

INSPECTION REPORT

OSIDGE PRIMARY SCHOOL

Southgate, London

LEA area: Barnet

Unique reference number: 101356

Headteacher: Mr Peter Kent

Reporting inspector: Hazel Callaghan
22254

Dates of inspection: May 22nd - 25th May 2000

Inspection number: 189010
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Chase Side Southgate London
Postcode:	N14 5HD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Holt
Date of previous inspection:	March 4 th 1996

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Team members		Subject responsibilities	Aspect responsibilities
Mrs Hazel Callaghan	Registered inspector	Science Information technology	How high are standards? How well are pupils taught? How well is the school led and managed?
Mr Keith Ross	Lay inspector		Attendance How well does the school care for its pupils? How well does the school work in partnership with its parents?
Dr Tom Gorman	Team inspector	English Geography	English as an additional language
Jean Newing	Team inspector	Mathematics music	How good are curriculum and other opportunities? Assessment
Arlene Thomas-Ramasut	Team inspector	Religious education History	Attitudes, values and personal development.
Julia Coop	Team inspector	Design and technology Physical education	Education for children under five. Special educational needs
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Osidge Primary is a large school of its type having 420 pupils on roll, aged from 4-11 years of age. Most pupils live in the immediate area around the school and come from a very wide social and ethnic mix, which the school considers as a strength. The number of pupils in the school is similar to that of the previous inspection, but with the opening of a Jewish school locally the school's population has changed. Other pupils have joined the school and there is now a much more diverse mixture of cultures, religions and abilities. There are 241 pupils (54.7 per cent) for whom English is an additional language. Seventy-eight of these pupils are in the early stages of learning English. This is a much greater proportion than is found in schools nationally. The proportion of pupils who have been identified as having special educational needs (23.6 per cent) is above average. The proportion of pupils with statements of special educational needs (1.7 per cent) is about average. The proportion of pupils who are eligible for free school meals is much lower than average (9.3 per cent).

Children are admitted into the school with a wide range of ability and having many different kinds of pre-school experiences. Generally their attainment is of a similar range as to that found nationally.

HOW GOOD THE SCHOOL IS

Osidge Primary is a good school, which enables pupils to achieve well in English, mathematics, science and music. The quality of teaching is good throughout the school and much of it is very good or excellent. The quality of leadership from the headteacher and deputy headteacher is very strong and effective in leading the school forward. The school's aims and values are consistently implemented by a hard working and committed staff, and are well supported by the knowledgeable governing body. Parents are very supportive of the school and recognise that pupils benefit from the very good pastoral care provided. The school provides good value for money.

What the school does well

- Standards in English, mathematics, science and music are good at the end of Key Stage 2.
- The quality of teaching through the school is good overall and often very good.
- The quality of leadership and management of the school are very good.
- The school has very high expectations for pupils' good behaviour to which they respond well and pupils have very good attitudes to their work.
- The provision for pupils' personal, social and moral development is very good and relationships throughout the school are very positive.
- The school provides many extra-curricular activities that promote pupils' learning well.

What could be improved

- Pupils' standards in information technology.
- Procedures for assessing pupils' progress in most subjects.
- Schemes of work in several subjects need to provide clear guidance on the skills to be taught at different stages so that pupils' learning progresses effectively.
- The involvement of co-ordinators in monitoring standards in their subjects.
- Ensuring that higher attaining pupils are further challenged in all aspects of their learning.

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 overall satisfactory improvement since the previous inspection, which took place in March 1996. The school has very successfully focused on the important aspect of improving the quality of teaching, which has had a very positive impact on the pupils' achievements in English and mathematics by the time pupils leave school at eleven. However, many of the issues for improvement in the previous report have not been sufficiently addressed. The provision for pupils' learning in information and communication technology has improved, but there are still elements of the programmes of study that are not yet taught so it still does not meet the statutory requirement. The school development plan, although still not based on long-term planning, is effectively monitored and evaluated. Whole school procedures for assessing pupil attainment and progress have not been further developed and extended to other subjects. The staff and

governors work very well as an evaluative and united team, which ensures that the school's capacity for further improvement is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	B
mathematics	A	A	A	A
Science	C	A	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows that at Key Stage 2, in the 1999 National Curriculum tests, pupils attained standards that were above average in English, well above the average in mathematics, but well below average in science, when compared to schools nationally and compared to schools of a similar type. Standards in English are above those judged in the previous report and indicate very high achievement, especially for those pupils for whom English is an additional language. Standards in mathematics also show a considerable improvement and represent pupils' high achievement.

During the current inspection, however, standards of attainment were judged as having risen again, being above average in both English and science. A good proportion of pupils were attaining the higher than expected standard, Level 5. Pupils' literacy skills are progressing well, as are their skills of investigation and enquiry. Standards in mathematics were judged as well above the expected levels and pupils are making very good gains in their numeracy skills. Pupils' attainment in information and communications technology is below the standards expected at the end of Key Stage 2.

At the end of Key Stage 1, in the 1999 National Curriculum tests, pupils achieved standards that were similar to those found nationally in reading and writing, but below average in mathematics. In the teachers' assessments for science, pupils achieved standards that were similar to those found nationally. During the inspection, standards in literacy and numeracy were judged as showing improvement and most pupils were attaining standards above those expected in reading, writing and mathematics. Standards in science were similar to those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show good attitudes to their work. They concentrate well and most persevere with their work. They share ideas and work well together.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Most pupils exhibit good self-discipline and control.
Personal development and relationships	Pupils respond well to each other. They are responsible and reliable and show good levels of care for each other.
Attendance	Levels of attendance are similar to those found nationally, and have improved since the previous inspection.

TEACHING AND LEARNING

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

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

The quality of teaching throughout the school is good and often very good or better. Ninety-nine per cent of all lessons observed were satisfactory or better. Seventy per cent was good or better, and of that 30 per cent was very good and 3 per cent excellent. This consistently high standard of teaching has a very positive impact on raising pupils' standard of attainment. Teachers have very good relationships with their pupils and high expectations for their good behaviour and involvement in the lessons. Their subject knowledge is usually good, which enables them to stimulate pupils' interest and effective learning. The quality of teaching in English and mathematics is usually good, often very good and occasionally excellent. This has a positive impact on pupils' progress, which has improved since the previous inspection, particularly at Key Stage 2. Teachers effectively develop pupils' literacy and numeracy skills in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, but not sufficiently balanced. Information technology does not meet statutory requirements. Skills to be taught in some subjects are not sufficiently identified and effectively planned for. Extra-curricular opportunities are good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Teachers know the pupils well and activities effectively match their learning needs. Support staff have high expertise, and they use their knowledge and experience well to support pupils so they make good progress. The provision is well managed by the special educational needs co-ordinator.
Provision for pupils with English as an additional language	Pupils are well supported by the specialist staff in Reception and Year 1 and make good progress in the early acquisition of English. Class teachers are well aware of pupils' needs, provide valuable support through the school and enable them to attain standards similar to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff put a strong emphasis on the importance of promoting pupils' personal skills and the provision for pupils' social and moral development is very good. Provision for pupils' cultural development is satisfactory, with several good features. Provision for pupils' spiritual development is satisfactory, but needs greater development.
How well the school cares for its pupils	The school's systems for pupils' pastoral care are very good. Teachers know the pupils well and provide good levels of support and care. Assessment procedures in English and mathematics are very good but they are not developed in other subjects and pupils' progress is not sufficiently monitored and evaluated to ensure good progress in learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher and senior staff. The headteacher has built a strong team, who share the same aims and values. Staff are evaluative and look for ways to improve further.
How well the governors fulfil their responsibilities	The school benefits from a well-informed and very committed governing body. They meet their statutory responsibilities through an appropriate range of committees and have a good recognition of the school's strengths and weaknesses.
The school's evaluation of its performance	The school has satisfactory systems for monitoring and evaluating its performance, but subject co-ordinators need to be more involved in the monitoring of the quality of education provided and of pupils' learning to ensure best progress is made.
The strategic use of resources	There is a sufficient number of staff, who provide a good range of experience and expertise. Accommodation is very good. Financial resources are managed well and are used effectively to promote its developmental priorities. The school uses very effective methods for controlling and monitoring its budget. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are very pleased with the quality of education provided. • Pupils enjoy school. • Behaviour is very good. • The school is a very caring community and children are well cared for. • The school promotes good values such as tolerance. • Links with parents are good and all staff are very approachable. • Parents feel the school is well led and managed. 	<ul style="list-style-type: none"> • Some parents would like more formal opportunities to discuss their child's attainment and progress. • Parents would like to see standards in information technology improved.

The inspection confirms the positive opinions of the parents. Standards are good, especially at Key Stage 2. The school is very successful in building a warm and caring community that promotes pupils' good personal development. The majority of pupils really enjoy coming to school. Standards in information technology do need to be raised. The school provides a good range of opportunities for parents to visit the school, and the range and quality of information is good, but parents would like more formal opportunities to consult with teachers about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children in the Reception classes have a broad range of pre-school experiences, resulting in a wide variety of attainment on entry. A high percentage of children come from homes where English is an additional language and some children start school with no spoken English. Attainment on entry is often below that found nationally in the children's academic and physical development, but it is above average in their personal and social development. The overall good quality teaching in Reception supports the children's learning well and, by the time they reach the age of five, the majority achieve the expected standards for their age, and many above, in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world, and creative development. They achieve satisfactory standards in their physical development.
2. At the end of Key Stage 1, in the 1999 National Curriculum tests, pupils attained standards that were similar to those found nationally in reading and writing, but below average in mathematics. In the teachers' assessments for science, pupils achieved standards that were similar to those found nationally. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards in reading and mathematics were below average, whereas in writing they were average. There was a higher proportion of pupils attaining the higher than expected standard of Level 3 in writing than was found nationally, and it was also higher than in schools of a similar type. Comparisons to similar schools do not take into consideration the high proportion of pupils in the school who have English as an additional language. These pupils achieve well and by the end of Key Stage 1, many are attaining the standards expected in both reading and writing.
3. The standards achieved in the 1999 National Curriculum tests at Key Stage 1 are similar to those reported in the previous inspection. However, standards have fluctuated considerably over the last four years reaching a very high standard in 1997, but then dropping again in 1998. During the current inspection, pupils' standards in literacy and numeracy were judged as showing improvement and most pupils were attaining standards above those expected in their speaking and listening skills, in reading, writing and mathematics. Standards in science were similar to those expected.
4. At Key Stage 2, in the 1999 National Curriculum tests, pupils attained standards that were above average in English, well above the average in mathematics, but well below average in science, when compared both to schools nationally and when compared to schools of a similar type. Standards in English are above those judged in the previous report and indicate very high achievement especially for those pupils for whom English is an additional language. Standards in mathematics also show a considerable improvement and represent pupils' high achievement. There has been a steadily improving trend over the last four years in English, mathematics and science, but last year there was a considerable drop in the standards of both English and science. During the current inspection, however, standards of attainment were judged as having risen again, being above average in both English and science. A good proportion of pupils were attaining the higher than expected standard of Level 5. Pupils' literacy skills are progressing well, as are their skills of investigation and enquiry. Standards in mathematics were judged as well above the expected levels and pupils are making very good gains in their numeracy skills.

5. Throughout the school, boys are achieving well. They attain better standards than the girls in English at Key Stage 2, which is against national trends, and better than girls in mathematics and science. There is no significant difference between the standards of boys and girls at Key Stage 1, although the boys' standards are better than those found nationally in English.
6. Standard of attainment in information technology have not sufficiently improved since the previous inspection. Pupils do not have sufficient opportunities to experience a broad curriculum and consequently their learning is unsatisfactory in many areas especially at Key Stage 2. Within the narrow range of experiences provided at Key Stage 1, pupils attain standards that are similar to those expected. They make satisfactory gains in their learning when using a word processing package and in controlling devices such as a floor robot. At Key Stage 2, pupils do not make sufficient gains in their learning and do not therefore attain the expected standards by the time they are 11 years of age. Aspects of the information and communications technology curriculum are not sufficiently taught and pupils do not therefore develop the appropriate range of skills and knowledge in the areas of data handling, control and monitoring. The pupils' use of information and communications technology for research and the development of their literacy skills is satisfactory. This is not so apparent in mathematics and pupil's learning in science is not supported by the use of information technology.
7. In religious education, pupils make satisfactory gains in their learning and attain standards in line with those expected in the Locally Agreed Syllabus. They acquire an appropriate range of knowledge about the major world religions and show good levels of respect for the religious faith and values of others. They have a developing understanding of the impact of other people's beliefs on their lives and actions.
8. In other subjects, pupils make satisfactory progress in their learning in art, history and physical education, and they achieve the standards expected for their age. Pupils' attainment in geography is good at both key stages and pupils make good gains in their learning through the school. In design and technology, pupils' standards are good at Key Stage 1, but at Key Stage 2, pupils' progress is unsatisfactory. Standards are in line with those expected, but they have not continued to make effective progress in the development of skills of designing, making and evaluating their work. In music, standards of attainment are good at Key Stage 1 and very good at Key Stage 2. Pupils' achievement is high, which results in pupils' high self-esteem and confidence.
9. Higher attaining pupils are well challenged in literacy and numeracy, and gifted pupils benefit from the weekly group sessions taught by the deputy headteacher. Pupils' musical talents are also well promoted. Higher attaining pupils are not, however, sufficiently challenged in subjects such as history, geography and information and communication technology, and consequently make insufficient progress in their learning in these subjects.
10. Pupils with special educational needs make good progress and attain standards, which match their capabilities well. This is due to effective and well-planned support, specific individual targets and work set that is well matched to their ability. Pupils for whom English is an additional language make good progress in their learning and most attain similar standards to their peers.
11. The school's targets for pupils' future achievement in English and mathematics are challenging, but in the light of previous standards appropriate. The school uses its data from assessment effectively to identify areas of weakness and look for strategies to improve. For example, standards in writing and in mathematics were areas of concern and the consistent focus on raising standards in these areas has been very successful. The staff have also explored how best to stimulate boys' interest and promote their learning, which has also been successful. The school now needs to use its data on the attainment and progress of pupils for whom English is an additional language to ensure that they are clearly identifying their needs, particularly at Key Stage 2.

Pupils' attitudes, values and personal development

12. Pupils' very good attitudes to their work, good behaviour and very good personal development are strengths of the school and these standards have been well maintained since the previous inspection.
13. Pupils of all ages enjoy school and have positive attitudes to learning. Children under five play happily together and take turns and share the equipment. They relate well to the adults and to other children. Children are kind and caring towards others and recognise the particular needs of those with special educational needs and for whom English is an additional language.
14. Pupils at Key Stage 1 and 2 participate well in lessons, listening attentively and responding to questions with enthusiasm. They settle quickly to tasks and are eager to succeed. Pupils work well independently and co-operate when working in pairs or small groups. These features make a significant contribution to pupils' progress. Pupils with special educational needs generally have a positive attitude to work. Pupils, who have more complex learning difficulties, are supported well by caring staff to ensure that they can fully join in the life of the school, and they usually apply themselves well. All pupils show a caring attitude to each other.
15. Relationships between adults and pupils, and between pupils are very good. Teachers provide very good role models and pupils are courteous to adults and generally polite to each other. Friendships across gender, race and ability groups are the norm. Behaviour is good in class and around the school. There is a marked absence of any form of oppressive behaviour. If an incident does occur, pupils are confident that it will be dealt with by a member of staff. The vast majority of pupils, including those with behaviour problems and those on the special educational needs register, respond well to the school's expectations and emphasis on positive behaviour. These are reinforced in the weekly awards' assembly, when the efforts and achievements of individual pupils and whole classes are recognised and rewarded. Pupils are delighted to be recognised as having tried hard or for being particularly helpful and kind. Parents are happy with the attitudes and behaviour of their children in school.
16. Pupils' personal development is very good and is well developed through the many opportunities provided by the staff. Every pupil from Year 2 onwards is provided with the opportunity to experience an annual residential school journey that provides a developing range of opportunities to build physical skills and emotional independence. This is a special feature of Osidge School. Pupils develop mature attitudes to the part they should play in the organisation of the school community and are keen to participate in the School Council. Pupils express their views and become confident participants. They report back activities and decisions to their own classes. Pupils in Year 6 act as school monitors and carry out their duties conscientiously. Their active involvement, especially at lunchtime, helps support the school community. Pupils show good levels of initiative in their lessons and make effective contributions to discussions and plans. When pupils are paired with others on the special educational needs register, or others who are learning English as an additional language, they are helpful and supportive.
17. Pupils are punctual and the school day begins promptly. Attendance is satisfactory and not significantly different from the national average for primary schools. The previous inspection report noted that attendance for the latest reporting year was 91.5 per cent, which is below current figures. A similar check during this inspection found a level of 94.8 per cent which is an improvement.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching throughout the school is good, and often very good or better. Ninety-nine per cent of all lessons observed were satisfactory or better. Seventy per cent was good or better, and of that 30 per cent was very good and 3 per cent excellent. This consistently high standard of teaching has a very positive impact on raising pupils' standards of attainment. It is a big

improvement on the quality of teaching judged at the previous report, when it was judged satisfactory overall, but with a quarter of lessons observed being unsatisfactory.

19. The quality of teaching of children under five is at least good and often very good. The two teachers work together well to provide a stimulating environment, where children are well motivated to learn. They plan a good range of activities to promote children's effective learning. There is an appropriate focus on the National Curriculum programmes of study to match the children's levels of attainment, but insufficient focus is given to developing the recording skills of children of higher attainment and they make less progress than they should in writing and recording their work in numeracy. The Reception teachers have introduced the children to the literacy and numeracy hours effectively, which is having a positive impact on their learning.
20. No unsatisfactory teaching was observed at Key Stage 1 and the majority of the lessons were good or better. At Key Stage 2, the majority of lessons observed were good, very good or excellent. Only one lesson was unsatisfactory. There are certain strengths in the quality of teaching that go across the age ranges and subjects. Teachers have generally good subject knowledge and they manage their pupils well, exhibiting high expectations for their good behaviour, attention and participation in the lesson. Teachers' relationships with their class are good and this ensures a positive environment in which pupils can learn. In many lessons, teachers organised the activities well and the structure of the lesson is effective in building on pupils' knowledge and skills. This was observed in most literacy and numeracy lessons. Teachers ask probing questions that require pupils to think carefully and which enables teachers to assess their understanding. Good examples of this careful questioning were observed in most numeracy lessons.
21. In the most effective lessons, the teachers' knowledge was good and they used effective demonstrations and clear explanations to support pupils' learning, for example in music. The pace of the lessons was brisk and the momentum of learning was well maintained. This was seen clearly in a mathematics lesson with the lower ability set of Year 6 pupils where the teacher promptly moved them on to next stage of their learning and so kept their interest and good concentration. A brisk pace to maintain pupils' good learning was seen in most literacy and numeracy lessons throughout the school. It was also very apparent in a Year 6 science lesson. The teacher showed great skill in preparing the pupils to devise their own investigations. The wide range of resources available gave them freedom with a simple experiment to explore a variety of questions and solutions that their test would investigate. Consequently the majority of pupils in the class were working at the higher than expected standard for their age. (Level 5). Many teachers use resources well to stimulate pupils' interest and motivate them to good learning. Both teachers in Year 1 are skilled at using simple puppets to promote good social skills and inspire pupils to greater achievement. For example, in one lesson the pupils developed a very clear understanding of irregular letter sounds in words and thoroughly enjoyed explaining their understanding to the "alien".
22. The quality of teaching in the literacy hour is usually good, often very good and occasionally excellent. Teachers are secure in their knowledge and lessons are planned effectively. In the best literacy lessons, teachers have high expectations for pupils' attainment and they make effective use of the plenary session to recap on the objectives for learning, consolidate pupils' understanding and celebrate their successes. In a Year 2 literacy lesson, the teacher developed the plenary session very well to extend the different elements covered in the lesson and promote pupils' greater learning. Teachers effectively develop pupils' literacy skills in other subjects. For example, pupils' writing skills are used and further developed in many geography and history lessons and their speaking and listening skills are well promoted in discussions in religious education.
23. The introduction of the numeracy hour has been managed well. The quality of teaching in mathematics is usually good, often very good and occasionally excellent. This has a positive impact on pupils' progress, which has improved since the previous inspection particularly at Key Stage 2. All teachers show good subject knowledge and understanding of all areas of mathematics. Lessons are well planned, with clear learning objectives, effective questioning, good pace and momentum, and appropriate challenging work for all pupils. Lessons have a positive introductory

session in mental mathematics and end with an effective plenary session. Teachers effectively develop pupils' numeracy skills in other subjects. For example, their skills are used and further developed in science to provide accurate measurements, tables and graphs.

24. The quality of teaching observed in information and communication technology was satisfactory and pupils' activities were appropriately linked to other areas of learning such as literacy and mathematics. However, teachers' own knowledge and expertise are inconsistent through the school, and the lack of computers available for use at present has resulted in many aspects of information and communication technology not being taught. Many pupils have good knowledge in some aspects of information and communication technology because they have their own computers at home, but this knowledge is not sufficiently consolidated, improved and extended across the information technology curriculum at school.
25. Throughout the school, the teaching for pupils with special educational needs is good. All teachers are well aware of the specific difficulties and needs of these pupils. Where appropriate, their work is planned with reference to their individual education plans. The work of the support assistants within the classrooms is very effective and unobtrusive. Activities in literacy and numeracy lessons are planned effectively to meet their learning needs, but in subjects such as science, history and geography more often it is the support assistants who help pupils access work provided for the whole class and at these times many pupils are very dependent on this help to enable them to participate fully in the lesson. Good teaching ensures that pupils with special educational needs have work that is well matched to their needs and that they consequently make the best possible progress. The very good additional support given by classroom assistants, together with good class management skills ensures that pupils with more profound difficulties are able to join fully in the life of the school.
26. Higher attaining pupils are well challenged in literacy and numeracy and gifted pupils benefit from the weekly group sessions taught by the deputy headteacher. Their talents in music are also well promoted. They are not however sufficiently challenged in subjects such as history, geography and information and communication technology, and consequently make insufficient progress in their learning in these subjects.
27. The quality of teaching of pupils who have English as an additional language is satisfactory, overall. Additional support teaching is available for these pupils in the Reception classes and in Year 1, where skilled support is provided. In other classes, pupils benefit from generally good teaching, which takes account of their needs and, for the most part, their progress is generally in line with that of other pupils. Class teachers are often well aware of the needs of these pupils and many have developed appropriate strategies to support them.
28. Most teachers monitor pupils' work and progress during the lesson and provide effective support and help when it is required. This on-going assessment is usually effective, but it does not build sufficiently to provide clear records of pupils' attainment and progress over-time, except in English and mathematics. Teachers also mark pupils' work regularly, but the quality of their comments is inconsistent. Where practice is good, teachers make positive comments about the standards of the work, balanced by points for improvement and information on what has been achieved, which build in the child's book to provide an effective record of pupils' progress. Homework is consistently given and activities complement and extend pupils' learning in lessons. There is an appropriate focus on English and mathematics, but there is a good range of other homework, especially for pupils in Key Stage 2.

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

29. The curriculum for children under five is planned appropriately under the six areas of learning for these young children. It provides a good balance of focused teaching activities and opportunities for children to organise themselves within the carefully planned opportunities for structured play.

There is an appropriate focus on the National Curriculum programmes of study to match the children's levels of attainment.

30. At Key Stage 1 and 2, the curriculum meets statutory requirements for most subjects of the National Curriculum and follows the guidelines for religious education in the Locally Agreed Syllabus. However, the provision for information and communications technology is unsatisfactory in Key Stage 2. The curriculum overall is broad, but some foundation subjects are not well balanced. For example, in history, design and technology and art pupils' skills are not systematically developed. Music, however, has an interesting, stimulating curriculum with opportunities for pupils to appraise, sing, make music, and learn to play instruments and to perform. It meets the needs of all pupils very well. The school has placed a heavy emphasis on literacy and numeracy and recognises the need to examine the curriculum arrangements to ensure that information and communications technology skills are taught systematically through the school. It needs to ensure that opportunities are also created for higher attaining pupils to be challenged more effectively in subjects such as history and information technology.
31. The previous inspection identified several issues for action within the curricular provision. The school has begun to address these. There are now policies and schemes of work for all subjects, but with the exception of geography, the schemes of work for foundation subjects do not give sufficient guidance to non-specialist teachers about what to teach and how to teach, consequently pupils skills are not always sufficiently and progressively developed.
32. There are good strategies in place for the development of literacy and numeracy. Both national initiatives have been implemented very effectively and there has been a rise in standards. The school has introduced setting arrangements in Years 5 and 6 so that pupils are taught in ability groups of a smaller size, and it uses "Booster" classes effectively to raise attainment. Additional Literacy Support for lower attaining pupils in Year 3 is effectively raising their attainment and accelerating progress.
33. The school makes very good provision for extra-curricular activities. There is a wide range of sporting and musical opportunities, for example, choirs, recorder groups, orchestra, football, short tennis. Large musical performances each term, together with concerts, give very good opportunities for enhancing pupils' personal development. A good range of outings, visitors and residential trips gives good opportunity for pupils to develop social skills as well as enriching the curriculum. Great emphasis is placed on these aspects of pupils' learning so that pupils' moral and social development are strengths of the school. Suitable provision is made for sex education and drug awareness education to support pupils' personal development.
34. Opportunities for pupils' spiritual development are generally satisfactory. They occur in some assemblies and within the curriculum, for example in music, where pupils reflect on their thoughts and feelings, and in religious education, where pupils learn about the beliefs underpinning different faiths. However, much is left to individual teachers and there is no planned progression in this aspect. Assemblies do not always meet the statutory requirement of daily collective worship, but contribute very well to moral development when pupils are asked to reflect on the message of the story and relate it to their own experiences. They enjoy assemblies, and pupils of all ages participate with enthusiasm, especially in the singing, which is of a very high standard. Behaviour in assemblies is exemplary. Pupils are effectively taught the difference between right and wrong which is reflected in their personal relationships and attitudes. Older pupils have a well developed sense of fairness and are able to discuss issues, such as racial segregation with sensitivity.
35. Pupils' social development is very good. The school values all pupils equally and fosters qualities of consideration and co-operation. There is a strong atmosphere of harmony in the classrooms and the playground. Pupils who speak English as an additional language and pupils with special educational needs are fully integrated into all aspects of school life. Older pupils are provided with many opportunities to take responsibility and show initiative, and they develop conscientious and reliable attitudes. Pupils' develop a good social awareness through their involvement in the school council. The good range of weekly after school activities give pupils suitable opportunities to mix with other pupils outside their own class and to relate to each other.

36. Provision for pupils' cultural development is good and the school provides many worthwhile experiences for pupils, especially in music appreciation, literature, history and studies of how people live in other countries. Visits to areas of local interest and visitors to school provide good opportunities to stimulate pupils' knowledge and interest about the world around them. Celebrations of the diversity of pupils' cultural backgrounds are celebrated in several ways, for example a "Greek day" celebration, and in the school's enjoyment of traditional food linked to religious festivals such as the Passover and Greek Orthodox Easter.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for ensuring pupils' welfare are very good overall. The positive situation found at the time of the previous report has been improved. Staff are caring, dedicated and know pupils well. This, together with the schools caring ethos, promotes an environment where pupils feel secure and valued.
38. The school's procedures for child protection are satisfactory and they meet statutory requirements. The school does not have its own child protection policy, but has adopted the guidelines from the local education authority. Procedures for health and safety and for ensuring the school is a safe environment are very good. Ensuring health and safety is an issue for everyone, every day. Very good procedures are in place to care for pupils who become ill or get hurt whilst at school. Sufficient staff are trained in first aid and injuries are recorded systematically.
39. The pupils are well supported in their transition from one stage of their education to the next. The induction procedures for children starting in the Reception classes are good and ensure that they settle quickly and enjoy coming to school. An appropriate programme is in place to ease pupils transfer to the next stage of their education.
40. The school has good procedures for assessing pupils' attainment and progress in literacy and numeracy. These include regular tests, the optional and statutory National Curriculum tests in Key Stage 2 and individual portfolios of pupils' work showing significant learning. The information teachers keep in the "purple book" enables them to clearly review the progress made by individual pupils. However, at the present time there is no whole-school policy to track pupils' progress year-on-year by setting individual targets that are rigorously monitored. A start has been made in this area in numeracy. There are no agreed procedures for assessing pupils' work and progress in information and communication technology, religious education and the foundation subjects of art, geography, design and technology, history, music and physical education. Effective assessment needs to be introduced urgently for information and communication technology and science, so that teachers have a basis on which pupils' future learning can be effectively planned in order for achievement to improve. Effective procedures for assessing pupils' knowledge and skills in the foundation subjects would help to raise the expectations of both teachers and pupils so that the needs of all pupils are met, particularly the higher attaining pupils who are insufficiently challenged in some aspects of their work. Such procedures need to concentrate on the key skills being developed rather than the detailed knowledge learnt, so that assessment is relevant, useful and manageable.
41. Teachers use the good procedures in place for literacy and numeracy to place pupils in ability groups for more effective teaching. Assessment is used well in literacy and numeracy to plan future work, which is clearly based on what pupils know, can do and understand. The quality of teachers' day-to-day assessment is good in literacy and numeracy. Lessons have clear learning objectives, which are shared with the pupils. Pupils are assessed on how well they have achieved the objectives and this helps them to take some responsibility for their learning. However, pupils are not sufficiently involved in evaluating their own work and teachers do not sufficiently share with pupils their targets for their future learning in order for them to make even better progress. Pupils with special educational needs, higher attaining pupils and those for whom English is an additional language, are appropriately identified and assessed. However, the current procedures for

assessing the attainment of pupils who speak English as an additional language need to be reviewed in the light of recent guidance from the Qualifications and Curriculum Authority.

42. The school's procedures for monitoring and promoting good attendance and punctuality are effective. Parents are fully aware of the need to keep the school informed of any absences and readily comply with this requirement. There is an effective partnership with the educational welfare officer. Effective technology is used to complete registers which ensures the accurate recording and ease of monitoring of pupils individual attendance patterns.
43. Procedures to ensure discipline and good behaviour are very good. The school's discipline policy provides clear indicators of what is expected and is implemented very effectively. All staff are good role models and reinforce these expectations. Lunchtime routines are well established and lunchtime supervisors provide effective and consistent support, which ensures that the lunchtime break is an orderly and pleasant social occasion. Procedures for monitoring and eliminating oppressive behaviour are very good. No instances of bullying were observed during the inspection week. Pupils say that incidents of bullying are rare and, if they do occur, they are confident that they will be dealt with effectively. Pupils' work and play in harmony irrespective of age, race or gender. Teachers know their pupils well and monitor their personal and social development effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. There is very strong parental satisfaction with the school. Parents are very appreciative of the schools provision for their children's welfare and education. The school has continued to effectively build on its positive partnership with parents since the previous inspection. The parents are provided with a good range of information which they appreciate, but aspects of information which are statutorily required are missing from the annual reports to parents on their child's progress, governing body's annual report and the prospectus.
45. Useful and relevant information is contained in the school's prospectus and governors' annual report, however, there are significant omissions in both of these important documents and these were discussed with the headteacher during the inspection. The school is aware of these omissions and plans to make the necessary amendments. An important feature of the school is the "Osidge family news." Parents produce this regular newsletter compiled from information provided by the school. It gives a valuable insight into the life and work of the school and includes many examples of pupils work. This is a very good example of the extent to which the school and parents work together in partnership to support children's learning. At the meeting with parents, a significant number of those present expressed concern that there was only one consultancy evening a year to discuss their children's progress. They were very happy with the open day/evenings, and opportunities to see both the school at work and pupils' work, but would like more of the formal opportunities to discuss their children's learning through the year. However, many parents commented that teachers are always very happy to discuss the children. Parents of pupils with special educational needs are fully informed of the schools strategies and are involved in the regular reviews. This close liaison ensures that parents are aware of their child's progress and learning targets.
46. The impact of parents' involvement in the work of the school and their contribution to children's learning, both at school and at home is very good. Parents and other helpers who are able to support aspects of the school's work are warmly welcomed into school. They are actively encouraged to help in school and a significant number do so on a regular basis. They help in classrooms from reception upwards and are involved right across the curriculum. The Osidge Association is an enthusiastic, hard working group that organises many fund raising events and makes a very substantial contribution to school resources. Recent purchases include new playground equipment, a minibuss and a quiet garden area for pupils. This support is much appreciated by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of leadership and management are very good. The headteacher provides effective leadership and has a clear vision for the future development of the school. He has built a very strong team of teachers, who together have worked hard to raise standards in the school. The headteacher is very ably supported by the deputy headteacher who oversees most of the day-to-day management of the school. She plays an active part in the teaching of literacy and numeracy in Year 6, and has had a big impact on the development of effective teams through the school. The headteacher and deputy headteacher work very closely together and their different, but complementary, qualities and styles of leadership make a very strong team that leads the school forward. They are well supported by the other members of the senior management team who, in their role of co-ordinators of literacy and numeracy, provide very good leadership in developing and promoting the high quality teaching through the school in English and mathematics. The strength of the leadership in the school, and the effectiveness of the whole staff, who work very well as an evaluative and united team, ensures that the school's capacity for further improvement is good.
48. The school has very successfully focused on the important aspect of improving the quality of teaching, which has had a very positive impact on the pupils' achievements in English and mathematics by the time pupils leave school at eleven. However, many of the issues for improvement in the previous report have not been sufficiently addressed. The provision for pupils' learning in information and communication technology has improved since the previous inspection, but there are still elements of the programmes of study that are not yet taught so it still does not meet the statutory requirement. The school has identified it as the priority area for curricular development this year. The re-stocked computer suite is nearing completion and the new scheme of work is already being taught. Teachers' own confidence and expertise have improved and they are well supported by the new co-ordinator.
49. Another concern at the previous inspection was the insufficient range of assessment procedures and this is an aspect that the school has not sufficiently addressed. Whole-school procedures for assessing and recording pupils' attainment and progress have not been developed in science and information technology.
50. The headteacher and other members of the senior management team have started to monitor the quality of teaching in literacy and numeracy lessons. The systems for monitoring are not yet clearly structured, but they are already having a positive impact on the quality of pupils' learning. Good practice is effectively shared and the school's strategy for the teaching of literacy and numeracy is effective. The management role of the other subject co-ordinators has not been sufficiently developed, and there has been very little formal monitoring of the teaching and pupils' learning in other areas of the curriculum.
51. The school has started to effectively monitor and analyse pupils' standards of attainment in English and mathematics. Teachers have clearly identified the areas of weakness and implemented successful strategies for improvement. For example, pupils' progress in writing and in mathematics were of concern and all teachers focused their attention on further developing pupils knowledge and skills in these areas resulting in a significant improvement. The attainment of boys is recognised nationally as weaker than girls in literacy, but the school has been successful in promoting the boys. effective learning and higher achievement.
52. The overall provision for children under-five is judged to be good, but the Reception teachers have been given conflicting information, which has led to some confusion as to the curricular provision for young children who have high ability. These children are being extended orally by effective questioning, but are not being sufficiently extended or challenged in their written recording of their work. This confirms the comments made by a few parents who were concerned by their lack of progress in some areas of learning.

53. The very good ethos for learning through the school is characterised by a consistent and caring approach for each child, irrespective of its gender, ability and ethnicity. All pupils are well supported and enabled to access the whole curriculum provided. Higher attaining and gifted pupils are effectively identified and are well challenged in their learning of literacy and numeracy. Two groups of especially able pupils meet regularly with the deputy headteacher to explore new ideas and extend their understanding. Musically gifted pupils are given very good opportunities to develop their talents, but there are insufficient opportunities to extend pupils' learning in some other subjects, especially information and communication technology and sometimes in history.
54. The management of the provision for pupils with special educational needs is good. It is well led and managed by the schools special educational needs co-ordinator, who works closely with staff, parents and a wide range of outside agencies. She has developed appropriate targets for improvement in training and resources in order to further develop the already successful provision. Class teachers are knowledgeable and well aware of pupils' needs and pupils make good progress in their learning. They are well supported by the learning support staff who show great sensitivity to the pupils and use their experience and expertise to help them succeed and develop. The headteacher and governors put great emphasis on the need to provide quality support for these pupils and they are successful in their aim. The governors' annual report to parents, however, does not comply with statutory guidelines, in relation to reporting to parents on the provision for pupils with special educational needs.
55. The provision for pupils who have English as an additional language is good overall. However, there is a lack of effective management at present, due to the redeployment of a specialist teacher and the fact that no member of the senior management team has specific oversight for this aspect of provision. A policy decision has been made to ensure that additional support teaching is available for pupils who speak English as an additional language in the Reception class and in Year 1, where skilled support is provided. They plan together the targets towards which the pupils are working in order to improve.
56. The school development plan is an effective management tool and clearly identifies the areas for future review and improvement. A clear procedure of prioritisation ensures that essential developments are supported and finances appropriately allocated. The finances of the school are very carefully planned and administered. Funds are used effectively to promote the aims of the school and meet the needs of the pupils. Very effective systems for the control and monitoring of the budget were developed when the school was Grant Maintained and the highly skilled staff continue to maintain these procedures efficiently. The day-to-day organisation of the school is very effective and there is always a smiling welcome at the school reception.
57. All teachers are suitably qualified and deployed appropriately. Professional development has a high priority at this school and teachers choose to come to Osidge because they recognise that they will be enabled to further their career. There are effective induction procedures for new teachers and all staff have the opportunity of a professional development interview each year. Learning support assistants have all received training. They provide considerable expertise and experience and work in close co-operation with teachers to make a very significant contribution to pupils' learning.
58. The adequacy of accommodation is very good, both indoor and outdoor. The two-storey building is surrounded by a hard play area and a spacious grassed area. The good range of specialist accommodation is well utilised and provides a pleasant environment for learning. The governors have established an appropriate ten-year rolling programme for interior decoration and improvement. The building is well maintained and kept in a good state of cleanliness by the site manager and cleaning staff. The school grounds are attractive, spacious and effectively provide for both recreation and education. For example, there is an impressive environmental area, a quiet area for sitting out, which is also marked out for playing chess using 'large' outside chess pieces. There is also an adventure play area. The school does not currently have a secure play area for under fives. However, this situation is to be rectified when the new nursery building is completed in September 2000. The provision of learning resources is sufficient to meet the needs of the

curriculum and the teaching of under fives. An exception is that there are insufficient resources for information technology, but this is in the process of improvement. The school library is well stocked with a good selection of fiction and non-fiction books. This is a significant improvement since the previous inspection. Good use is made of day visits to places of interest and an annual residential stay for pupils.

59. The governing body is strong, well informed and influential in the development of the school. Governors support the school, monitor its progress effectively and provide guidance and advice on school development issues. The headteacher refers to them as being “passionately committed” to working for improvement. They work in close partnership with the school, which enhances the quality of education provided. The ethos for the school is very strong. It is underpinned by the staff’s commitment to equal opportunities and respect for all members of the school community. Osidge is an evaluative school that seeks to constantly raise standards. The school is effective in stimulating pupils’ high achievement and gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governors, headteacher and staff should:

Raise standards of pupils’ attainment in information and communications technology and implement the targets identified in the school development plan so that:

- a curriculum is provided that meets statutory requirements;
 - teachers’ confidence and expertise are improved;
- (see paragraphs 6, 24, 48, 118-123)

Ensure pupils’ good progress in their future learning by:

- developing and implementing whole-school procedures for assessment and recording of pupils’ attainment, particularly in information and communications technology and science, so that the information is provided and used to ensure appropriate progress is being made;
 - developing individual targets for pupils’ future development, which are shared with them to promote pupils’ skills of self-evaluation and involvement in working towards further improvement.
- (see paragraphs 40-41, 49, 96, 100, 117, 123)

Provide schemes of work in all subjects that give good guidance to staff and clearly identify the skills and knowledge that are to be taught in each year group, so that pupils’ learning progresses effectively through the school.

(see paragraphs 31 and 99)

Enable co-ordinators to be more involved in monitoring of the quality of teaching and learning in their subjects to ensure good progress is being made.

(see paragraphs 50, 96, 119)

Provide more challenging opportunities for higher attaining pupils, especially in subjects such as information and communications technology and history, so that their knowledge and skills are extended.

(see paragraphs 9, 26, 52, 68)

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

Ensure that the governing body’s annual report to parents, school prospectus and the annual reports on pupils’ attainment and progress meet statutory requirements.

(see paragraphs 44 and 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	41	29	1	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)	0	420
Number of full-time pupils eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	81

English as an additional language

No of pupils

Number of pupils with English as an additional language	241
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Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4%

Unauthorised absence

	%
School data	0%
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	36	24	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	32	30
	Girls	20	24	19
	Total	50	56	49
Percentage of pupils at NC level 2 or above	School	83(77)	93 (86)	82(80)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	32	32
	Girls	22	20	22
	Total	53	52	54
Percentage of pupils at NC level 2 or above	School	88(78)	87(85)	90(87)
	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	34	26	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	25
	Girls	21	22	16
	Total	46	50	41
Percentage of pupils at NC level 4 or above	School	77(93)	83(79)	68(91)
	National	70(65)	69(58)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	29	26
	Girls	20	24	21
	Total	43	53	47
Percentage of pupils	School	72(90)	88(81)	78(95)

at NC level 4 or above	National	68(65)	69(65)	75(72)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	7
Black – other	1
Indian	17
Pakistani	8
Bangladeshi	1
Chinese	12
White	282
Any other minority ethnic group	30

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)	17.4
Number of pupils per qualified teacher	24.13
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	201

Financial information

Financial year	1999
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	£
Total income	841398
Total expenditure	893775
Expenditure per pupil	2123
Balance brought forward from previous year	83019
Balance carried forward to next year	30642

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	4	1	0
My child is making good progress in school.	52	43	5	0	0
Behaviour in the school is good.	52	42	3	0	2
My child gets the right amount of work to do at home.	38	46	12	3	0
The teaching is good.	57	38	4	0	1
I am kept well informed about how my child is getting on.	46	37	16	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	28	1	0	1
The school expects my child to work hard and achieve his or her best.	54	38	7	0	3
The school works closely with parents.	52	38	6	0	1
The school is well led and managed.	70	29	1	0	9
The school is helping my child become mature and responsible.	41	38	12	0	0
The school provides an interesting range of activities outside lessons.	62	34	3	1	1

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

60. Children start in the Reception classes in the September following their fourth birthday. For a few weeks they attend on a part-time basis before attending full-time. Children attending the Reception classes have a wide range of pre-school experience and have varied abilities on entry. A high percentage of children come from homes where English is an additional language and some children start in the Reception classes with no spoken English. Attainment on entry is below that found nationally in children's academic and physical development, but it is above average in their personal and social development. At the time of the inspection there were nine children under five years of age.
61. The overall provision in the Reception classes is good. Good and very good teaching supports the children's learning well, and by the time they reach the age of five, the majority of children achieve standards above those expected nationally in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world, and creative development. They achieve standards in line with those expected in physical development.

Personal and social development

62. Children make good progress in their personal and social skills and by the age of five, attainment is good and most achieve above the desirable learning outcomes. Children respond well to the secure and welcoming environment provided by the teachers, and feel safe and happy. They enjoy coming to school and are eager and enthusiastic. They play happily together and take turns and share the equipment. They relate well to the adults and to other children. Children with special educational needs and children for whom English is an additional language are very effectively supported and other children are kind and caring towards their particular needs.
63. Children dress and undress themselves for physical activities with very little adult help. They take care of the equipment and help to tidy away. Teachers are very effective in promoting children's personal and social development. They are sensitive to the children's needs and because of well-developed themes and activities, effective planning and the very good role models that staff provides, children respond well, make good progress and have developed positive and caring attitudes.

Language and literacy

64. Children make good progress and by the age of five, most attain good standards above the desirable learning outcomes. The teaching of language and literacy skills is good overall and sometimes very good. The imaginative and varied teaching strategies, effective questioning and the good use of resources and structured play activities, appropriately linked to the National Literacy Strategy, has led to good progress in learning and children who have a lively interest in all language activities. This is particularly enhanced and developed through well thought out themes. For example, the theme during the inspection based on 'mini-beasts' has been very well developed to support the learning of all areas of the curriculum. Through the use of role-play areas, such as the garden centre, and the use of appropriate texts and poems, children have progressed in all aspects of language development.
65. All children enjoy looking at books and handle them with care. They know that words convey meaning and know the difference between fiction and non-fiction books. For example, they know

that they get information on mini-beasts from books on ants. High attaining children read a range of simple words in books and use their growing awareness of sounds to decode some simple words that are unfamiliar to them. They say what will happen next in the story and read with expression. Children of average ability show similar awareness, but are less confident in decoding unfamiliar words, while children with special educational needs and those children for whom English is an additional language enjoy looking at books and pretend to read the story.

66. Children speak clearly and listen carefully. High attaining children express themselves with some maturity and listen carefully. Without exception all children respond well in discussions, and are eager and confident speakers. Children for whom English is an additional language and children with special educational needs make good progress. They listen carefully; respond with enthusiasm and with growing understanding in relation to their ability. This is due to the very good support that they receive. Children's writing skills are less well developed. Most children write their own name and hold a pencil correctly, and can over write or copy words correctly. High attaining children, when given the opportunity, write simple sentences unaided. They spell a range of simple words correctly and use their knowledge of sounds to attempt to write more complex words. For example, one high attaining girl, not only wrote out the first line of a poem from memory, but also used her imagination to write her own ending, spelling most words correctly and making good attempts at more difficult words. Others similarly made very good attempts to write unaided.

Mathematics

67. By the age of five the majority of children attain good standards above those expected. The standard of teaching is good overall. Teachers follow the numeracy strategy for this age group. Very good relationships and routines, and good pro-active teaching strategies, which provide structured learning activities, have led to children learning well and being interested and eager to participate. Where teaching is less successful, it is because children are sometimes a little over excited and noisy, which distracts them from making the most out of the planned activity.
68. Most children have confident counting skills to 20, know the names of two-dimensional shapes and can recognise and make symmetrical patterns. They use correct mathematical language to describe and sort a range of objects by size, weight and colour. The scrutiny of children's work showed that high attaining children add and subtract sets of objects and record their answers correctly. These children had good understanding of numbers to 100, but opportunities for more formal work based on their ability are limited. While the teachers appropriately challenge and extend these children's mathematical understanding and knowledge orally, they are not sufficiently challenged in terms of recording their knowledge. Children with special educational needs and children for whom English is an additional language make good progress and attain standards appropriate to their ability.

Knowledge and understanding of the world

69. Children have developed a good understanding of the world and attain standards above the desirable learning outcomes by the age of five. This is because of very good teaching and the development of lively, well-planned and developed themes, together with imaginative exciting activities, which develop the children's interest and have a positive impact on children's learning.
70. Children use the computers independently and are beginning to control a programmable toy and successfully command it to move forwards and backwards. This was linked effectively to the mini-beast theme, with children using their imagination to link the toys' movements to the poem "Incy-Wincy Spider". They consolidate their knowledge of living things when they talk and learn about the lives of mini- beasts and the different habitats they live in. Children clearly understood the needs of small creatures, when they made habitats using a variety of natural materials. For example, getting stones for them to hide from the birds and providing food and water. The schools nature reserve was used effectively to support and develop this area of learning.
71. Children use their design and technology skills well to design and make mini-beasts. Going on a mini-beast walk and the use of a simple map develops the children's awareness of their local environment and enables them to follow a simple route. Children with special educational needs

and children with English as an additional language make significant progress in this area due to very good support and the well-planned practical activities.

Creative development

72. Children's creative development is good and they make good progress, consequently, the majority of children attain standards above the desirable learning outcomes by the age of five. Teaching is good and sometimes very good. Lessons are well planned and the good use of a wide range of resources, good organisation, effective lively demonstrations and the use of a variety of stimulating activities, leads to the overall good standards. Children are interested and enthusiastic. Teachers' effective use of praise leads to children trying hard and making progress within the lessons.
73. Children clap a rhythm in music and follow a simple graphic score. They know the words to a range of action songs and rhymes, singing with enthusiasm and in tune. The children have a good understanding of colour and paint with broad bold strokes. High attaining children draw representations of mini- beasts with good skill and show a good awareness of detail. Through an examination of paintings of famous artists, children were able to use their skills of printing to create simple pictures in a style similar to the Dutch impressionist.

Physical development

74. By the age of five the majority of children have made satisfactory progress and attain standards in line with those expected for their age. Children are confident in their physical activity and they run, jump and play with quoits, with reasonable levels of skill and co-ordination. They show an appropriate awareness of space and can move around the hall in a variety of ways using their imagination well, for example, to move like mini-beasts. Good use of praise and demonstration gives the children confidence to develop their skills and try new ideas. Children listen well and follow instructions carefully. The work of the support assistant is very effective in the support of a physically disabled child who follows a suitably differentiated, well-focussed activity programme that develops his skills well and allows his full inclusion into the lesson.
75. The well developed outside play area enhances and supports children's physical development and is used effectively to support all areas of the curriculum.

ENGLISH

76. The evidence obtained during the inspection indicates that the attainment of seven and eleven year olds in reading, writing, listening and speaking is at least satisfactory with a good proportion of pupils attaining above average standards at both key stages. Standards have been well maintained since the previous inspection and, at Key Stage 2, they have steadily improved this is due to the overall good standard of teaching throughout the school.
77. Pupils at Key Stage 1 make good progress in the development of both listening and speaking skills. The teachers' relationships with their pupils are very good, and this ensures that pupils are encouraged to express their views confidently and to listen attentively. They also respond eagerly to their teachers' questions and read aloud enthusiastically in shared reading sessions. Teachers' skilled questioning and good classroom management encourages pupils to express themselves confidently. Pupils are also encouraged to work in pairs and in groups, and this helps them to develop strategies for making themselves clear in conversation.
78. At Key Stage 2, pupils continue to make good progress in developing their speaking and listening skills. They are encouraged to contribute to oral discussions in class and, by the end of the key stage, they are able to do this in a mature and thoughtful way. Teachers make good use of plenary sessions in the literacy hour to provide opportunities for pupils to explain what they have done. Teachers also provide very good language-models and listen respectfully to their pupils' views. The school's tradition of public performances, in which all pupils participate, makes a positive contribution to their development of clear and confident expression. In many instances, pupils were given the opportunity to explain to the class what they had accomplished. This was clearly

observed in a Year 1 science lesson, a history lesson in Year 3, a numeracy class in Year 5 and in a Year 6 design and technology lesson. In each of these instances, pupils answered questions or gave explanations confidently using appropriate technical vocabulary. Within the context of English lessons, however, the range of opportunities for pupils to use sustained and purposeful talk are limited and this is one respect in which further planning would link oracy and literacy.

79. Basic literacy skills are taught well in both key stages. Pupils with special educational needs are well supported through the school and they also make good progress in developing basic literacy skills. Pupils for whom English is an additional language are well supported by the specialist staff in Reception and Year 1 and make good progress in the early acquisition of English. Class teachers are well aware of pupils' needs, provide valuable support through the school and enable them to attain standards similar to their peers. Most pupils acquire a very good knowledge of letter sounds linked to their written form. This knowledge and understanding were demonstrated, for example, in the accurate explanations given by Year 1 pupils to a visiting alien (a puppet), who had difficulties pronouncing words such as "game". As a result of good teaching strategies and of the opportunities provided, the large majority of pupils read accurately and fluently, and enjoy reading by the end of Key Stage 1. The strategies used by teachers include the effective use of 'big books', story tapes and group reading books. Pupils are given regular opportunities to read independently and as part of a group, and teachers keep careful records of what they read and their progress. The assistance given by parents in reading at home also helps to sustain and improve reading standards.
80. The good opportunities provided for pupils to read are continued in Key Stage 2. Pupils continue to have access to a good supply of fiction and non-fiction materials in class, and they are encouraged to make use of the library, which contains a good range of reference materials, including computerised sources. The library is now a well-managed whole school resource, and this is an improvement since the previous inspection. Older pupils make very confident use of reference materials and they have positive attitudes towards reading, which, in turn, have a significant impact on their progress as readers. Most read well, with expression, and are able to interpret what they read, including poems, with subtlety. Most have favourite authors, and are able to explain why they prefer them to other writers. Throughout the school, the literacy hour is taught well.
81. The overall standard of writing is also good at both key stages. At Key Stage 1, pupils learn to form letters accurately, and to express themselves in sentences, using generally accurate punctuation and spelling. Pupils learn to use work banks and dictionaries effectively when required. The majority learn to express themselves coherently and at appropriate length, for example in describing a visit to the Transport Museum.
82. In Key Stage 2, pupils learn to plan and draft more complex forms of writing, and to link sentences together in paragraphs, in a variety of different forms including stories, poems and letters. Pupils' standards of writing, particularly in the top ability set, are above average for their age. However, pupils in each teaching group benefit from teaching which involves the setting of writing tasks that are appropriate to the interest and attainment of the pupils, including for pupils with special educational needs. Throughout the school, appropriate emphasis is given to the teaching of supplementary skills such as handwriting and spelling. The marking of written work is generally conscientious, but there is some variation across classes in Key Stage 2 in the extent to which such marking is systematic and constructive.
83. The literacy co-ordinator and his colleagues in the literacy team have worked hard to ensure that pupils have access to a good range of reading materials and ample opportunities to make use of them. The use of information and communications technology, is used satisfactorily to promote pupils' learning. A good start has also been made to the monitoring of teaching and learning across the school, which has had a very positive impact on providing consistently high standards. Procedures for assessing reading are systematic, and efficient use is made of the evidence obtained, for example when grouping pupils into sets. Supplementary resources are used well to assist lower attaining pupils to develop their literacy skills, such as materials for improving phonological awareness in Key Stage 1. Additional literacy support is provided for pupils in Key Stage 2.

Appropriate priorities for development have been identified by the literacy team, but further specification of the types of extended writing to be undertaken in successive years, as well as opportunities for sustained speaking, would strengthen the curriculum in English.

MATHEMATICS

84. The school's National Curriculum test results show that at Key Stage 1, pupils are achieving broadly in line with the national average, but the number of pupils achieving the expected standard is well below when compared with similar schools. The proportion of pupils achieving the higher level is in line with those in similar schools. Inspection evidence suggests that there will be an improvement in Key Stage 1 test results this year, with an increased percentage of pupils achieving the expected level and the same percentage reaching the higher level.
85. At Key Stage 2 the National Curriculum test results show that the percentage of pupils reaching the expected standard and those reaching the higher standard are well above average when compared to schools nationally and to similar schools. These standards are similar to those judged at the previous inspection for pupils at Key Stage 1, but are a big improvement on those judged at Key Stage 2. From the work seen during the inspection, the judgement is that these very high standards will be maintained at Key Stage 2.
86. Raising standards and improving pupils' achievement is a key priority for the school. To this end, good use is being made of the National Numeracy Strategy in the daily mathematics lessons. Teachers have received effective inset and use the good quality resources effectively. The National Numeracy Strategy has been implemented very well in both key stages. A strong emphasis at both key stages is being placed on teaching different strategies and in getting pupils to use and apply their knowledge to solve problems. Teachers make good use of whole-class teaching and plenary sessions at the end of lessons to develop pupils' mental arithmetic skills and to check their progress in understanding and learning.
87. Pupils make good progress in their learning in Key Stage 1 and build on the relevant practical experiences they receive in the Reception classes. Pupils in Year 1 recognise number patterns and add 10 to numbers using the hundred square, for example, 12, 22, 32 etc. Pupils in Year 2 add multiples of 10 to make a hundred, for example, 40,60; 30,70 etc. and multiply by ten, $7 \times 10 = 70$. They use this knowledge when multiplying by 9, for example $7 \times 10 = 70 - 7 = 63$. Higher attaining pupils use their knowledge of multiplying by ten well when multiplying by 15 and 21. All pupils use this knowledge to solve problems, which teachers carefully match to pupils' prior learning. This enables all pupils, including the higher attainers and those with special educational need, to make very good progress.
88. Pupils, including those with special educational needs and those for whom English is an additional language, make very good progress in Key Stage 2 because of the high proportion of good and very good teaching. The teaching of pupils in ability groups in Year 5/6 enables pupils to work in smaller groups and receive very focused teaching and this, together with pupils' good and very good attitudes to learning, is having a positive impact on progress. By Year 5, all pupils show a good understanding of decimals and fractions and the higher attaining pupils are working at the level expected for Year 6 pupils. These pupils can investigate odd and even numbers, test statements to see whether they are true or false and write their own statements showing why they are true. In Year 6, pupils calculate accurately when working with money, halving and doubling, adding two amounts together and working out percentages. In an oral session, pupils doubled numbers until they reached 32,768! Pupils used their previous knowledge well when working out VAT on items and explained the strategies they use to calculate 17.5%. Pupils use calculators' competently as well as displaying very good computation skills.

89. The quality of teaching is at least satisfactory, generally good, and sometimes very good. Examples of very good teaching were seen in both key stages. When teaching is very good, the teacher has high expectations for pupils' good behaviour and effort, there are very good relationships, pupils are really stimulated and the pace of the lesson is brisk. When teaching is less effective, the teacher does not engage all the children fully, the pace is slower and pupils lack motivation to work really hard. In the many good lessons seen, teachers' planning was good, clear objectives were set and shared with the pupils and plenary sessions were used effectively to check pupils' understanding.
90. This good teaching effectively promotes pupils' good attitudes to learning and their good, sometimes very good behaviour. Pupils respond well in numeracy lessons to the challenging questioning from teachers. Pupils work well on their own, in pairs and in small groups. They talk through their strategies with other pupils and are excited when they solve a problem or see a pattern in the numbers emerging. The very good attitudes of the higher attainers in Year 5 and 6 was a joy to see; they were excited by the tasks and worked really hard, not because they had to, but because they wanted to. There were occasions when you could hear a pin drop because pupils were so engrossed in what they were doing.
91. The co-ordinator leads numeracy very effectively. He has ensured that all teachers have a good knowledge of the numeracy strategy and that there are good resources for teachers to use. The limited information technology resources available at present are used satisfactorily to promote pupils' learning in mathematics. Teachers' planning, pupils' work and the quality of teaching are monitored regularly. All pupils have individual targets for their future learning. All pupils from Year 2 onwards take statutory or optional National Curriculum tests each year and the results are monitored to track pupils' progress effectively. Parents have been well informed about the National Numeracy Strategy and 180 parents listened to a talk about the new government initiative, and then had the opportunity to experience hands-on learning. Homework is used effectively to extend or reinforce learning.

SCIENCE

92. Standards of attainment at the end of Key Stage 1 have been satisfactorily maintained since the previous inspection and are generally satisfactory and often good. The majority of pupils in Year 2 attain standards similar to those expected nationally. They acquire an appropriate range of scientific knowledge that they explain clearly. During discussions with inspectors they said that they particularly enjoyed learning about animals and where they live. They described with understanding what things are living and why some objects cannot be considered to have lived. They understood that some things occur naturally while others are manufactured and that materials have different properties that make them useful for building houses, while other materials are not. Pupils, including those with special educational needs and those who have English as an additional language, make generally good progress in their learning through Key Stage 1, so that, by the end of Year 2, pupils observe carefully and make sensible predictions based on previously acquired knowledge about what may happen in their simple tests. For example, pupils' understanding of how materials change when they are squeezed and moulded enabled them to give sensible suggestions about what effect forces, such as pushes and pulls, will have on objects. The teacher effectively developed this understanding whilst they were exploring what forces are used when we throw and catch a ball.
93. At the end of Key Stage 2 pupils attain good standards. Most pupils attain the nationally expected standard and a good proportion the higher than expected standard of Level 5. They have acquired a good range of scientific knowledge through the key stage. For example, pupils in Year 5 build on their understanding of evaporation and filtration to explain how to separate mixtures and solutions. Pupils used this understanding of evaporation and condensation in Year 6, and were able to explain different phenomena, which occurred in their test on exploring what would be the effect if a burning candle were covered by a jar. By the end of the key stage, pupils are very effectively using their scientific knowledge to make predictions and suggest hypotheses. In Year 6, pupils'

investigative skills are developed well. In one lesson observed, they posed questions that they wanted to investigate and designed the experiment to do so. Most have a good understanding of how to make a fair test. The more able pupils recognising how to control the variables in an experiment in order to produce reliable results. Standards over the last four years have shown an upward trend, except last year when there was a considerable decline at Key Stage 2. The school has analysed the reasons for this drop which they believe may have been due to a change in the scheme of work being followed, resulting in some aspects of pupils' learning being insecure. The new scheme of work is now satisfactorily settled into use and provides teachers with good levels of guidance on what should be taught, when and how.

94. The quality of teaching observed was satisfactory overall, but ranged from very good to unsatisfactory. It is generally good at the end of Key Stage 2. Most teachers have sufficient good subject knowledge to be able to explain and demonstrate scientific ideas effectively. When teaching was at its best, the teacher enthused the pupils, provided them with the skills, knowledge and resources to enable them to work effectively as independent "scientists". The pupils were highly motivated. They collaborated effectively, questioned each other, and shared their ideas and techniques in the excitement of investigation. Pupils of all abilities had the confidence to take the initiative and explore their own ideas whilst the teacher provided the support and well timed questions to enable them to be successful. Teachers generally have high expectations for pupils' good behaviour, which results in the pupils' good concentration and effective learning. Teachers work together to share their own expertise so that classes across a year group have similar opportunities for learning, but the expectations for pupils' recording vary considerably from class to class. Pupils with special educational needs and those who may have difficulties due to having English as an additional language are well supported by the teachers, which promotes their better understanding. The small proportion of pupils with emotional and behavioural problems in the school are well supported so they also achieve success exploring their ideas without creating difficulties for the other pupils around them. Teaching is rarely unsatisfactory. In the one lesson observed the teacher did not sufficiently explain the task or ensure pupils were learning effectively.
95. Teachers effectively promote pupils' literacy and numeracy skills in their science work. Measurements are taken satisfactorily and tests are timed with care. Pupils' understanding of how to write up an experiment in the formal style is developed satisfactorily, but there is no systematic development of this skill through the school. Information technology is not used sufficiently to support pupils' recording and many do not have the skills to present their findings using computer generated graphs or tables.
96. The co-ordinator for science is very knowledgeable and she provides good support for colleagues. At present there is very little monitoring of the quality of teaching or of pupils' learning and the differences in teachers' expectations of the quality and quantity of pupils' work in the same year group has not been sufficiently identified. The new scheme of work, if implemented consistently, ensures that pupils' learning progresses effectively from one year group to the next, but there are no agreed procedures for assessing pupils' attainment and to check that good progress is always maintained.

ART

97. All pupils make satisfactory progress throughout the school, irrespective of their prior attainment, and the majority achieve the expected standards at the end of each key stage. This is a similar situation to that found in the previous inspection.
98. The quality of pupils' learning is satisfactory overall, but is dependent on the subject knowledge and confidence of individual teachers. When teachers have good subject knowledge, and lessons are carefully planned, thoughtfully resourced and interesting, pupils make rapid progress and are effectively enabled to experiment with a variety of media to produce imaginative outcomes in two and three dimensions. Good examples of this were seen when pupils in the two Year 6 classes applied themselves with great purpose and worked very hard to produce imaginative, appropriately

coloured, printed patterns in the style of William Morris, and when pupils in Year 2 produced well formed thumb pots in clay. Less effective learning takes place when teachers are unsure how to implement the content described in the scheme of work. The development of specific skills and techniques is also limited by the failure of the school to use sketchbooks as a means of recording different ideas and applications. This is a weakness. Pupils are generally very enthusiastic about their work in the subject and standards of behaviour are generally good.

99. The co-ordinator, a subject specialist, provides effective on-going support to her colleagues. She monitors planning and reviews outcomes by examining classroom and corridor displays, but has yet to be given opportunities either to monitor quality and standards or to work alongside colleagues in the classroom. The scheme of work fully meets statutory requirements and provides a good range of experiences in both two and three dimensions. However, it does not provide sufficient support for less experienced staff, as it does not contain enough detail about the skills to be developed and the ways in which the content should be taught.
100. Attractive displays of artwork contribute significantly to the overall ethos of the school and help to develop a positive teaching and learning environment in classrooms and corridors. The curriculum provides some support for the spiritual and cultural development of pupils, but the co-ordinator is aware of the need to further develop the study of non-western artists. Suitable opportunities are provided in lessons for pupils to apply their literacy and information technology skills when doing research. There are no formal assessment and recording systems and no effective means of ensuring that activities are appropriate to the individual needs of the pupils.

DESIGN AND TECHNOLOGY

101. Pupils achieve good standards in Key Stage 1 and make overall good progress in their learning. At Key Stage 2, pupils achieve satisfactory standards, but make unsatisfactory progress compared to that in Key Stage 1 because pupils in this key stage have had limited opportunities to develop the appropriate range of skills of designing, making and evaluation. As a result, although pupils now have an improving range of opportunities, they have had insufficient experience and are not confident in their work. The recently appointed co-coordinator has identified this weakness, and has introduced an improved and appropriate scheme of work. This supports the teaching of the subject well, but has yet to have a positive impact on achievement of pupils in Key Stage 2. However, the positive impact on standards is evident at Key Stage 1 and, as a result, overall standards in the subject are improving compared to the findings of the previous inspection.
102. During the inspection no design and technology lessons took place in Key Stage 1, because the curriculum is planned in topic blocks. Judgements are based therefore on teachers' planning and a scrutiny of pupils' work.
103. At the end of Key Stage 1 pupils attain standards that are generally above those expected for their age in the skills of designing and making. In Year 1, teachers have focussed the work around their topics of transport and homes. Pupils have planned and made a range of movable vehicles using a variety of materials. Given a simple design activity, pupils have used these materials, including wheels and axles in order to combine two moving parts to rotate the wheels. They tested and evaluated their designs and recorded how far they travelled in order to assess the best design. In Year 2, these skills have been enhanced and developed. Pupils have used textiles to design and make simple puppets, and have examined a range of toys before making spiders with 'wind-up' mechanisms using a variety of techniques evaluating their designs and talking about how to improve them.
104. At the end of Key Stage 2, pupils' achievement is unsatisfactory compared to the good gains they made in Key Stage 1, because they have had insufficient opportunities to develop the skills and knowledge required. During the inspection, pupils in Year 3 were using a variety of materials to create a pneumatic system to open boxes in a controlled way. In Year 6, the work on designing fairground equipment, although in its early design stage was effectively linked to pupils' knowledge

of circuits in science, and knowledge of measuring angles in mathematics. Pupils used a range of equipment and tools safely, despite this being their first experience. They followed instructions carefully, working co-operatively in-groups to complete a 'mock up' as part of the design process. Pupils with special educational needs and pupils for whom English is an additional language make similar progress to their peers due to the good support of the learning support assistants.

105. The quality of teaching observed in Key Stage 2 was generally satisfactory, and sometimes good, but because insufficient teaching has taken place at Key Stage 2, it is judged as unsatisfactory overall. Where it was most effective the teachers' enthusiasm, effective questioning and good demonstrations, extended pupils' learning and pupils were enthusiastic and made good progress because of the effective links made by teachers to other curriculum areas. Where teaching was less successful there were limited opportunities for pupils to test a variety of systems in order to progress in their understanding. As a result pupils, although enthusiastic, were not encouraged to use this in a positive way to enhance their learning.
106. The recently appointed co-ordinator has ensured that teachers are more confident in their knowledge of the subject as this was a weakness identified in the previous inspection. The range of resources has been improved and further developed. This has enabled teachers to improve the range of learning opportunities offered to pupils and make successful links to other areas of learning. For example, pupils in Year 3 designed toppings for pancakes, which they made and evaluated during a residential trip to Carroty Wood. However, these initiatives have not sufficiently improved standards at Key Stage 2. Pupils' attainment and progress are not sufficiently assessed and procedures have not been developed to ensure pupils' learning progresses effectively through the school.

GEOGRAPHY

107. At both key stages, pupils are given worthwhile experiences in geography and standards of attainment are above those expected for their age. This is the result of the generally good standard of teaching, and the implementation of a scheme of work that helps to ensure that pupils develop their geographical skills progressively from year to year. Pupils, including those with special educational needs and those for whom English is an additional language, make good gains in their learning through the school. This is an improved situation compared to that found at the previous inspection.
108. At Key Stage 1, pupils learn to observe their surroundings and features of the environment and to represent these in different ways. For example, most pupils in Year 1 are able to draw plans accurately from different elevations, such as a floor plan of the school, and to interpret and to produce real and imaginary maps. From an early age, pupils are taught to compile geographical information and to present it effectively, for example in the form of a bar chart showing the frequency of different types of vehicle seen. Pupils in Year 2 effectively develop their understanding of geographical issues in relation to different geographical regions. For example, most are able to describe the main climatic regions in the world in simple terms. At the same time, they have investigated their own locality in more depth, and can comment sensibly about features of the environment that might be improved. For example, pupils wrote a letter to a restaurant about the amount of litter generated as a result of the food packaging used. The same pupils are able to talk about patterns of land use in urban and rural environments, using appropriate vocabulary. This work was done in preparation for a field trip to Cardfields House in Essex.
109. Throughout Key Stage 2, pupils satisfactorily develop their understanding of how physical characteristics and human processes affect the environment. They also continue to develop a range of geographical enquiry skills. This development is fostered by field trips with a geographical focus. In their study of contrasting localities, for example, pupils in Year 3 benefited from a visit to Carroty Wood. Pupils in Year 4 visited the lightship at Tollesbury, and this resulted in some well-written descriptions of the geographical setting. The same pupils have a good knowledge of weather conditions and are able to explain why these vary from place to place, from a global

perspective. Generally, pupils have learnt to observe, name and draw geographical features accurately and to apply literacy skills effectively in communicating geographical facts. Some pupils in Year 5 used these skills well in describing luxury hotels in St Lucia.

110. Pupils in Year 6 demonstrated a good understanding of factors affecting the global environment and they each prepared a web page dealing with the “greenhouse effect”. The finished products reflect good skills in the collecting of information from a variety of sources to support geographical enquiry, and the findings are generally well-presented and illustrated. The designs have not as yet been transferred to the computer, as there are difficulties with the equipment. These pupils were also able to describe changes that have been brought about in the local environment, for example, as a result of the building of a supermarket. Their study of the locality was enhanced through a cross-curricular project that looked at the development of Southgate over the years. This involved interviewing an older person familiar with Southgate in the 1930’s. The pupils’ well developed literacy skills ensured that this was generally done accurately and independently.
111. Teachers are skilled at stimulating pupils’ interest and motivation, which results in the good effort and quality of work. They make usually good progress in their learning. Resources in geography are generally adequate, although progress in one lesson in Year 3 was inhibited by the use of atlases that were too complex for the pupils to use. In another case, higher attaining pupils were not challenged by the work that was assigned the class, which involved placing symbols used on ordinance survey maps on a drawing of a city centre.
112. The good standard of work in geography is partly a consequence of effective work of the previous co-ordinator who drew up the current scheme of work. This is now needs modification in the light of the issue of new guidelines for the subject. A new co-ordinator for geography has only just been appointed and has not yet had an opportunity to develop aspects of monitoring of teaching and learning in the subject. Assessment procedures are currently underdeveloped.

HISTORY

113. Standards in history have been effectively maintained since the previous inspection. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory gains in their learning through the school and attain standards that are similar to those expected at the end of both key stages.
114. At Key Stage 1, pupils know about the lives of several famous people in history and understand that change occurs overtime. For example, pupils in Year 1 understand that methods of transport have changed, and in Year 2, pupils contrast methods of communication used in the past with those used now. Many pupils explain the significance of these changes on the way we live. At the end of the key stage, pupils have acquired a satisfactory range of historical information for example, most pupils explain the causes and effects of the Great Fire of London. They recognise that knowledge about the past can be gained from a variety of sources, but their understanding of chronology is insecure.
115. At the beginning of Key Stage 2, pupils continue to develop their understanding of the importance of searching for evidence in various ways through their own study of the lives of Roman soldiers. Pupils identify differences in the life styles of people in the Victorian era and of people today, and demonstrate empathy with children in the past. They express themselves thoughtfully when provided with opportunities to write their own accounts. In Year 5, good standards were achieved when pupils showed understanding of the concept of bias in the recording of events in Celtic Britain. They know that different people can report the same event in different ways. Some pupils in Year 6 demonstrate sensitivity to events in their writing about evacuees in the Second World War. By the end of the key stage, pupils are able to make a range of relevant observations about changes in their local area over time. Standards in this subject are unchanged since the previous inspection.

116. Teaching and learning are sound overall in both key stages and good in some classes. Most teaching builds well on previous learning, but some lessons lack pace and challenge. Good teaching was seen in lessons where the teachers were well prepared and had high expectations for pupils' learning. Here the pupils were stimulated to work independently and make good contributions to oral and written work. Pupils enjoy history. They listen attentively and have good factual recall. Good opportunities are provided to enhance pupils' understanding of history, such as performances by theatre groups, visits to museums and the residential school journey to Wales. The displays of pupils' work effectively reinforce learning as well as celebrating their success. History contributes well to pupils' social and moral development and is helped by effective cross- curricular links, such as the current study of part of the text of *Oliver Twist* in English.
117. The subject is well led by the co-ordinator, who has good subject knowledge, but her role in monitoring teaching and learning to promote higher standards is underdeveloped. The parallel classes in each year group do not always develop topics in the same detail and there is sometimes a lack of continuity and progress in Key Stage 2. Planning meets national curriculum requirements, but the curriculum at Key Stage 1 needs to provide more opportunities for pupils to develop a clear sense of chronology. At Key Stage 2, there is an over dependence on work sheets and there are insufficient opportunities for pupils to record their learning. Assessment is informal and does not focus adequately on the acquisition of skills.

INFORMATION TECHNOLOGY

118. The provision for pupils' learning in information technology has changed in many ways since the previous inspection, when it was judged as not meeting the required standards. The school has made considerable efforts to improve the quality of the equipment available and further develop teachers' knowledge and expertise. However, although many advances have been made, the range of opportunities provided to develop pupils' skills and knowledge are still unsatisfactory and consequently standards of attainment remain below those expected when the pupils leave school at eleven years of age. The information technology suite is in the process of being up graded and a lack of appropriate software has resulted in pupils of all abilities at Key Stage 2 not making sufficient progress in developing the range of skills required within the National Curriculum programmes of study.
119. At the end of Key Stage 1, pupils' standards of attainment are similar to those expected nationally. They use simple word processing skills to communicate their ideas satisfactorily, and effectively redraft their work using several methods for deleting words and they use the space bar and arrow keys satisfactorily to move around the text. Many pupils are showing appropriate skill of controlling the mouse to enable them to make changes in their work. Pupils enjoy using the information and communications technology equipment, which results in their often good progress in learning. For example, pupils in Year 2 quickly developed good understanding of how to program a floor robot so that it moved in a predetermined manner. They effectively estimate distances and, with a partner, satisfactorily developed a complex list of instructions for the robot to move around obstacles.
120. Pupils' skills of word-processing are satisfactorily developed in the early years of Key Stage 2 so that they successfully produce stories and accounts illustrated with the use of selected graphics. By Year 6, pupils can change the size and style of the print to suit the purpose of their work, such as in the presentation of advertisements. They have had experience of producing a newspaper, but have not sufficiently developed these skills to produce multi-media presentations. They have not made progress in developing their skills of controlling and programming or experienced opportunities to monitor and measure outside events through the application of information technology. Insufficient opportunities are provided for pupils to develop their data handling skills. Pupils now in Year 6 were introduced to the design and use of simple spreadsheets as part of a shopping activity when they were in Year 5, but this has not further developed. The knowledge and skills of information and communications technology are being satisfactorily introduced, even though there are limited opportunities to use computers for this work. Teachers in Key Stage 2 have prepared pupils in the development of the skills required to create a home page for a web site,

ready for when the computer suit is back online. so they will enable them to use the technology to recreate their ideas that they designed on paper. The installation of an Internet link enables pupils to gain appropriate experience of how to use search engines to locate information, and to use e-mails to send messages.

121. Pupils through the school work effectively together in pairs or small groups sharing ideas and expertise, which successfully promotes their achievement. A significant proportion of pupils have access to a computer at home, and this has provided many of them with high levels of confidence and a variety of skills. However, many pupils have not the benefit of these experiences and all pupils have not been taught systematically so that their skills build progressively. Pupils are generally well motivated in lessons, but some older pupils show a lack of self-discipline in working through the tasks provided in order to further develop their knowledge.
122. The quality of teaching observed during the inspection was at least satisfactory, but there is insufficient development of the range of skills required across the information and communications technology curriculum for it to be judged other than unsatisfactory overall. Teachers satisfactorily use information and communications technology to support pupils' work in other subjects. Pupils in Key Stage 2 have successfully used CD-Roms to do research on painters such as Matisse and authors like HG Wells. They have used simulation programs to develop their knowledge of history, pretending to be archaeologists, and in geography in a program that takes them "Around the World in 80 Days". However, pupils in both key stages have had insufficient opportunities to use a variety of art or music programs to further develop their computer skills and creative ideas. There is very little use of information technology to support pupils' work in science to record investigations or present data and findings. The school has rightly recognised that information technology should be a priority for curricular development in the coming year and several sessions of in-service training for staff have been planned.
123. The school has recently implemented an effective scheme of work that provides guidance for teachers and an effective structure through which pupils' knowledge and skills can be progressively developed. The recently appointed co-ordinator provides effective support for staff and has a clear view of the areas that require improvement and further development. There are no procedures at present for the assessment of pupils' attainment, nor methods of recording to ensure that they are making good progress. These are areas that are due to be explored as part of the school's development plan for information technology this year.

MUSIC

124. Music has a very high profile and it contributes very positively to pupils' personal, social and cultural development. Many opportunities are created for pupils to perform within their class, in assemblies, festival concerts and whole-school productions. At the end of Key Stage 1, standards are above those expected, and at the end of Key Stage 2 they are well above. At the previous inspection, music was judged to be good at both key stages; the school has improved its provision and raised standards over the past four years.
125. Pupils in Year 1 build on the good provision and good music teaching they received in the Reception classes. Pupils in Year 1 tap word rhythms and join these together in a sequence, for example, caterpillar, snail, centipede, spider. They use percussion instruments competently to play their own compositions. Pupils show real interest, concentrate and work well in pairs, discussing and recording their compositions. Pupils in Year 2 listen to a musical story, for example, Peter and the Wolf and understand that the instruments represent characters. They are aware that there is a structure to the music, beginning, middle and end, just as there is when they write a story. Pupils in Key Stage 1 are given opportunities to sing songs together in class, in the singing practice and in assemblies. Pupils sing with expression and have a good sense of rhythm.
126. Throughout Key Stage 2 all pupils, including those with special educational needs and those with English as an additional language, develop their skills progressively. They have the benefit of

specialist teaching throughout the key stage. In Year 3, pupils show a good understanding of dynamics for example when singing Ten Green Bottles. They know the musical terms forte, crescendo and diminuendo. In Year 4, pupils listen to part of Benjamin Britten's opera, Noah, and give reasons why certain voices are chosen for particular certain characters, for example, bass, tenor, alto and soprano. They sing the Victorian melodrama, 'If I were not upon the stage', showing good awareness of duration and dynamics. Pupils in Year 4 sing solo parts confidently, all sing the chorus while other pupils accompany the song on tuned and untuned percussion instruments. Pupils are given opportunities to improvise on the instruments, and they do this very well, bringing prior learning to bear. Pupils in Year 5 work very well collaboratively on compositions using the pentatonic scale and a variety of instruments. They appraise each other's work, making positive comments about what they like and why. There are some very able musicians in this group who are adventurous in their compositions, and very supportive of those with fewer skills. Pupils in Year 6 are learning the songs for the musical Joseph and his Amazing Technicolor Coat. The quality of the singing is very good. Pupils sing with clear diction and good control of all the musical elements. During the inspection auditions were held for the performance, which will take place at the end of term. The enthusiasm and the desire to sing solo parts indicates that pupils really enjoy music and appreciate the opportunities they are given.

127. The quality of teaching at Key Stage 1 is good. There is a good commercial scheme with CDs, which provide very good support for non-specialist teachers so they are able to prepare interesting challenging lessons. Teaching at Key Stage 2 is consistently very good. Planning is very thorough and the choice of music that pupils' appraise, sing and play is lively, relevant and highly motivating. The very good teaching and the pupils' very good attitudes lead to very high standards. They behave well in all lessons, listen carefully and are well motivated and enthusiastic. The teacher has enabled them to develop good levels of self-esteem, so they participate confidently both as soloists and within a group. They appreciate and respect each other's efforts.
128. The Key Stage 2 co-ordinator has a high level of expertise, is enthusiastic and has ensured that there are good resources available. The Key Stage 1 co-ordinator ensures that the youngest pupils are introduced to a broad and balanced music curriculum. The school is fortunate in having many teachers with musical expertise. There are three separate recorder groups, three choirs and an orchestra. About 100 pupils learn to play an instrument, for example, violin, cello, flute clarinet, saxophone, brass and drums. In the orchestra there are nearly 50 pupils with grades in music between 1 and 6. Music makes a good contribution to pupils' cultural development. For example, pupils have listened to Chinese music this term and African music in the autumn term. There are a wide variety of instruments from many cultures. There are equal opportunities for all pupils to be involved in music, and all groups, choirs and the orchestra are fully mixed both in gender and race.

PHYSICAL EDUCATION

129. At both Key Stages pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress and achieve standards, in line with those expected for their age. These are similar to the standards reported in the previous inspection. A good balance of activities is taught at both key stages, including gymnastics, dance and games. Pupils in Year 4 have opportunities for swimming on a weekly basis. Owing to the modular arrangements for teaching the separate elements of the curriculum no lessons were observed in gymnastics and dance. It is not therefore possible to report on standards in those areas.
130. Lessons observed in Key Stage 1 show that pupils are developing satisfactory ball skills. They dribble the ball in a controlled way and use a bat to control the balls. They know the importance of warming up and the need to stretch after exercise. At Key Stage 2, pupils continue to develop their ball skills satisfactorily and are developing their fielding skills, in order to participate in a range of team games. They bowl under arm and are developing their over arm bowling skills, learning when to use each technique to the best effect. They are developing a range of fielding skills, and improving their batting and catching techniques. Not all pupils use these strategies to the best effect and the range of skills is variable. Pupils are enthusiastic when participating in games, but

the majority of pupils are reluctant to participate fully in practising these skills, consequently they are not fully developed and pupils are not attaining standards that they are capable of achieving. Ninety per cent of the current Year 4 pupils have attained the minimum standard in swimming and those pupils who fail to achieve this standard are given the opportunity to continue to participate in swimming in Year 5.

131. The curriculum for physical education is enhanced by wide range of additional activities, both as part of the school curriculum and also extra curricular provision. Pupils in Year 2 will be given the opportunity to participate in short tennis this summer as part of the improving curricular provision. Pupils have had the opportunity as part of the school curriculum to benefit from six hours of cricket coaching, two hours of hockey coaching and all pupils from Year 2 onwards, participate in yearly residential outdoor pursuits courses with a wide and varied range of activities offered.
132. The quality of teaching observed ranged from good to satisfactory. At Key Stage 2, it is good overall which is an improvement since the previous inspection when it was reported that some teachers lacked confidence and did not develop pupils' skills sufficiently. Teaching is based on a clear scheme of work, which ensures the continuity and progression of pupils' learning in all aspects of the curriculum. In the most effective lessons, management is good, teachers use clear evaluations of pupils' performances, and give good demonstrations to ensure pupils have the opportunities to improve and develop their skills. Where teaching was less effective, opportunities are missed to use the skills of more capable pupils in order to demonstrate how exercises should be carried out.
133. The leadership of the subject is good. The co-ordinator has worked hard to improve the scheme of work, enhance the skills knowledge of the teaching staff, develop the subject by the judicious use of outside agencies and improve the resources. She has demonstrated good practice to a newly qualified member of staff, although she has not had the opportunity to offer this support to all staff members. The extensive field and two school halls greatly help to promote the subject. Assessment in the subject is satisfactory and pupils have the opportunity in most lessons to evaluate their own performances.

RELIGIOUS EDUCATION

134. Standards have been satisfactorily maintained since the previous inspection and pupils' achievements are in line with those expected in the Locally Agreed Syllabus at both key stages. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory gains in their learning throughout the school.
135. At Key Stage 1, pupils have an emerging awareness of the role of religion in many peoples' lives. They have a basic knowledge of the major festivals of Christianity and Judaism, and know that Islam and Hinduism are important to many people. They understand the importance of Jesus in the Christian faith and most know the significance of Christmas and Easter. By the end of the key stage, pupils have satisfactory knowledge of the holy books of Christianity and Judaism, and name the different places of worship. They are familiar with several Jewish festivals, but are less sure of why they are celebrated. They know the story of Moses and most remember some of the Ten Commandments.
136. At Key Stage 2, pupils' progress in developing knowledge and understanding of other major world faiths is slow at the beginning of the key stage, but improves significantly in Year 5, so that standards are in line with expectations by the end of the key stage. Pupils in Year 5 know the major facts about the life and the importance of the Prophet Mohammed (pbuh) in Islam. They understand the 'Five Pillars' of the Moslem faith and can describe how Moslem people worship Allah. They are able to identify the moral of some Islamic stories. Pupils in Year 6 appreciate the significance of the story of Abraham in the Old Testament. The good progress made in Year 5 is not fully exploited to extend pupils' knowledge and understanding at the end of the key stage and aspects of their knowledge of Hinduism are not sufficiently developed.

137. Teaching and learning varies across the school. It is satisfactory overall, with good practice in Year 2 and Year 5. In these years, the sound planning and preparation of lessons results in interesting content and varied teaching strategies, which motivate the pupils and enhance their learning. At Key Stage 1, a very good lesson was seen which effectively linked the importance of the Torah to Jewish people and to those things that the pupils considered very special to them. Pupils are provided with good opportunities to expand their understanding of religious beliefs and practices during assemblies that focus on the celebrations of different faiths such as Divali in Hinduism or Hannukah in Judaism. Visits to places of worship, and contributions from leaders of religious communities and from parents, greatly enhance pupils' learning. In the current inspection, as in the last, pupils of all ages were found to demonstrate positive attitudes to religious education. They are respectful and tolerant of different beliefs and practices. Religious education contributes well to pupils' social, moral, spiritual and cultural development. Pupils are taught the principles of right and wrong through the beliefs and teachings of the various religions and the lives of their founders. The influence of religion on life styles is explored well through the celebration of festivals.
138. The curriculum for religious education is broadly based on the Agreed County Syllabus, but it does not ensure appropriate continuity and progression in pupils' learning and is currently under review. In some classes, religious education is not taught on a regular basis. There is some monitoring of teachers' outline plan, but the role of the co-ordinator in monitoring planning and pupils' work is underdeveloped. Assessment of pupils' knowledge and understanding is informal and not set against explicit criteria. Resources for teaching this subject are satisfactory.