group work and a plenary at the end of the session to reinforce or check pupils' understanding. In good lessons, pupils benefit from the use of quick-fire questioning to maintain their mental alertness.

91. In satisfactory teaching, some weaknesses relate to a slow pace and the planning

of some tasks which do not sufficiently match the needs of a few higher attaining pupils. For example, pupils were given more work but it did not match their skill levels or understanding. Occasionally, where teachers and pupils are not so familiar with each other, such as those lessons in which classes are taught in attainment groups, expectations of behaviour were not clearly established. In consequence, some pupils did not achieve as well they are able. There are examples of excellent and very good assessment practice in the school, particularly at the beginning of Key Stage 1 and towards the end of Key Stage 2. However, daily assessment procedures are not used consistently and they are unsatisfactory in some classes in Key Stage 2. Teachers know the pupils well and ask appropriately challenging questions. Teachers are sympathetic to pupils' difficulties and recognise and handle misconceptions sensitively. Effective use is made of pupils' ideas and this helps them to feel appreciated and valued. The written marking of pupils' work is satisfactory but rarely indicates what pupils need to do to improve. The use of homework is sound; it is set and marked regularly towards the end of Key Stage 2.

92. Pupils with special educational needs and those who have English as an additional language make good progress and they benefit from good teaching and effective levels of support. There is good planning between the teaching assistant and the class teachers. Teaching assistants use a good range of methods to encourage pupils to read and interpret vocabulary and they make good progress in their acquisition of the English language relevant to mathematics.

93. The subject is managed well. The National Numeracy Strategy has been introduced, but the co-ordinator has yet to monitor the quality of the provision in mathematics. The quality of pupils' learning is enhanced by the use of well-prepared resources, though the use of computers is unsatisfactory. The school plans to invest in appropriate resources. The school analyses the tests results but it has yet to use the information and address the variation in the performances of boys, girls and different ethnic groups.

SCIENCE

94. Results of the national tests in 1999 show attainment at the end of Key Stage 2 to be well below the national average. The proportion of pupils reaching standards above those expected for pupils aged 11 was also below the national average. When the results are compared to those schools with a similar percentage of pupils known to be eligible for free school meals, they are also below average. Results over time show a declining trend with the performance of girls declining substantially more than that shown by the performance of boys. Results of the 1999 national curriculum teacher assessments shows attainment in science at the end of Key Stage 1 to be above the national average

95. In keeping with the findings from the previous report, evidence gained from the current inspection shows that by the end of both key stages, standards in lessons and in other work around the school are at levels expected for pupils' age. The difference between the performance of pupils in the most recent national tests and the current standards is due in part to the cohort of pupils which has a substantial proportion of pupils with English as an additional language and at the early stages of learning English. There was also a significant proportion of pupils with special educational needs. Currently, pupils talk confidently about their work and are keen to show what they understand and can do. A particular strength of pupils' work is their understanding of investigative procedures with examples of good procedures for recording their results and findings, including clearly labelled diagrams and

illustrations. Their experimental and investigative skills are strengthened through some well-planned practical lessons with clear learning objectives.

96. By the age of seven, pupils understand about light and sound, and know that light comes from a variety of sources. For example, pupils in Year 1 were seen learning about shadows in the playground on a sunny afternoon, and deduced that it was their bodies that was blocking the light. Other pupils were using torches in the classroom and drawing around the shadows that were created. In a Year 2 class, pupils were looking at materials and testing which materials could be manipulated. They tested dough, mouldable modelling material, sponge, cotton wool, plastic glue stick, pipe cleaner, elastic and lolly stick. They were successful in the activity and were able to clearly explain what they had found out using appropriate scientific language. Pupils' also understand the principles of electrical circuits and can create circuits to light a bulb and set off a buzzer.

97. The quality of pupils' learning benefits from good cross-curricular links with subjects such as English, mathematics, and design and technology. These links reinforce pupils' knowledge and understanding, enriching their learning and they make good gains in their understanding. By the age of 11, pupils have a broad understanding of science. They understand about materials and how they change, electrical circuits, floating and sinking, forces, magnetism, stretching and squeezing and temperature changes. Pupils were able to predict what they thought would happen, run a fair test and write it up. Much of their work is very well presented and most pupils are able to write up investigative procedures in an orderly way. During the inspection, good examples of investigations were seen. For example, pupils in Year 3 were observed studying their own teeth with a mirror and testing which teeth were responsible for biting and chewing an apple. Following an investigation, pupils in Year 4 were able to explain which materials were most efficient at kept things cold and others warm. Year 6, pupils' undertook a test to see how much elastic bands would stretch. They set up a fair test to predict and test the results. In the class a special needs assistant was working with a lower ability group. These pupils were very involved and successfully completed their investigations, thus increasing their knowledge and understanding of science.

98. Pupils make good progress in some lessons but satisfactory progress overall. Pupils with special education needs also make good progress. However, a specific weakness is the lack of extension work for the higher attaining pupils because they are not given sufficient opportunities to plan and develop their own experiments. This is due, in part, to the emphasis placed on teacher-directed work. However, pupils are encouraged to learn and use science vocabulary which they do with confidence. Pupils enjoy working in groups and value each other's contributions. Pupils take a pride in their work. They like working in groups and work well together, but are also prepared to work individually if required. They have good relationships with their teachers and value each other's work.

99. The quality of teaching is satisfactory overall; almost half the teaching seen was good or very good. Pupils have good attitudes to work and they make good gains in their knowledge and understanding especially during stimulating practical lessons. A strength in teaching is in the management of pupils and the use of support staff and resources. Support staff know exactly what they have to do and are very effective in promoting pupils' learning. They give good support to pupils with special educational needs pupils and others in different attainment groups. In the best teaching, lessons were well planned with differentiated tasks, high expectations and delivered at a brisk pace. The teacher and support staff make ongoing assessments during and after the lessons. These assessments

are used effectively to help with the planning. Pupils are known well by the teachers, and the good relationships enhance the quality of teaching and learning.

100. The subject is well organised throughout the school. Planning is at a transitional stage because the school is beginning to make use of new national guidance. The subject co-ordinator has focused on supporting teaching and learning in Years 2 and 3; this has already had a positive impact on standards in these classes. The school makes effective use of several types of wildlife areas which have been imaginatively established in the school grounds.

101. *In some of the following subjects, it is not possible to make an overall judgement about the quality of teaching, although some conclusions are drawn from the few lessons and the scrutiny of previously completed work. In other subjects, it is not possible to make a judgement about attainment and progress because of the limited amount of pupils' work made available by the school.*

ART

102. Pupils are achieving standards close to those expected of pupils of a similar age. There were some good examples of observational drawing at the ends of both key stages. Weekly timetabling arrangements inhibit the successful development of pupils' topics over time, although some year groups have successfully endeavoured to develop themes in a variety of ways, for example in relation to Celtic art, as part of their history work. Pupils' string prints were used in several imaginative ways, finally being presented as brooches. In addition, the scheme of work does not provide staff with enough ideas for planning units of work. Although it gives detailed coverage of a progressive development, of skills there are few indications of how those skills might be taught and presented, or of links with suitable artists and paintings.

103. At Key Stage 1, pupils benefit from completing large group projects such as a "Big Bang" exploding painting. They work with a satisfactory range of media and texture. For example, they print with regular shapes, complete photographs of faces, create a large collage of a dinosaur and make three-dimensional flowers in pots. In Year 2, pupils produce sensitive observational drawings of shells using charcoal, some to an above average standard. At Key Stage 2, art work is often usefully linked with history topics, so that pupils at Year 3 make Egyptian masks and clay pots. Again, there is a satisfactory range of experiences. At Year 4 pupils experiment with mixing cold and warm tones. Pupils in Year 5 develop their printing skills further with the use of polystyrene sheets. They also oil pastel seascapes. By the end of the Key Stage, pupils produce portraits of characters using pastels in the book "The Turbulent Term of Tyke Tyler", and paint directly from postcards of paintings in the style of the artist.

104. Where pupils are carefully taught skills and shown a range of techniques, they respond industriously and achieve good standards of work. For example, pupils at Year 4 used flat palettes to mix paint for their warm coloured pictures of sunflowers. They had been shown dabbing and stippling effects and readily used them in their own work. The expertise of support staff is also well used to give close support, for example to draw from observation at Year 6. In some lessons, however, skills and techniques are not well taught, and pupils' work and working habits are untidy. The subject is conscientiously managed, and the curriculum is enhanced by the co-ordinator's organisation of termly art days and large group work, for example, the Millennium Timeline.

DESIGN AND TECHNOLOGY

105. Designing and making skills are not developed systematically and, by Year 6, they are below those seen in other schools nationally. However, there are examples of good practice throughout the school. By Year 2, pupils make satisfactory gains in their knowledge and understanding, and they develop satisfactory designing and making skills. Pupils are given some good opportunities to work with different materials. For example, pupils made good use of clay to make candle holders and recyclable materials to help design and construct lighthouses. In Key Stage 2, pupils' design and making skills continue to improve, although they do not have sufficient opportunities to use tools and work with rigid materials. By Year 6, pupils use construction sets well but they are not given enough opportunities to use a range of materials; in consequence, pupils do not achieve as well as they are able. For example, pupils are unable to cut and join their own frame, and they do not have enough opportunities to generate their own ideas, evaluate their work and suggest possible improvements.

106. Pupils enjoy the subject and are keen to talk about their own ideas. They are unclear about the process of designing and making, although pupils made good gains in their understanding where they were seen trailing a newly-published scheme of work. Design and technology is managed by an enthusiastic subject co-ordinator who has recently reviewed the subject. She has identified the need to support her colleagues and order some new resources to support the implementation of subject guidance.

GEOGRAPHY

107. By the end of both key stages, pupils achieve standards expected for their age. By Year 2, pupils use old photographs and gather evidence by observations near the school. Pupils develop a satisfactory range of geographical terms and use appropriate vocabulary. They learn maps skills by drawing a bird's eye view of classroom objects, though their understanding of how maps represent reality are unsatisfactory. By Year 6, pupils use two-figure grid references and can identify locations on maps. Through fieldwork, pupils successfully investigate changes over time, identify local industries and the importance of the location of rivers. Pupils know that rivers have sources, mouths and tributaries and that rivers erode to produce landscape features such as gorges. Pupils achieve good levels of independence by extracting and using information from a variety of resources, including books, pictures and atlases.

108. Pupils' levels of achievement in lessons are satisfactory in Key Stage 1 and good in Key Stage 2. This picture mirrors the quality of teaching. Pupils with special educational needs and those who have English as an additional language reflect the levels of achievement reached by all pupils and they make similar gains in knowledge and understanding. Teachers give pupils appropriately challenging tasks as they progress through the school. Pupils in Years 3 and 4 make an exchange with a school in Cliffe. This experience gives them a good opportunity to experience a different culture and environment from their own. Pupils in Years 5 and 6 enrich their learning by visiting the Isle of Wight to explore geographical features.

109. The provision for geography and the standards achieved by pupils are similar to those reported in the previous inspection. However, assessment procedures have yet to be implemented and the scheme of work is under review.

110. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils respond well to the lessons and, particularly in Key Stage 2, where pupils participate fully in the planned range of interesting activities. In consequence, behaviour is good and pupils maintain their concentration. They are keen to answer questions and show great interest in creating attractive displays of their investigations. The subject knowledge of teachers is secure. Lessons are planned to make effective use of the locality and for pupils to develop skills using maps, observation, and questioning, recording and communicating ideas. Pupils are encouraged to make use of appropriate geographical vocabulary.

HISTORY

111. By the end of both key stages, pupils achieve standards expected for their age. By Year 2, pupils develop a sense of chronology, the passage of time, and they develop historical enquiry by comparing photographs of Perry Street from different periods. Through planned activities, pupils begin to understand some of the differences between their world and the immediate past. They sequence events from their own lives, prepare family trees and develop an understanding of historical vocabulary as they relate these to past, present and future events. By Year 6, pupils develop their chronological awareness as they study major historical periods. Their enquiry skills improve as they research information and study photographs of artefacts, archaeological sites and re-constructions of buildings. Pupils in Year 3 used these to find out about Ancient Egyptian Gods and the relationship between mummification and the after life. Successful links are sometimes made to other subjects. For example, pupils in Year 4 used Celtic symbols as the basis for their artwork. Pupils with special educational needs are sometimes well supported by higher attaining pupils who assist them with reading or recording information. Where this occurs, these pupils achieve particularly well.

112. Standards are similar to those reported in the previous inspection, although the scheme of work has yet to be reviewed and assessment procedures are unsatisfactory

113. The quality of teaching and learning was good in the small number of lessons seen, and pupils made good gains in their knowledge and understanding. Pupils benefited from the effective use of resources which helped with the profitable discussion. Questioning was well focused to ensure that pupils reflected suitably upon the information available. Lessons were well prepared with good attention paid to vocabulary and historical detail as for example in reference to the canopic jars in the Egyptian tombs. This extended pupils' historical knowledge and understanding and ensured a brisk pace to the learning.

INFORMATION TECHNOLOGY

114. The standards achieved by pupils at the end of Key Stage 1 are broadly in line with expectations for pupils of their age, although standards are below them by the end of Key Stage 2. No direct teaching of information technology was seen during the inspection. The school's coverage of the National Curriculum strands is patchy at Key Stage 1 and incomplete at Key Stage 2. In consequence, the school does not meet statutory requirements. These findings are similar to those of the previous inspection which reported: an emphasis on word processing; the lack of development of all aspects; little direct teaching; that information technology was not well used to support learning in other subjects. Evidence from the current inspection indicates that the use of information technology to augment and support the work of other subjects is unsatisfactory.

115. Within both key stages, it is evident from work displayed and from discussions with pupils, that there has been an emphasis on the development of word-processing skills and use of paint and draw art packages. Although there is evidence of satisfactory gains in the use of information technology for these areas, they are not systematically developed in other aspects of the subject. In Key Stage 1, pupils learn about control technology when they enter commands into a floor robot for it to move forwards and backwards. Younger pupils showed good mouse control as they drew lines and selected background colours whilst using a paint program.

116. In Year 3, pupils successfully prepared a picture of the school bus using generated shapes and in-fill techniques, whilst pupils in Year 4 achieved well by creating a free-form shape which they then cut and pasted to form a pattern. Older pupils knew how to file, print and save their work. By Year 6, pupils can create a border and then enter and centre their text. Examples of word- processing seen indicates that pupils had made steady progress in keyboard skills and practising the techniques. Pupils can align and print in different fonts a poem for display following reading about the witches in Macbeth. However, in Key Stage 2, there was no direct evidence of pupils' using information technology for data handling, controlling, monitoring or modelling. Pupils with special educational needs make good progress when the task is matched to their abilities or they are suitably supported.

117. Pupils were frequently observed working largely unsupervised on tasks that consolidated rather than extended their skills as they produced a picture using paint, or practised typing skills. Where they are given opportunities to use computers, pupils are eager to extend their skills, show evident interest in their tasks, co-operate and work well together. They talk confidently about the access they have to computers at home and knowledgeable about programs that they recognise and use. Where teacher intervention occurred to correct a problem or explain how to complete the task, it was appropriately targeted and pupils made good progress. The school makes use of visitors to work with pupils. For example, a former pupil, now studying at a local secondary school, was observed effectively supporting pupils in Year 4. Additionally, pupils at Years 4, 5 and 6, have the opportunity to attend a residential information technology course.

118. The school has recently increased the number of computers though they have yet to be fully utilised. During the inspection, computers were often switched on but they were not in use. The subject co-ordinator has produced a policy and learning objectives for each year group. These are matched to the commercial scheme and take note of recent national guidance. The school recognises the need provide in-service training for staff to increase their confidence in the use of equipment and release time for the co-ordinator to work with colleagues. Currently, there are no agreed arrangements for recording or assessing pupils' progress in the subject, and this is a weakness.

MUSIC

119. Standards of music are similar to those of pupils of a similar age nationally at the end of both key stages. Pupils enjoy the subject and make satisfactory gains in knowledge and understanding in performing and composing music, and listening and appraising. Pupils sing with enthusiasm and with a sense of enjoyment. Pupils regularly share and experience Western and Eastern music through listening and performing. A example of this was seen during the inspection when pupils in Year 4 sang a selection of songs during a class assembly which included spiritual and ethnic music. Pupils dressed in national costumes and two pupils accompanied the singing on a vaja (Indian harmonium). Pupils in Year 6 compose their own music and perform it successfully. During a session which focused on listening and appraising skills, pupils in Year 6 successfully shared their own

impressions of the contrast between compositions from the 17th and 20th Centuries. The school plays an active part in performing in concerts and performances in school, in the local community, and in those organised by outside agencies

120. The school's provision for music is similar to that reported in the last inspection and it features strongly in assemblies and often reflects the multi-cultural nature of the school.

121. The quality of teaching and learning is satisfactory overall. Pupils have good attitudes to learning and they benefit significantly from some examples of good and very good teaching which was imaginative and provided them with stimulating experiences. Pupils Key Stage 2 benefit from a visiting teacher who teaches recorders to a group of twenty-two pupils and accompanies the choir on the piano.

122. Subject guidance has yet to be implemented by all staff, some of whom lack confidence in teaching the subject. The co-ordinator gives her colleagues helpful guidance. The school has identified the need to replace or renovate some of the resources

PHYSICAL EDUCATION

123. By the end of both key stages, standards in movement and games skills are similar to those of pupils nationally of a similar age. In Year 6, higher attaining pupils use a good range of imaginative ideas and show well controlled movements when responding to a dance theme. On occasion, pupils make incisive evaluative comments to help their peers refine their movements. They can pass the ball with some accuracy and with appropriate pace in soccer and they are developing a sound understanding of the principles involved in health-related fitness. Pupils' levels of achievement were good in half the lesson seen because the planned activities stimulated and stretched the pupils. For example, pupils in Year 6 interpreted the music exceptionally well during a dance lesson because the teaching methods fully involved them in the tasks. In Year 2, pupils made good gains in their knowledge and understanding of sequences during gymnastics, due in part, to the dynamic approach used by the teacher. However, standards seen overall are not as high as those reported in the previous inspection and pupils' level of achievement are satisfactory as the progress through the school.

124. The quality of teaching and learning was satisfactory overall, though it was good in half the lessons seen. Two of the lessons seen were unsatisfactory. Pupils respond well to the practical activities and thrive on well-paced lessons. In good lessons, pupils benefit from the teachers' good subject knowledge, a dynamic approach which helps to maintain a brisk pace to the learning and an effective use of demonstrations to help pupils understand what they have been asked to do. Teachers are very supportive and encouraging, though they do not always use opportunities to evaluate pupils' performances and identify ways in which they can improve the quality. The quality of pupils' learning and is unsatisfactory when the pace of the lesson is slow and they are given few opportunities in which to practise and improve their performances. The conscientious co-ordinator has identified the need to review the subject policy and provide teachers with detailed guidance.

RELIGIOUS EDUCATION

125. Pupils are meeting the objectives of the locally agreed syllabus at Key Stage 1, though they are failing to fully meet them at Key Stage 2. The scheme of work lacks sufficient detail to guide planning and the subject is not given enough time on the curriculum. In consequence, pupils are not given sufficient opportunities to make enough gains in their knowledge and understanding of other faiths, and to reflect on deeper issues and concepts. In consequence, these pupils are not achieving as well as they are able.

126. Little written work was seen in Year 1 because much of the work involves discussion. Pupils were able to link stories with their own experience and ideas. By the end of Key Stage 1, pupils relate the themes of religious stories to events in their own lives. For example, in Year 2, pupils considered the idea of forgiveness in the context of the Old Testament story of Joseph. They satisfactorily recalled details of the story from previous lessons, and most gave simple, personal examples from their own experience. Pupils also benefit from studying Sikhism and investigating Sikh designs and decorations. By Year 6, pupils complete a limited amount of work. They have a good awareness of the major world religions and can talk in broad terms about many features relating to symbolism, some major festivals and myths and stories. However, they are confused about which religion they represent. When given the opportunity, pupils thoughtfully discuss feelings and challenging issues, for example why a rich person might chose to abandon luxurious living to help others.

127. Standards in religious education have declined since the previous report, when pupils' knowledge and levels of levels of understanding matched the objectives of the locally agreed syllabus. However, the school continues to celebrate the rich cultural backgrounds of its pupils. For example, in a lesson in Year 5, both the class teacher and the bi-lingual specialist teacher used their personal experiences of marrying within their own faith to share with the pupils. They had brought in their wedding clothes and a recording to make these experiences more real, and as a result the pupils were eager to ask questions.

128. The quality of teaching is satisfactory overall and it was good in half the lesson seen. Where it was most effective, teachers created the kind of comfortable atmosphere in which pupils were able to ask questions and contribute. Stories were effectively used to draw out pupils' own experiences and effective use was made of a good variety of activities to keep pupils interested. However, sometimes pupils' contributions were not encouraged nor used enough.

129. The new subject co-ordinator recognises the need to review the curriculum, and has already created a long-term plan to ensure that topics are not over-visited. Assessment procedures are unsatisfactory.