

INSPECTION REPORT

CHASE SIDE PRIMARY SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 101984

Headteacher: Miss S Burrows

Reporting inspector: Peter Brock
17969

Dates of inspection: 10th – 14th January 2000

Inspection number: 189867

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

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Trinity Street
Enfield
Middlesex

Postcode: EN2 6NS

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs A D Thacker

Date of previous inspection: 14th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Peter Brock	Registered inspector	Science Music	What sort of school is it ? What should the school do to improve further ? The school's results and pupils' achievements. How well are pupils taught ?
Anthony Anderson	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils ? How well does the school work in partnership with parents ?
Chris Bolton	Team inspector	English Under-fives	How well does the school care for its pupils – assessment ?
Henry Moreton	Team inspector	Information technology Art History Special educational needs	
Gillian Plummer	Team inspector	Mathematics Geography	How good are the curricular and other opportunities offered to pupils ?
John Sangster	Team inspector	Design and technology Physical education Religious education English as an additional language	How well is the school led and managed ?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chase Side Primary School is a large school of Victorian design. There are 442 children on roll in the main school with a reasonable balance in numbers of boys and girls. A new nursery has been opened recently and currently has 60 pupils attending on a part time basis. Information from the available base line assessments shows that attainment of children on entry to the school is average overall. Sixty-five children are on the special education needs register. Two of these have statements of special education need. Approximately twelve per cent of the children come from minority ethnic groups where English is an additional language. This percentage is high. About 85 per cent of children come from a white United Kingdom heritage background. The school has five pupils from refugee families – three from Turkey, one from Croatia and one from Somalia. The school serves the local area that includes two small council estates. A large number of families own their own homes and, in recent years, there has been an increase in the number of children who live in local authority housing.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. By the end of Key Stage 2, the standard of attainment is above average in English and average in mathematics and science. Children's attainment in information technology, religious education and all other subjects of the national curriculum is at a level expected for pupils of this age by the time that they leave school. The quality of teaching is broadly satisfactory. The overall leadership and management of the school is also satisfactory and the headteacher provides strong leadership.

The overall effectiveness of the school, its position within the local environment, and the cost of educating each child, are factors that contribute to the judgement that the school provides satisfactory value for money.

What the school does well

- The headteacher provides strong leadership for the school.
- Most teachers are good at teaching English and mathematics. They have effective class management skills and make efficient use of time.
- Children make good progress with their learning in English and physical education.
- The behaviour of the majority of children is of a high standard.
- The contribution of the community to children's learning is effective.
- Provision made for children's social development is good.
- Procedures for child protection and ensuring pupils' welfare are strong.
- The majority of parents hold positive views of the school and the school's links with them are effective. The school provides information of good quality.

What could be improved

- The involvement of the governing body in the daily life of the school so that the decision-making aspects of its role are better informed.
- The way in which the school makes provision for the assessment of children's progress.
- The level of firmness by which the school makes clear to a small group of parents, how it deals with the occasional incidents of totally unacceptable behaviour by a few pupils.
- The management aspects of the role of the co-ordinator for children with special educational needs.
- The way in which the school makes provision for the learning of higher attaining children.
- The personal skills of teachers in their use of information technology.

The areas for improvement will form the basis of the governors' action plan that will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Since the last inspection it has made satisfactory progress overall. It has been successful in the steps taken to improve the quality of teaching in Key Stage 1. The school has had some success with the improvement with which it deploys its material and human resources but it has not fully addressed the financial and educational wisdom of holding a large reserve fund. Some improvement has been made in the involvement of the governing body in the strategic management of the school but it has yet to ensure that the newly re-elected governing body continues to develop its involvement in the daily life of the school. It has completed the development of a teaching and learning policy and schemes of work to implement National Curriculum requirements in science, design and technology and information technology. The school has not been successful in further developing and improving procedures and practices in assessment overall although the exception is English where good progress has been made. The school has ensured that it complies with statutory requirements for collective worship.

STANDARDS

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

Performance in:	This school compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	D	
Science	C	C	C	D	

The information shown in the above chart shows that, in the 1999 national tests for eleven year olds, the school achieved above national average standards in English and average standards in mathematics and science. Compared with similar schools it does well in English at above average but is below average in mathematics and science. The school does not place sufficient emphasis on developing the skills of higher attaining pupils in mathematics and science and this results in the lower levels in these subjects. However, over time the school has steadily increased the standards that pupils achieve in English, mathematics and science and this has been broadly in line with the national trend. The school sets realistic targets for improvement overall. These are appropriate for the level of ability of most pupils but not high enough for higher attaining pupils, particularly in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are satisfactory overall. Most children enjoy coming to school.
Behaviour, in and out of classrooms	The behaviour of the majority of children is good. However, the behaviour of a minority group of children disrupts school life and is totally unacceptable.
Personal development and relationships	Most children are positive about their work and relate well to teachers and to each other. They work together sensibly and take appropriate responsibility for various duties that help the school to function smoothly.
Attendance	This is satisfactory but the incidence of unauthorised absence is unsatisfactory.

The overall quality of relationships and behaviour of children throughout the school is a strength. However, it is spoilt by the behaviour of a few children in all age groups who do not respond readily to

the codes of conduct and orderliness accepted by the majority in order for the school to function smoothly. In some instances, parents support the inappropriate attitudes of a few children and this places unacceptable pressure on both the headteacher and staff of the school.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall with a considerable number of strengths and some weaknesses. In lessons seen during the inspection, it was satisfactory or better in 92 per cent of lessons. In 61 per cent it was good or better and in 5 per cent it was very good. Eight per cent of lessons seen were unsatisfactory or poor. All teachers reach a good standard in their teaching of numeracy and literacy. The majority of teachers manage pupils effectively because they establish clear guidelines for children to follow and expect them to work hard. However, in a few classes, particularly in Year 3, the level of expectation of behaviour is unsatisfactory because teachers allow pupils to shout out, interrupt conversations and generally misbehave during lessons. Most teachers make good use of time and use support staff and resources effectively. This helps to ensure that a brisk pace of learning is maintained and that children retain an interest and enthusiasm for their learning. The school meets the needs of the majority of pupils in an appropriate way except for higher attaining pupils who do not always reach levels of learning to match their abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is adequately broad, balanced and relevant in all areas of the school and meets statutory requirements.
Provision for pupils with special educational needs	The help for pupils with special educational needs is satisfactory. They are supported effectively in and out of classrooms as appropriate.
Provision for pupils with English as an additional language	Provision is satisfactory. Teachers support pupils well in class and ensure that the quality of their learning matches that of other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is satisfactory overall. However, provision for pupils' social development is good. Pupils are encouraged to take responsibilities within the school and to develop links with groups of people within the wider community.
How well the school cares for its pupils	The school provides a satisfactory level of educational and personal support. Child protection and safety measures are sound. Procedures for assessing pupils' work are unsatisfactory.

The school works in partnership with parents effectively. It creates good links with parents and provides quality information that ensures that they are kept informed about the progress that their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and is supported by the deputy head and senior management team. They ensure that a good programme of monitoring of planning and classroom teaching is in place and effective for most teachers.
How well the governors fulfil their responsibilities	The governing body has increased its involvement in the development of the school but it has yet to make the most of every opportunity to gain a full overview of what is happening and so make a greater contribution the way in which the school functions.
The school's evaluation of its performance	The school, especially the headteacher, is clear about how well it is doing and what it has to do to improve further.
The strategic use of resources	The school makes sound use of its resources. It uses them sensibly and links decisions on spending to education priorities.

The school has a satisfactory number of suitably qualified and experienced teaching and support staff. Although teachers have received specific training to meet the needs of pupils with special educational needs and support them effectively, none of the support staff have had similar training. This limits their effectiveness when supporting these pupils. The role of the special needs co-ordinator, although well defined, has areas of weakness in connection with the monitoring, review and completion of individual education plans of pupils. The school has sound procedures for ensuring that it gets best value for the good and services that it buys.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Children make good progress • The teaching is good • Children are expected to work hard • The broad aims and values promoted by the school • Improvements since last inspection 	<ul style="list-style-type: none"> • Level at which school works with parents • The range of activities outside of lessons • Communication between school & parents • Ways in which school deals with poor behaviour • Inconsistency of homework

In general, the inspection team agrees with the positive views of parents except for the level of progress that higher attaining pupils make. The team considers that the aspects listed under "What parents would like to see improved" are dealt with in a professional way by the school and do not require any further action.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's baseline assessments show that the school admits children from across the full range of attainment. However, the standard of the majority is average overall on entry to full time education. Standards are above average in speaking and listening skills but, in reading and writing, standards are below those expected for pupils of this age. In mathematics, the standard is average.
2. The standard of attainment is average overall for both key stages. By the end of Key Stage 1, the standard of attainment in speaking and listening and reading is above average. It is average in writing and mathematics. The teacher assessments and test results for the 1999 Year 2 pupils indicate similar levels. These results indicate that attainment in reading, writing and mathematics is also broadly in line with the levels reached in similar schools-.
3. By the end of Key Stage 2, the standard of attainment is above average in English and average in mathematics and science. The teacher assessment and test results for 1999 indicated similar levels. However, whereas these results show that, compared with similar schools, attainment in English is above the national average, for mathematics and science they indicate that it is below. The main reason for the less favourable results in mathematics and science when compared with similar schools is that teachers at Key Stage 2, in particular, do not place sufficient emphasis on the standard of work that higher attaining pupils can achieve. Pupils' attainment in information technology and religious education is at a level expected for pupils of this age by the time that they leave school.
4. Trends in standards of attainment since the last inspection have been upward overall in English, mathematics and science and broadly in line with the national trend in these subjects. Pupils' knowledge, understanding and use of information technology has shown some improvement since the last inspection but the progress that pupils make has been inhibited by the difficulties that the school has had with outside agencies in setting up improved systems and training. The quality of pupils' knowledge and understanding of religious education has remained similar to that at the last inspection. The school sets realistic targets for improvement overall. These are appropriate for the level of ability of most pupils but not high enough for higher attaining pupils, particularly in Key Stage 2.
5. Progress of children in the nursery and in both reception classes is good so that the majority are well on the way towards achieving standards expected for their age in the six areas of learning. Pupils enjoy coming to school and learn to co-operate with each other and to listen carefully to what others have to say. They extend their speaking and listening skills and develop increasing confidence in reading and writing. In mathematics, they learn to count, match and recognise shapes with relative ease and, in their development of their knowledge and understanding of the world, they begin to develop the basic skills of observation and investigation. Children increase their physical skills of large movement control through organised games and their skills of finer movement control through their work with cutting and making activities. In creative work, they explore colour, shape and sound in a variety of ways.
6. In both key stages, pupils make satisfactory progress in all subjects of the curriculum except for English, mathematics and physical education where it is good, and except for the progress made by higher attaining pupils in science and mathematics in

particular.

7. In English, pupils develop their ability to listen to each other with care so that, by the time they leave the school, they express themselves with confidence and share ideas and values effectively with each other. The progress that pupils make with learning to read is good. Older pupils read accurately and fluently and develop basic research skills as they move up through the school. In writing, pupils know how to plan, edit and revise their work effectively. They understand a range of writing techniques and generally organise their work correctly with secure presentation, spelling and punctuation.
8. By the end of Key Stage 2, pupils develop a secure understanding of place value and the relationships between fractions and decimals in mathematics. Higher attaining pupils learn to solve problems by making effective use of number facts and combinations but other pupils have more difficulties with this process. Pupils learn to present information accurately through tables and graphs but they are less confident in their ability to extract appropriate information from these representations. Pupils understand the basic concepts of probability and develop a secure use of the specific language involved.
9. In science, pupils improve their knowledge and understanding of how to carry out investigations by creating a fair test. They make predictions about what they might find as a result of their enquiries. Pupils increase their knowledge of biological names for parts of animals and develop their understanding of the effects of certain types of food on the health of their teeth. They increase the depth of their awareness of the solar system, the process of photosynthesis and the range of uses of electricity in the modern world.
10. The school places appropriate emphasis upon the development of pupils' literacy and numeracy skills across the curriculum. Good examples are seen in history work based on studies of the Great Fire of London in Year 2 and in science with the measurement of falling weights in Year 4.
11. Pupils with special educational needs and those with English as an additional language make satisfactory progress in both key stages because classroom support is secure and teachers work closely and sympathetically with them. The majority of pupils with English as an additional language speak English fluently and are integrated well into classes. Individual education plans set realistic targets for improvement but the organisation of and recording systems of these plans are not easy to follow and do not provide sufficient information about progress being made by individual pupils.
12. There are no significant differences in attainment of boys and girls overall and all pupils have equal opportunities to participate in all subjects of the curriculum.

Pupils' attitudes, values and personal development

13. The attitudes of pupils across the whole school are satisfactory although, in several classes, pupils display good attitudes both to their work and to their fellow pupils and teachers. School records show that a small minority of pupils occasionally display poor attitudes in both the classrooms and the playground. However, where teaching of lessons is good, pupils are usually quick to respond and demonstrate positive attitudes to their work in the classroom. Many younger pupils gradually learn the importance of their attitudes in relation to the teacher and to their peers but there are also examples of older children occasionally taking advantage of weak teaching. This is particularly noticeable in a few isolated lessons in Key Stage 2 when teachers'

control of their classes is unsatisfactory. As a result, the quality and pace of learning decreases.

14. Pupils' behaviour in lessons is good for the majority and there are many examples of a positive response to teachers from pupils in the classroom. Examples of similar behaviour are particularly evident in assemblies as pupils listen carefully to interesting stories with a moral theme. Although behaviour is good overall, a minority group of pupils disrupt school life and act in a totally unacceptable manner. There are instances of oppressive behaviour that includes bullying. These are dealt with firmly and appropriately and there have been a small number of fixed term exclusions recently.
15. The day to day relationships between pupils and teachers and pupils and their peers is satisfactory. An example of good relationships was seen when one girl helped another to recover following a fall in the playground. Pupils also work together collaboratively in physical education lessons. The school provides several opportunities for pupils to develop their social skills through speaking, listening and through taking responsibility for undertaking tasks such as delivering registers to the office and setting out chairs for assembly. Pupils respond in a satisfactory manner to take responsibility and carry out these tasks sensibly.
16. The overall attendance at the school is satisfactory but incidence of unauthorised absence is unsatisfactory and is well above the national average. Although there is some evidence of pupil lateness, the majority of pupils come to school and attend lessons on time. School registers are correctly marked at the beginning of morning and afternoon sessions. Pupils' attitudes, values and attendance contribute to their learning and personal development to ensure that it is satisfactory overall.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is satisfactory overall with a considerable number of strengths and some weaknesses. Teaching was satisfactory or better in 92 per cent of lessons seen. In 61 per cent it was good or better and in 5 per cent it was very good. In eight percent of lessons seen, teaching was unsatisfactory or poor.
18. The quality of teaching for the under-fives is good. This is primarily due to the positive approach that teachers take towards the development of the children's education. They have high expectations of behaviour and encourage children to persevere with their work within a warm and stable atmosphere that is conducive to quality learning. They plan their lessons effectively and make clear what they expect children to learn.
19. In both key stages, teachers' knowledge and understanding of the National Curriculum subjects is satisfactory except in information technology where a lack of confidence and expertise is still evident although it has improved since the last inspection. All teachers reach a good standard in their teaching of the numeracy and literacy aspects of the curriculum. Teachers have an appropriate knowledge and understanding of the technical aspects of their subjects. An example of this was seen in a Year Four lesson on weather. The teacher had a clear understanding of wind scales and used this knowledge effectively to challenge and develop pupils' interpretation of various wind speeds
20. Teachers plan their work appropriately in all subjects of the curriculum. Most teachers are clear about what they expect pupils to achieve by the end of their lessons. In the best lessons, teachers explain these objectives to their class at the beginning of the lesson. This helps pupils to develop a clear insight into how their own learning is

progressing. A good example of this approach was seen in a design technology lesson in Year Two when the teacher explained clearly the purpose of the record sheets.

21. The quality of teachers' expectations of what pupils can achieve and of how they should behave is satisfactory overall but variable throughout the school. Most teachers group pupils according to ability in a number of subjects and, in English, teachers are particularly good at ensuring that pupils of all levels of attainment are given work appropriate for the next stage of their learning. However, this is not the case in mathematics and science in particular. In these subjects, and some of the foundation subjects, teachers do not have a clear understanding of how best to plan work for the different levels of attainment of pupils in their class. As a result, higher attaining pupils in particular do not achieve as much in lessons as they are capable of doing. Instances of this lack of clarity of understanding were seen in a design and technology lesson in Year Four and a science lesson in Year Five for example.
22. Most teachers make sound use of a range of methods or organisation to ensure that pupils make steady progress. They use a mixture of teaching approaches that include whole class, group and individual teaching. When teachers use good questioning techniques, as in a Year Two science lesson, pupils are stimulated into action and become keen to learn. The majority of teachers work quietly and encouragingly with pupils and create a pleasant working atmosphere within their classes. This enhances the quality of work achieved.
23. Most teachers' management of pupils is good. Teachers expect pupils to pay attention to direct instructions. Clear rules of behaviour are established in the majority of classes and pupils are expected to work hard. As a result, the majority of pupils make steady progress in their learning of new material during lessons because they concentrate, work independently and enjoy their work. However, in some classes the level of discipline and level of expectation of behaviour is unsatisfactory. When teachers allow pupils to shout out, interrupt conversations and generally misbehave during lessons, the productivity and pace of learning is greatly reduced. A number of unsatisfactory lessons were seen in a Year Three class, in particular in physical education, science and mathematics.
24. Teachers' use of time, support staff and resources is generally good. Where a brisk pace is maintained, as in a Reception Class literacy lesson, pupils achieve much and enjoy what they are doing. Where classroom assistants are used effectively, as in Year One design and technology and art lesson, lower attaining pupils make good progress in particular because of the individual help that they receive. However, where the pace is unsatisfactory, as in a Year Three physical education lesson, pupils waste a great deal of time and achieve little during the lesson.
25. The quality of teachers' daily assessment of pupils' work is satisfactory when they are speaking to pupils. Most teachers make positive and constructive comments to pupils during lessons that help them to increase their learning. However, the quality of teachers' marking is variable. All teachers mark work regularly but not all use marking strategies that inform pupils clearly what they need to do next to improve. Where such marking is effective, as in Year Six science books, pupils are made aware of their own level of understanding and know how to take the next step in their learning.
26. The quality of teachers' ongoing assessment of pupils' work is satisfactory but variable and procedures throughout the school are unsatisfactory in a number of subjects. Where day to day assessment is good, as in the Nursery and in a Year Six English lesson, for example, pupils gain a clear understanding of how well they are

learning and this encourages them to continue to strive for further improvement.
Teachers set

appropriate amounts of homework and ensure that the level given takes account of individual pupils' abilities.

27. Teachers and support assistants provide sound support for pupils with special educational needs who are lower attaining pupils and for pupils for whom English is an additional language. Teachers have received specific training to meet their needs and support them well. However, their lesson planning does not always refer specifically enough to the pupils' individual education plans (IEPs). Staff ensure that pupils develop their subject knowledge and understanding and make satisfactory progress within a caring environment. However, the support for higher attaining pupils is unsatisfactory in terms of the levels of achievement expected of them.
28. Teachers are receptive to pupils' individual needs. They ensure that boys and girls mix well in lessons. They treat pupils fairly and this develops effectively the principles of tolerance and respect. Teachers celebrate the work of pupils of all attainments through displays of work around the school.
29. The quality of teaching has improved substantially since the last inspection. Although there is an above average incidence of unsatisfactory teaching in one Year Three class in particular, the ratios of satisfactory and good teaching have increased and the ratio of unsatisfactory teaching has dropped significantly. The main problems of low expectations of achievement and behaviour have largely been resolved.
30. As a direct result of the quality of teaching, the quality of pupils' learning is satisfactory overall. It is good in the nursery and reception classes because the quality of teaching is consistently of a high standard. It is mainly satisfactory in both key stages because the quality of teaching encompasses a range from very good to poor. For most pupils, the acquisition of skills, knowledge and understanding of their subjects is secure. Pupils are encouraged to think for themselves, as in science and mathematics investigations and the productivity and pace of their working is good in the majority of lessons. Most pupils are interested in their work. They concentrate well and develop an independence of thought that supports a good knowledge of their own learning. When teaching is unsatisfactory, the quality of these aspects is decreased.

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

31. The quality and range of the learning opportunities provided for children under five is good and promotes high achievement. For pupils in Key Stage 1 and 2, the quality and range of learning opportunities is satisfactory.
32. The curriculum provided is adequately broad, balanced and relevant. National early learning goals are covered and the curriculum meets in full the statutory requirements for National Curriculum subjects and religious education. Appropriate priority is given to the national strategies for literacy and numeracy to raise standards. The effectiveness of its strategies for teaching literacy skills is good. For example, Year 1 and 2 pupils are identified for help with phonics. Extended writing is promoted and additional comprehension is given to targeted pupils in Years 5 and 6. The school has successfully raised standards in literacy. Strategies for developing pupils' numeracy skills are also good. Pupils work in ability groups and upper Key Stage 2 pupils are taught in sets according to their ability. Extra support is given to pupils who have particular needs. The effectiveness of these strategies is satisfactory overall. They have only been recently introduced but their impact on the standards of higher attaining pupils is unsatisfactory in mathematics because the level of tasks is insufficiently demanding.

33. As recommended in the last inspection report all schemes of work are now in place. Medium term planning for all subjects, including personal, social and health education is good. There are clear statements on what is to be learnt and what needs to be assessed to guide future planning. There is adequate provision for pupils' personal, social and health education. Provision for sex education and attention to drugs misuse is in place and special times for pupils to sit in a circle and discuss various issues are currently being introduced across the school.
34. The school provides satisfactory equality of access and opportunity for all of its pupils. Adequate provision is made for pupils with special educational needs to ensure that they have full access to the curriculum. They are supported effectively in classrooms and have satisfactory additional support outside the classroom as appropriate. Their quality of learning is satisfactory. Pupils with English as an additional language are well integrated in the school and make satisfactory progress. Provision for higher attaining pupils is unsatisfactory in most subject areas, with the exception of English. The school is aware of this and has already taken action to make improvements in numeracy.
35. The school provides a satisfactory level of enrichment to its curriculum through its range of extra-curricular activities. Pupils enthusiastically attend chess, choir, dance, football and netball clubs. Particularly good use is made of resources within the community to provide a wide range of planned activities, all of which contribute positively to pupils' learning. All classes visit the local library and a range of historical, geographical and scientific visits take place, including a Year Six visit to a residential centre. Visitors and events in school are varied and include the Shakespeare playgroup, representatives of varying religions and multicultural art workshops. The school also takes part in a range of competitive sports, including athletics and cross-country running. Year Five pupils have been involved in the 'Enfield Sings' performance and Year Six pupils in the Eastern Electricity design technology challenge. Pupils benefit particularly well from contact with a wide variety of students from a range of school-related institutions.
36. Constructive relationships are firmly established with partner institutions allowing for the satisfactory transfer of pupils and documentation between schools. The school is a member of a partnership of local schools and has close links with secondary schools to which pupils transfer at eleven years of age.
37. Provision for pupils' spiritual, moral and cultural development is satisfactory. Provision for their social development is good. All assemblies include an act of collective worship and a time for reflection. The quality of those seen during the inspection varied, but overall they are satisfactory. Religious education promotes well the understanding of the significance of a range of faiths, but opportunities for spiritual development are not planned consistently in other areas of the curriculum. This is similar to the findings of the previous inspection.
38. Pupils are helped to develop a sense of the difference between right and wrong through their part in formulating school and class rules. Staff talk through issues of behaviour with pupils. Assemblies often address moral issues, as when the story of David and Goliath is used as an illustration of bullying. The school also involves the police through the Junior Citizens Scheme in providing assistance with teaching on the misuse of drugs to pupils in Year 6. Adults in the school provide pupils with good role models through their relationships with one another and with the pupils.
39. There are good opportunities for pupils to develop a sense of responsibility both within the school and to the wider world outside. Pupils in Key Stage 2 are represented on the school council, which considers matters of concern to the pupils, such as the

provision of drinking fountains in the playground. Older pupils perform useful tasks to assist in the running of the school, reporting regularly to the office to see what is to be done. Pupils also develop a sense of responsibility to the community through links with Enfield Health Care. They sing carols to long-term patients and invite them to the harvest festival. Gifts from the harvest festival are distributed to the elderly. Pupils also organise their own sales for charities, as well as raising money through singing carols in the town centre.

40. Provision for pupils' cultural development is satisfactory. They are introduced to a range of music through assemblies, and music groups also visit the school. There are opportunities for them to appreciate the work of famous artists, such as Mondrian and Klee, as well as art from non-European cultures, for instance by making African masks. Pupils visit places of cultural interest in the local community and further afield, such as Forty Hall and the Barbican Arts Centre. Opportunities are taken during lessons to emphasise the contribution of a range of cultures, for instance when learning about the major world faiths in religious education or tasting breads from different countries in design and technology. Two year groups have been involved in a multi-cultural arts project. The school has had visitors from other faiths to talk to pupils but it does not visit places of worship of non-Christian faiths within the local community although there have been occasional visits to the synagogue in the past..

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures for child protection and welfare are good. They are satisfactory for the monitoring of academic performance and for pupils' support and guidance in raising achievement
42. Child Protection procedures are in place and are effective. The school welfare assistant provides a high degree of support to individual pupils as with the provision of a wide variety of first aid and pastoral care observed during the inspection. Furthermore, the record keeping aspect of the role is carried out to a very high standard and all medicines are correctly kept under lock and key. Teachers know their pupils well and they are quick to observe any personal difficulties and to take appropriate and remedial action. The school carries out occasional health & safety audits but the records kept of action taken are not sufficiently detailed. The headteacher's premises book indicates that fire practices take place but that the last planned exercise is overdue.
43. Procedures for monitoring and improving attendance are satisfactory overall. However, although the school, with the occasional assistance of the Education Welfare Officer, monitors the individual levels of pupil absence, some of the pupils with the lowest levels of absence have not always been followed up sufficiently.
44. The school has developed a range of effective strategies for the monitoring and control of behaviour. During the inspection, members of the senior management team worked effectively with the parents of two pupils who had been exhibiting unacceptable levels of disruptive behaviour in the classroom.
45. Pupils' educational performance and personal development is monitored informally by the school and is satisfactory overall. Steps are taken to identify individual problems with a range of strategies that include formal assessment and the preparation of Individual Education Plans for some pupils. However, these are not always effectively used in the classroom by some of the teaching staff.
46. There have been improvements in assessment since the last inspection and a clear

policy with guidelines is in place. Effective use is made of entry profiles when children join the nursery and observations of their progress are regularly recorded. Baseline assessment is used appropriately in key areas when the under-fives enter reception classes. This helps to ensure that children are making progress in relation to prior attainment levels. Pupils in both key stages are now assessed regularly in English to identify pupils who would benefit from extra help. Good use is made of the analysis of these tests to improve curriculum provision, such as the 'Book Buddy' scheme for the pupils in Year 2, who require extra support for their reading. This has been effective and is being extended to include pupils in Year 1. The school is developing systems for the assessment of mathematics, science and information technology. Assessment information is also used well to set targets for individual pupils in English and mathematics. This is shared with pupils and their parents. These include useful samples of work, which indicate the extent to which pupils make progress towards their targets. Assessment opportunities are also built into teachers' medium term plans.

47. However, procedures for the effective assessment of pupils' attainment are unsatisfactory overall. There are limited assessment procedures in place for religious education and the foundation subjects. Arrangements for the more frequent, formative assessments of pupils' progress are, with the exception of a recently introduced approach in English, not consistent. Teachers' plans too often do not include a clear assessment focus for judging pupils' levels of skill, knowledge and understanding so that subsequent planning may be modified accordingly. The result is that new work is not always set at the appropriate levels of challenge, particularly for the higher attaining pupils.
48. The school provides a satisfactory level of educational and personal support for most pupils in order to raise the levels of their individual achievement. However, the level of academic support linked to raising achievement for higher ability pupils is unsatisfactory. The school acknowledges pupils' individual achievement through praise given in the classroom and, more formally, in the achievement assembly that is shared with the whole school population every Friday morning. Classroom support assistants and nursery nurses work closely with the teaching staff to monitor the academic and personal progress being made by pupils in the school and, where appropriate, some pupils are identified as having Special Educational Needs. Both these, and pupils for whom English is an additional language, receive a satisfactory level of support and guidance
49. The high level of welfare care provided for pupils has a positive impact on their learning and personal development because it helps them to feel secure and positive about themselves in school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents' views of the school are good as are the school's links with parents. The impact of parental involvement with the school is satisfactory.
51. The parents meeting with the inspectors and the parents' questionnaires provided mixed messages that have been thoroughly tested during the week of the inspection. A significant majority of parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. They also feel that the teachers are good at their job and that the school is well managed. However, a few parents feel that there are some issues relating to behaviour, homework, information provided by the school and the range of activities outside of lessons. Although it is clear that there is some very disruptive behaviour at the school, this is confined to a small minority of pupils and the school has introduced

effective strategies for its monitoring and control. These include a lunchtime detention system, which has been effectively designed and implemented.

52. The issue related to homework is currently under evaluation and the school plans to keep parents informed of any proposed changes in policy. The information provided by the school through the prospectus, annual reports to parents and through regular newsletters is of a good standard and the school reports include sections on academic progress and on possible areas for development. The available range of extra curricular activities at the school is good.
53. Some parents are frequent visitors to the school and provide very welcome classroom support and help in organising and running extra curricular activities. All parents have been invited to enter into a home/school agreement. This is designed to promote improved relationships between the school, parents and children. Several parents were interviewed during the inspection and all had only positive contributions to add to the inspection evidence findings. The school welcomes visits by parents of new children to the school and also offers home-visits as a way of building close links with families of early years pupils. There is a good level of additional support provided for the parents of pupils with special educational needs. They are welcome to discuss any issues in confidence with senior members of the school staff.
54. Many parents play an important part in their children's education by helping them at home. They listen to them read and assist them with occasional project work that is related to a particular topic being studied at school. Whilst the Parent/Teachers Association is only supported by a small minority of parents, the organisation is satisfactorily managed and provides another important link between home and the school. The school's links with parents provides a good contribution to pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school is satisfactory. The headteacher provides strong leadership for the school. She has a clear view of what the school is trying to achieve in terms of an all round education, developing pupils' potential to the full and in providing a happy and secure environment that fosters and develops lively enquiring minds. The school is largely successful in meeting its aims, except that it does not at present fully challenge the gifted and talented pupils. In this work the headteacher is firmly supported by the deputy head and the senior management team, who carry out a good, systematic programme of monitoring of planning and classroom teaching, which is effective in maintaining standards.
56. Subject co-ordinators carry out their roles effectively. They provide good leadership in English, mathematics and science and in the early years. There is also good leadership in physical education, which has been a priority in the school plan. Other subject leaders provide satisfactory leadership, although they have at present limited opportunities to monitor what is happening in the classroom.
57. The role of the co-ordinator for special educational needs is well defined; however, given the time available and the status within the school as a member of the senior management team, the discharge of duties of the postholder is not meeting its full potential. The main areas of weakness are in connection with the review and completion of Individual Education Plans and the level of monitoring of these plans by the co-ordinator.
58. Since the previous inspection there has been a greater involvement by the governing body in the strategic development of the school, but with recent changes in its

membership it has yet to develop fully its role.. Although governors visit the school, they do not always do so with a clear focus and are not directly involved in the monitoring of the curriculum or, for example, of the implementation of the literacy and numeracy strategies. They have initiated a series of presentations by subject co-ordinators, which will raise their level of understanding of what is going on in the school. They have ensured that the school now meets all statutory requirements, including those for a daily act of collective worship. There is an effective school plan for the next three years, which sets out clearly the priorities for the current year and the criteria by which success is to be measured.

59. The school makes sound strategic use of its resources. It links decisions on spending carefully to educational priorities. Over recent years it has built up, through prudent budgeting, a significant level of financial resources. Since the last inspection, it has chosen to spend this money carefully. This cautious strategy has proven effective since several recent large commitments such as the purchase of computers and the development of the Orchard area of the playground has been, in the event, accomplished at less cost than had been originally anticipated. In this way educational priorities are well supported through careful financial management, but the result now is that the school has, at its disposal, larger reserves than can be considered to be reasonable or necessary. Financial projections, which are well documented through the administrative officer to the governors, show that this surplus is likely to be reduced over the course of the next financial year or so. However, the school is now in the position where it can review its strategic plan, and revisit its priorities for spending to better take into account the needs of its current school population.
60. The school's specific grants are used effectively for their designated purposes. The principles of best value are applied soundly in the school's use of resources. For example, in looking at whether the school should consider applying for 'Investors in People' status, managers have examined the costs and potential benefits, and reported to governors. Governors make their decisions to spend money only after carefully considering all the options available and the level of professional leadership from the headteacher into these discussions is good. In April the school will move to a greater level of financial autonomy and it is in a strong position to benefit from this. Its use of information technology is already helpful in making strategic decisions. The governors themselves have a good level of financial acumen, and the full governing body is well informed by its Finance Sub committee.
61. The school has a satisfactory number of suitably qualified and experienced teaching and support staff. Although teachers have received specific training to meet the needs of pupils with special educational needs and support them well, none of the support staff have had similar training. This limits their effectiveness when supporting those pupils. There is a well-planned programme of staff training, which is linked well to school priorities. However, teachers' confidence in their ability to teach computer skills is under-developed. The school has established good systems for the induction of staff new to the school, including those who are newly qualified. The school is also well equipped to provide initial teacher training in partnership with Middlesex University. Appraisal has been carried out, but the school is waiting for further guidance on new procedures.
62. The school's accommodation enables the curriculum to be taught effectively. Most classrooms are spacious, and outside areas and the hall provide good facilities for physical education. A smaller hall is also used effectively for some assemblies, drama and dance. The nursery has good accommodation, but its enclosed play area is quite restricted and there is no outside climbing equipment to encourage pupils' physical development.

63. Resources for learning are satisfactory in all subjects except for information technology where the school has had major problems with outside contractors in setting up necessary equipment. There is a good range of equipment in physical education, which is contributing to the good attitudes and progress of pupils. The library is organised well and is accessible to pupils; it provides good facilities for the development of literacy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

A. Further develop the effectiveness of the overall management of the school by:

- Increasing the level of involvement of the governing body in the daily life of the school so that its contribution to the decision-making aspects of its role is better informed. (Paragraphs 58, 59)
- Improve assessment procedures in all subjects to enable teachers to be more effective with their analysis of the level of learning achieved by individual pupils and to provide valuable support for curricular planning. (Paragraphs 45, 47, 113, 126, 137, 143, 148)
- Re-emphasising with increased firmness to a minority group of parents, the procedures for dealing with occasional incidents of totally unacceptable behaviour by a small group of pupils. (Paragraphs 13, 14, 131)
- Reviewing and further developing the role of the special needs co-ordinator. (Paragraphs 11, 27, 57, 61)

B. Further improve the quality of teaching throughout the school by ensuring that teachers:

- Make full provision for the extension of higher attaining pupils, particularly in mathematics, science, information technology and some of the foundation subjects. (Paragraphs 3, 4, 6, 21, 27, 32, 34, 48, 55, 83, 92,93, 94, 96, 102, 122, 130, 133, 137)
- Improve their personal skills in information technology in order to support their teaching of this subject. . (Paragraphs 19, 128)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. Paragraph references are in brackets.

- Use of number facts and combinations to solve problems (8,89)
- Organisation and recording systems of Individual Education Plans (11)
- Opportunities for spiritual development planned into areas of the curriculum (37)
- Extend range of visits to various places of worship (40)
- Detail of aspects of recording of health and safety checks (42)
- Level of follow up of some pupils with lowest levels of absence (43)
- Use of Individual Education Plans by all staff (45)
- Extending provision for subjects leaders to monitor classroom practice (56)
- Training of support staff to meet needs of pupils with special educational needs (60)
- Lack of outside climbing equipment in the nursery (61)
- Evaluation of how well the library is being used (77)
- Standards of writing for higher attaining pupils in English (83)
- Teachers' understanding of what 'differentiation' actually means (102)

- Range of visual sources to stimulate interest in art (108)
- Consideration of time given art, history and physical education (110, 126, 144)
- Limited aspects of location knowledge in geography (116)
- Time spend in simple tasks or copying out questions in history (125)
- Planned opportunities for pupils to use computers (129)
- Level of compositional knowledge in music (135)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	68

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	56	31	7	1	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)	30	442
Number of full-time pupils eligible for free school meals	0	69

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.5	School data	1.4
National comparative data	5.4	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	42	24	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	40	37
	Girls	22	23	24
	Total	59	63	61
Percentage of pupils at NC level 2 or above	School	89 (86)	95 (89)	92 (94)
	National	82(77)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	38	38
	Girls	24	23	24
	Total	61	61	62
Percentage of pupils at NC level 2 or above	School	92 (86)	92 (97)	94(97)
	National	82 (81)	86 (86)	87(85)

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	33	31	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	21	25
	Girls	27	23	25
	Total	53	44	50
Percentage of pupils at NC level 4 or above	School	83 (75)	69 (71)	79(73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	25
	Girls	24	23	22
	Total	49	47	47
Percentage of pupils at NC level 4 or above	School	78 (76)	75 (80)	75 (79)
	National	68 (65)	69 (65)	75(71)

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	3
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	5
Chinese	2
White	302
Any other minority ethnic group	55

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	18.5
Number of pupils per qualified teacher	28.3
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	180

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30:1

Total number of education support staff	1.0
Total aggregate hours worked per week	25

Number of pupils per FTE adult	15:1
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
	£
Total income	761976
Total expenditure	790837
Expenditure per pupil	1827
Balance brought forward from previous year	116050
Balance carried forward to next year	87189

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	488
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	4	2	1
My child is making good progress in school.	32	59	2	2	4
Behaviour in the school is good.	20	57	16	4	3
My child gets the right amount of work to do at home.	22	49	20	2	6
The teaching is good.	28	61	4	1	5
I am kept well informed about how my child is getting on.	24	52	16	7	0
I would feel comfortable about approaching the school with questions or a problem.	41	43	10	7	0
The school expects my child to work hard and achieve his or her best.	36	57	4	1	3
The school works closely with parents.	20	49	20	10	1
The school is well led and managed.	24	58	8	8	1
The school is helping my child become mature and responsible.	28	54	9	5	7
The school provides an interesting range of activities outside lessons.	15	29	18	16	22

Other issues raised by parents

None applicable.

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

64. There is a wide range of attainment on entry to the nursery class but, overall, the children are entering with a level of competencies and skills that is normal for pupils of this age. On entry to the two reception classes, the children are assessed using the Local Education Authority's Baseline Assessment and results show that standards on entry are broadly average. Standards are higher in speaking and listening skills. In reading and writing standards are below those expected for children of this age. In mathematics the standard is at a level expected for this age group. Children make good progress in the nursery and in both reception classes. The majority are well on the way towards achieving standards expected for their age in the six areas of learning necessary for their development. A significant minority achieve above this.
65. The personal and social development of children is good and standards by the age of five are in line and, for a significant minority, above expectations for their age. They enjoy coming to school and settle well into the secure routines established by staff. They relate confidently to a range of adults and ask for help when needed. Children develop confidence, knowledge and independence through a variety of individual, small group and whole class activities. They settle down quietly and listen well in discussion periods. Most children are keen to answer questions and they listen respectfully to the ideas of others. They are attentive and eager to learn. They co-operate well in play in the home corner, taking turns and sharing equipment. Children behave well and show respect for property and one another. Teaching in this area is good. Teachers expect children to behave sensibly and this has a positive effect on the atmosphere in the nursery and both reception classes. Teachers establish routines well and have clear expectations of behaviour.
66. Children's language and literacy development is good and standards for the majority are in line with expectations for their age by the time they are five. Some achieve above this. Their speaking and listening skills develop well. Staff encourage them to contribute to discussions and listen to one another. Many opportunities are used to encourage children to extend their vocabulary; for example, in the role-play hospital children use the word 'stethoscope' and explain in simple terms what it is used for. They extend their knowledge of stories well and make good progress with their reading development. Many name some initial letter sounds and some use these to identify simple commonly used words. They have the confidence to share books with an adult and, with support, use all the skills they have learned to make sense of the story. Early writing skills develop well. The youngest children make marks on paper to represent words, whilst older children form letters with increasing pencil control. Some higher attaining children write simple words unaided. Teachers have taken care with the introduction of literacy and this is making a significant impact on the quality of learning. Frequent, effectively organised opportunities are given for children to develop their skills.
67. Overall, children are working in line with national expectations for their age in mathematics. Many count in unison up to ten, although few recognise the number of objects in a small group without counting. They know several number rhymes and songs and enjoy singing these with accompanying actions. Children gain appropriate knowledge of capacity with practical experience with sand and water. They learn the properties of simple shapes through building models and using jigsaws. Many children copy numbers reasonably accurately. Teaching is good in this area of learning.

Practical activities are well developed by teachers to enable children to investigate and record number, shapes and measures.

68. At an early stage, children are given appropriate opportunities to develop their knowledge and understanding of the world. They develop their investigative skills well through looking at everyday objects, such as plants, pinecones and shells through a magnifying glass. Children make reasonable attempts at copying features of these through their drawings and begin to understand the difference between natural and man-made objects. They gain a deeper understanding of the passage of time by comparing old and new toys. Activities in the hospital home corner support their understanding of the wider world. Children become more aware of the main features of a town, such as shops, restaurants, schools and churches and include these on simple maps. Computer skills develop appropriately and many children are confident in operating a simple 'paint' programme with appropriate use of the mouse. They develop skills such as cutting, joining and building to make models that they plan orally. Overall by the age of five, children achieve standards in relation to this area of learning that are in line with expectations for their age. Teaching is good. There are good systems in place for keeping children on task and encouraging interest during sessions.
69. In physical development, the majority of children are well on their way to achieving the goals expected by the age of five, with some on course to achieve above this. They use constructive toys and malleable materials with appropriate tools and demonstrate good manipulative skills and hand-eye co-ordination. Children develop confidence and co-ordination in moving to music well. In the reception classes, children enjoy the new experience of working in the school hall and quickly develop a clear awareness of space and consideration for others. They develop firm control over large body movements. The quality of teaching physical development is good. Teachers plan carefully, with due regard to safety. They know what they expect children to learn from the activities provided and make this clear to the pupils.
70. Creative development is good and most children achieve in line with the standards expected for their age, with some achieving above this. They produce bold and lively pictures of themselves. Children make the most of opportunities to explore colour, texture and shape through working with a wide range of materials to create collages and models. In music, children know a range of songs from memory and they sing tunefully and listen well. They are enthusiastic about listening to music, such as Glenn Miller's 'Little Brown Jug' and they move and clap in time. The quality of teaching and creative learning is good. Teachers listen carefully to what children have to say and lead them to explore new ideas and express these through a variety of media.
71. The quality of teaching for children under five is good overall. Teachers are positive in their approach to children. Relationships between staff and children are good and the good management of children produces a stable atmosphere conducive to learning. Teachers have high expectations of good behaviour and children are encouraged to persevere with activities. There is sensitive support for pupils with special educational needs and those who speak English as an additional language. Teachers have a good understanding of the learning needs of young children. Non-teaching support is good, and staff work together as a team. Planning closely follows national guidance. Learning objectives are clear, and resources appropriately identified and used well.
72. There has been considerable improvement in the teaching of the areas of learning for children under five since the last inspection report in 1996. The main weaknesses were teachers' planning, which was underdeveloped and lacked clear objectives, inconsistencies in the recording of pupils' skills on entry, and insufficient use of

assessment to inform future teaching. Teachers' planning for under-fives is now effective. It is based on nationally recommended areas of learning and incorporates the national guidelines for what young children should be able to do. Activities are carefully planned with clear intentions about what the children are expected to learn. Good use is made of entry profiles in the nursery and the Local Education Authority's baseline assessment to identify children's abilities and to plan activities that meet their needs. Observations of children's progress are consistently and carefully recorded.

ENGLISH

73. Standards in English are above average by the time pupil's leave the school at the end of Key Stage 2. They are above average by the end of Key Stage 1. In the 1999 national tests for pupils aged seven, standards were average for writing and above for reading when compared with all schools. In writing, fewer pupils achieved the higher level (level 3) than achieved nationally. They show that, compared with schools with a similar background, standards are average for writing and above for reading. National tests results at the age of eleven in 1999 show standards, including pupils achieving the higher level (level 5), are above average. In comparison with similar schools, their performance was above average.
74. By the end of Key Stage 1, standards of speaking and listening are above average with most pupils able to respond well to questions and ideas in discussions. They are keen to talk about their work at the end of lessons. They listen to each other with care and progressively become confident speakers in a variety of situations. They enjoy role-play based on the class story. Most of them recall details of the characters and narrative using a wide and appropriate vocabulary.
75. By the end of their time in school, standards of speaking and listening are above average. In Year 6, pupils understand the meaning of a wide range of words and express well thought out opinions, for example, when they present arguments against destruction of the world's rainforests. They share opinions and ideas and value those of their peers. Pupils' attitude to this subject is good.
76. Pupils make good progress in learning the skills of speaking and listening across the school. In Year 1, pupils re-tell the story of Red Riding Hood with confidence. Year 3 pupils make good use of formal English to explain antonyms. In Year 4 pupils talk confidently about the differences between fables, myths and legends. Year 5 pupils are well able to articulate how characters feel at a particular point in a story. Pupils' ability to listen carefully to the teacher and to their classmates develops well.
77. Standards in reading at the end of Key Stage 1 are above average and most pupils read simple texts with some confidence and fluency. The majority acquire a good range of initial letter sounds and use these well to tackle new and unfamiliar words. Pupils begin to show preferences for different types of books and most have little difficulty in discussing characters and plots in stories. By the end of Key Stage 2, the majority of pupils are fluent readers and standards are above average. Pupils show a real understanding of a range of literature and are able to identify key features and themes in stories. They begin to develop skills of inference and deduction in their reading. Most pupils know how to use reference systems effectively to gain information they require for their work. The provision of the good school library enhances this progress, although there was little evidence of the library being used during inspection week.
78. Pupils make good progress in learning to read. Year 1 pupils build on previously learned skills to tackle simple problems with increasing confidence and accuracy. By year 3, pupils use a variety of approaches to interpret new and unfamiliar words. Most

pupils in Year 4 read accurately and fluently and can describe the characters in the books they read. In Year 5, pupils know the difference between fiction and non-fiction. Research skills build up well as pupils move through the school.

79. Standards of writing are average by the end of Key Stage 1 with a significant minority of pupils on course to achieve above this. By the age of seven, pupils understand the importance of organising their work so that it follows a sequence and many write interesting sentences. Pupils make regular use of full stops and capital letters. They apply their knowledge of work patterns and letter sounds to improve their spelling. Commonly used words are usually spelt correctly. Handwriting is not joined but is usually well formed and well presented.
80. By the time pupils leave school, standards in writing are above average. Pupils in Year 6, competently plan, edit and revise their work, improving the quality. Through the written word they convey the feelings of others effectively, such as those of the people on board the Titanic. They understand a range of narrative and literacy techniques used by authors, such as the development of a 'cliff hanger' in a story and use these in their writing. They develop their ability well to write in different ways. For example, through analysing samples of historical fiction, they learn to write in the historical genre. Work is generally well presented, well organised into paragraphs and punctuation is used correctly.
81. Pupils make good progress in their writing. In Year 1, pupils compose simple and interesting sentences. Handwriting, spelling and punctuation develop well. Writing is well organised in Year 2. Pupils learn to map out a plan of a story before they begin. In Year 3, pupils develop their knowledge of story structure and narrative conventions well. Year 4 pupils use words adventurously and to good effect in their writing. Their comprehension skills develop appropriately. Handwriting is generally well formed and joined. Year 5 pupils are well able to tackle a wide range of writing tasks including poetry and play writing. By the end of Key Stage 2, pupils use effective argument, commentary, narrative and dialogue.
82. There has been a significant improvement in the teaching of English since the last inspection. The main weaknesses were the lack of clearly defined structure and purpose to some lessons, and inconsistent assessment practice. Teaching is now good overall and lessons are well planned with a clear focus. The national literacy strategy has been well understood and implemented by teachers to provide lessons with a clear structure and purpose. As a result, standards overall have improved at Key Stage 1 and the good standards have been maintained at Key Stage 2. Standards of speaking and listening, which were sound at the last inspection, are now good throughout the school. The good standards of reading have been maintained in both key stages and standards of writing have improved at Key Stage 2. There have been some improvements in assessment since the last inspection. School and national tests are used well to identify pupils who require support and to identify strengths and weaknesses in planning. Systems to assess pupils' progress have been introduced recently and provide a secure assessment base from which to work for the future. Overall, the school sets realistic targets for improvement in English for pupils of all abilities.
83. The quality of teaching is good overall. Teachers have a secure knowledge and understanding of English and use this effectively to produce efficient learning. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. Teachers expect pupils to behave well and examples of high expectations of pupil's work and behaviour are seen in Year 6. The only weak aspect of teachers' expectations is in relation to standards of writing for

higher attaining pupils, particularly in Key Stage 1. These are inconsistent.

84. Teachers plan lessons carefully and are clear about what they expect pupils to learn by the end of the lesson and this is shared with the pupils. In both key stages, the development of the literacy hour is effective and is particularly successful in developing pupils' critical awareness of the texts that they read. All the elements of the literacy hour are well managed, which adds depth to the pupils' learning. Teachers adapt the hour appropriately to suit the abilities and ages of pupils as, for example, with the increase in time for extended writing. This allows pupils to produce coherent and sustained pieces of writing. Teachers also make sure that pupils develop their literacy skills across other areas of the curriculum, for example, with extended writing on Buddhism in religious education.
85. Teachers organise their lessons well and use a variety of teaching strategies to keep pupils interested. Effective use is made of questioning to help pupils clarify ideas and to provide further information. Teachers are enthusiastic about their teaching of English. Where this enthusiasm is at its highest, as in a lesson in Year 6, a well-chosen story, together with informed analysis, gripped the pupils' interest and imagination. Teachers generally manage pupils well. They treat them with respect and value their contribution; as a result pupils pay good attention to the teacher and listen carefully to one another.
86. The acting literacy co-ordinator has worked hard to ensure the national literacy strategy is implemented successfully and has organised useful resources to support this. She has monitored carefully the national strategy in the classroom and appropriate changes have been made in order to raise standards.

MATHEMATICS

87. Overall standards in mathematics are satisfactory in both key stages. National test results over time show the school's standards have remained broadly in line with national averages at the end of both key stages. While the school is likely to meet its target for the Year 2000, this is insufficiently challenging to raise standards significantly. There has been little change in standards since the last inspection report. The school is taking positive steps to address the situation through a clear action plan introduced in autumn, 1999.
88. In the 1999 national test for seven-year olds, the school's standards were close to the national average. Compared with those of similar schools, the results are average. In number work, most pupils recognise and understand place value to two digits by the end of Year Two. Mentally they add one digit numbers with speed and confidence. Most explain 'how' to do this though not 'why'. Most pupils understand simple addition, subtraction and multiplication operations using tens and units. In work on shape, space and measurement, pupils recognise and draw two-dimensional shapes and use appropriate mathematical terms to describe them. Using criteria such as number of corners and sides, they classify them accurately. Centimetre units are used to measure with reasonable accuracy.
89. National test results in mathematics for the eleven-year olds in 1999 were close to the national average though below those of similar schools. The number of pupils attaining the higher levels was similar. By the end of Key Stage 2, most pupils have a firm understanding of place value to four figures and relationships between fractions and decimals. They round up decimal points to whole numbers and multiply decimal fractions by tens and hundreds. Higher attaining pupils have a good knowledge of multiplication facts and quick recall of this knowledge is confidently applied to problem solving situations. Other pupils struggle with this process. Pupils work on shape

successfully to sort two and three-dimensional designs appropriately according to their properties. In data handling, they accurately present information in tables and make satisfactory use of graphs to communicate this information. Their ability to solve problems by extracting and interpreting information is limited. An understanding of probability and its associated language is well developed.

90. Pupils show a positive attitude to mathematics and the majority demonstrate good levels of concentration for their ages. They sit quietly and listen well during whole class introductions. This contributes significantly to the progress they are making. Responses to teachers' challenging questions are generally good. Pupils enjoy demonstrating their grasp of mathematical vocabulary and mental arithmetic skills. Year 2 pupils confidently explain how they arrived at solutions and set challenges for others. Older pupils are not so confident in whole class situations. Few are given the opportunity to challenge or add to the understanding of others. Pupils organise themselves quickly when working on various activities and many make good use of learning time. They share resources and ideas and confidently ask questions that help them to learn effectively from one another. Most pupils know how to explain what they are doing. The majority of pupils are well behaved. In a Year 3 class, however, pupils' concentration skills and awareness of others is underdeveloped. They do not listen to others readily because the teacher's expectation of pupils' attention and response is unsatisfactory. As a result, this hinders the progress these pupils make in lessons.
91. The quality of teaching seen during the inspection was good overall. This shows an improvement since the last inspection when teaching was judged to be satisfactory. In over three-quarters of the lessons seen teaching was good. One lesson in Key Stage 2 was unsatisfactory as a direct result of pupils' lack of concentration that significantly hindered their learning. Teachers' subject knowledge of number is good and there is a sharp focus in lessons on precisely what is to be learnt. This is shared with pupils so they know exactly what is expected of them. Teachers are effectively developing pupils' mental calculation skills and knowledge of how numbers relate through good questioning techniques. Their questions are used skilfully to encourage pupils to extend their thinking as with 'What sum can we use?' 'What happens when you multiply a decimal fraction by a 100?' Resources such as number lines and cards are being used effectively in all classrooms to develop pupils' understanding of place value and number order. Pupils use them well to practise mathematical operations and confidently demonstrate what they already know. Good use is also being made of mathematical vocabulary to develop pupils' conceptual understanding.
92. In most classes there are firmly established rules of behaviour and teachers manage behaviour well and create positive learning environments. Though the pace is often good at the start of lessons this is not always maintained when pupils work independently. Progress is best where teachers give pupils a set time to work at a task. While the match of task to pupils' varying abilities is better than at the time of the last inspection, it lacks refinement both in the introductory sessions and in the main activities. Groups of pupils find the task too difficult or too easy. This applies to higher attaining pupils in particular.
93. The overall quality of learning in lessons is good. All lessons focus on aspects of number work and progress is good across the school. In Year 1, pupils make sound progress ordering numbers and practising simple subtraction using numbers one to ten. Related terms such as bigger, biggest are understood. Year 2 pupils make good progress combining tens and units. However, there is some confusion in pupils' understanding of how to separate tens and units when adding them and in applying the rule 'add the biggest number first'. A significant number of Year 3 pupils already understand the positional value of three digit numbers and Year 4 are counting on in thousands. They are still unsure of what the term 'difference' means. Year 5 and Year

6 pupils make good progress exploring the relationship between whole numbers and decimals fractions. Across the school the work given to lower attaining pupils is usually well matched to pupils' needs and pupils with special educational needs are well supported. They make sound progress, as do pupils with English as an additional language. However, the level of task is undemanding for higher attaining pupils.

94. The quality of learning over time is satisfactory. The school is starting to make good progress in areas that it is targeting such as pupils' knowledge of number and their ability to use appropriate mathematical language. Although standards are beginning to rise, standards in shape, space and measure are satisfactory for all but the higher attaining pupils who are insufficiently challenged across the school. Satisfactory improvements have been made in upper Key Stage 2 where standards were judged to be unsatisfactory in the last inspection report. The interpretation of data remains a weakness, particularly in upper Key Stage 2.
95. Mathematics is well managed by an enthusiastic and competent co-ordinator. A good range of strategies is in place for raising standards. For instance, all teachers have been observed teaching and support identified. Strengths and weakness have been audited and an action plan drawn up. Realistic targets have been introduced except for higher attaining pupils and those in Years 5 and 6 are taught in small teaching groups where extra support is given to individuals. The effectiveness of these strategies is satisfactory rather than higher because of the lack of emphasis on raising standards for higher attaining pupils. The school is aware of the need to put in place a whole school system of classroom based assessment to enable teachers to match work closely to the pupils' different learning needs. The contribution made by other subjects to pupils' competence in numeracy is satisfactory. A good example is seen in science where pupils focus on gravity and falling objects to produced charts of their findings.

SCIENCE

96. Standards in science are average by the end of both key stages. The national test results for last year's pupils are similar. They show that science is average in comparison with all schools in both key stages. Standards in science are similar to those attained by pupils at the time of the last report. Test results over the past three years indicate that standards have been maintained in both key stages and that they are similar to those recorded at the last inspection. The school sets realistic targets for improvement in science for pupils of average and lower ability but it does not ensure that higher attaining pupils reach their maximum levels of achievement. As a result, test results compare unfavourably with those of similar schools.
97. The progress that pupils make with their learning is satisfactory overall. In the reception classes, they begin to develop their skills of observation and discussion as with their work with magnifying glasses and seashells. In Year Four, they work out ways of determining the effect of gravity on falling objects and record their responses in chart form. By Year Six, pupils have a sound understanding of the concept of a fair test and are confident in making predictions about what they might find as a result of their investigations.
98. Younger pupils in Key Stage 1 learn to recognise the simple similarities and differences between common animals and increase their knowledge and understanding of the correct names of various animals and their young. By Year Five, pupils know about the basic differences between vertebrates and invertebrates and understand why bones are an important part of animal structures. Older pupils in Key Stage 2 develop a secure knowledge of the correct scientific names for parts of the body and learn to recognise some of the causes and effect of inappropriate foods on

the health of their teeth.

99. By the time that they are in Year Six, pupils have a clear understanding of the solar system and of the benefits and dangers of the sun's rays. They recognise the process of photosynthesis and have a reasonable understanding of electrical circuits and of the variety of ways in which this power source is used in the world around them.
100. The quality of teaching is satisfactory overall. Teachers have a secure basic knowledge of the subject although the majority do not have particular qualifications in science. They make regular use of correct subject specific words and, as a result, pupils' knowledge and understanding of the technical aspects of science is enhanced.
101. Most teachers make clear to pupils what they expect them to learn by the end of the lesson as in a Year Two lesson on simple reproduction of animals and their grouping, for example. Where teaching is particularly good, teachers expect high levels of behaviour in lessons and set clear targets for achievement in the time available. When this happens, the productivity and pace of working of pupils is increased and secure learning occurs. Good examples are seen in Year Five when pupils are set work on animals with and without backbones.
102. The quality of teacher's planning is sound overall but there are weaknesses in some teachers' understanding of how to plan successfully for pupils of different abilities. A number of teachers are not clear about how to set work at different levels and, as a result, this has a negative effect on the acquisition of skills, knowledge and understanding of higher attaining pupils in particular.
103. Most teachers use an effective range of teaching methods to ensure that pupils maintain interest, concentration and independence in their learning. A number of teachers make good use of searching questions to stimulate and extend pupils' intellectual and creative skills and good examples of this approach are seen in Year 6 lessons on dental care.
104. Most teachers' management of pupils is satisfactory. They respond positively to pupils' suggestions and speak to them pleasantly. They encourage an enquiring and investigative approach to scientific studies and teach pupils to make careful observations. When management of pupils is weak, as in a Year Three lesson, pupils lose interest, do not concentrate and make little progress because they are not encouraged to listen carefully to what is being said. Most teachers are beginning to make appropriate use of assessment to inform their knowledge of the level of pupils' progress through their use of newly developed strategies to assess pupils' investigative skills but this is an area for further development.
105. Pupils' attitudes to science are satisfactory in the majority of classes throughout the school. They develop secure study skills and work peacefully together. They treat measuring and other scientific equipment sensibly and actively support each other as they investigate various aspects of their studies. Most pupils listen carefully to the instructions of their teachers and wait their turn when using science materials.

ART

106. Pupils of all abilities make satisfactory progress in art at both key stages. By the time they leave the school, the quality of their art is at a level expected for pupils of this age. The subject was not reported on at the last inspection so progress since then cannot be evaluated.
107. Younger pupils learn how to mix colours, use and combine different materials and to use different techniques. In the reception class, they draw 'roller-coasters in the rain', 'the sun coming up', 'the rain stopping' and 'fireworks'. They study the work of those from other countries such as the Swiss artist Paul Klee and then produce their own work in a similar style. They use wax crayons to draw the 'earth, sun and the moon', finishing with a black colour wash. They draw pastel pictures of themselves using colours that match their mood. This helps their work in English, extending their knowledge of descriptive words. In Year 3, pupils use primary colours, and rectangular forms to imitate the abstract work of Piet Mondrian. Year 4 pupils paint from inspiration, as when they read the poem 'Pearlie Mountblossom'. Year 5 pupils explore aspects of other cultures such as tap cloths from the Pacific Islands. This use of line, pattern and design, utilising stripped bark helps pupils to develop their awareness of the environment.
108. Older pupils develop their drawing skills and increase their awareness of techniques and styles used by other artists. Pupils' drawing skills develop at an appropriate pace. Observational drawings of different types of footwear and patterns have detail, tone and perspective, and the use of shading creates a good sense of depth. Pupils revisit techniques and apply them in their own way. By the end of Key Stage 2 pupils make 'hidden' pictures of the kind of careers they would like to have when older, using two contrasting colours. Throughout the school pupils also use computers to draw and create images. They become increasingly confident in using the correct terms such as 'technique' and 'pattern', and the higher attaining pupils, in particular, evaluate their own work. Most pupils work particularly well with crayons and pencils, but pupils could do better if there was a greater selection of visual resources to stimulate their interest.
109. It was not possible to see sufficient lessons in art, especially at Key Stage 2, to make an overall judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observation of teacher's documentation and pupil's art on display, show that art is appropriately taught at both key stages and that pupils' attitudes towards the subject are good. Teachers' planning is satisfactory. Much of the work on display shows that different techniques and media have been used.
110. Older pupils have limited opportunities to pursue their interests in art. The management of the subject is sound overall, but there is insufficient monitoring and evaluation of teaching and learning. Further progress is also inhibited by the lack of time given to the subject, especially at the end of Key Stage 2.

DESIGN AND TECHNOLOGY

111. By the time pupils leave the school the standards they achieve in making and designing are as expected for their age. They understand the need to make plans, to modify these plans and to choose appropriate materials, for instance in Year 6 when they make a charity box which will light up when a coin is dropped into it. Pupils of all levels of attainment modify their plans in the light of their experience.
112. Pupils at all levels make satisfactory progress in design and technology in both key stages. Pupils in Year 1 begin with designs of Christmas cards, which they then make using a range of materials. In Year 2 they make puppets following a stencil provided

but using a range of textiles and decoration. They are also able to evaluate different kinds of bread from a range of cultural backgrounds when planning their 'healthy sandwich'. Pupils in Year 4 design their own pizza toppings and visit a local pizza establishment to make them. Year 5 pupils design bridges using a range of materials and test them for their effectiveness.

113. Pupils' attitudes are good. They enjoy design and technology and work well together in pairs or groups. They listen well and maintain their concentration in lessons. Teaching is satisfactory at both key stages. Teachers use resources well, for instance using recycled household materials in the models of charity boxes. They plan activities appropriate to the needs of their pupils that promote steady progress in the development of skills. They use classroom assistants well, particularly with younger pupils, either supporting individuals, including those who have English as an additional language, or working with a group on a specific activity. When teaching has a weakness, it is when an introduction to an activity is too long to maintain the interest of pupils. There is not any systematic assessment of pupils' attainment in design and technology in both key stages to assist teachers in planning the next stage of work to promote pupils' learning. Good improvement has been made since the last inspection, when attainment in design and technology was below expectations and there was no scheme of work.

GEOGRAPHY

114. Pupils make satisfactory progress with their learning of geography in both key stages. By the time they leave the school, the quality of their knowledge and understanding of the subject is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
115. In Key Stage 1 pupils develop their geographical skills and knowledge of the locality. By the end of Year 2, they use a range of geographical terms such as island, hill and mountain successfully to describe and draw human and geographical features. They also have a basic understanding of the concept of an island. While most are able to express an opinion of what they like and do not like about a locality, few can give geographical criteria.
116. By the end of Year 6, pupils know how to use an atlas to locate world continents. They have a reasonable understanding of the difference between weather and climate and are aware that the world is divided into climatic regions. Environmental issues relating to world rainforests are understood and pupils express differing viewpoints about their destruction. Despite having mapped rainforests from world atlases, their knowledge of their location is limited. Similarly, having drawn a map of South America and recorded physical and human features accurately they have little recall of the information.
117. In the few lessons seen pupils demonstrated confidence in asking questions about their work as in a Year 4 lesson on the Beaufort wind scale. Although pupils organise themselves quickly and explain what they are doing, their concentration skills waver. Many have difficulty in applying themselves for extended periods of time. This limits the progress that they make. However, their behaviour is satisfactory overall.
118. It was not possible to see sufficient lessons in geography to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observations of teachers' documentation and pupils' geography, show that teaching in geography is satisfactory. Teachers make clear to pupils what they are to learn in lessons and, in doing so, inform them of what is important. Pupils are positively encouraged to ask questions so misunderstandings can be clarified and

existing knowledge shared. In Year 4, pupils learn to interpret and use weather data. This involves obtaining information from the BBC Online Weather Centre and so reinforces their information technology skills. Good pupil management based on well-established rules and positive relationships gives pupils the confidence to do these things. In the few lessons seen, teachers encourage pupils to make good use of their time by working at a brisk pace. Some pupils do not always achieve this rate of working and this detracts from the progress that they make.

119. Though teachers plan their lessons appropriately overall, they do not ensure that the tasks set closely match the learning needs of all their pupils. All pupils are given the same task and often work at the same level. This is partly because there is no curriculum skills list or system of assessment in place to inform planning within and across year groups. Lower attaining pupils and pupils with special needs are well supported in lessons but higher attaining pupils are rarely challenged. In the instances where different work is set for different ability groups it is pupils' language or drawing skills that are extended and not their geographical skills or knowledge.
120. Pupils' work demonstrates that the quality of learning is satisfactory as pupils move through the school. Pupils build up a sufficiently wide range of geographical vocabulary over time. In early Key Stage 2 pupils use the terminology acquired in Key Stage 1 to describe and map their environment. By Year 5 their vocabulary includes abstract terms such as tributary and confluence. Their mapping skills also develop appropriately. While Year 1 pupils locate places on a simple classroom plan with help from others, Year 3 pupils draw their own with a layout out that is good but with little sense of proportion at this stage. Signs and symbols are introduced in Year 3 and, by Year 5, pupils recognise and use ordinance survey symbols. In work on weather, pupils in Year 4 define what is meant by weather and, by Year 6, they distinguish between weather and climate. Pupils' geographical enquiry skills however are not consistently built up. As a result, this limits their ability to gain the most from the information that they acquire. This is most noticeable with higher attaining pupils in Key Stage 2.
121. The management of geography is satisfactory. The co-ordinator is enthusiastic but has no allocated time to monitor teaching. This is important because the quality of learning across the year groups is not always consistent. Resources have been updated as suggested in the previous inspection report.

HISTORY

122. The progress that most pupils make with their learning is satisfactory in history in both key stages. This level has been maintained since the last inspection. By the time they leave the school, the quality of their work is at a level expected for pupils of this age. However, the level of achievement that higher attaining pupils make is not as high as it could be.
123. Younger pupils develop a sense of chronology and understand that things and people change over time. They compare old and new as when examining the differences between houses in the past and their own homes. They learn about famous people in history such as Florence Nightingale, and understand the things they did that made them important people. They use different types of historical evidence including photographs, artefacts and video when studying events such as the Great Fire of London. Older pupils build on their knowledge of historical events over a longer time scale and find out about periods of history including the Ancient Greeks and the Tudors. They acquire a sound level of factual information about the daily lives of

people in the past.

124. Younger pupils spend too much time drawing instead of working on challenging writing tasks and this detracts from the level of progress that they make. Older higher attaining pupils do insufficient independent research that lessens the impact that such an approach has on their writing.
125. Observation of a few lessons, discussions with pupils and teachers about their work, and observation of teachers' documentation and pupils' work in books and on display, show that history is appropriately taught at both key stages and that pupils attitudes towards this subject are good. Teachers plan activities to help pupils look at evidence, and help the pupils to weigh up the evidence available. They plan the lessons so that pupils are able to draw on their skills in other areas and subjects such as speaking and listening, information technology and art. However, too much time is spent in simple tasks or in copying out questions. Most teachers make good use of displays to show pupils' work, such as the work done by all years towards the centenary display that shows what the pupils consider to be the defining events during each of the decades of the last century.
126. Further progress in the subject is inhibited by the time devoted to it, especially towards the end of Key Stage 2. Although the named person overseeing the subject monitors teachers' planning there is insufficient assessment and evaluation of the quality of teaching and pupils' learning in history.

INFORMATION TECHNOLOGY

127. Pupils of all abilities make satisfactory progress in information technology at both key stages. By the time they leave the school, the quality of their use, knowledge and understanding is at a level expected for pupils of this age. This is an improvement since the last inspection. However, there is a difference in attainment between pupils. Those who have access to computers at home show knowledge and skills higher than some of those who do not. The school tries to remedy this by having a paired system whereby two pupils of differing attainment work together. This is often helpful to both pupils.
128. The confidence of teachers in their own ability to teach pupils computer skills in particular has improved since the last inspection but it is still under-developed. This is due, in part, to the lack of provision and availability of reliable hardware to support them in their work. The hardware situation is improving and, during the inspection, new equipment was in use in several classes. Information technology now makes a satisfactory contribution to other subjects of the curriculum.
129. By the end of Key Stage 1 all pupils increase their understanding of computers. They show competence in using the keyboard to write simple sentences or in using the mouse to click on icons. By the end of Key Stage 2 pupils are aware of the use of information technology in everyday life. They are particularly aware of the Internet and its use. They use word-processing to draft and publish their work. Most know how to save and print their files and locate letters on the keyboard. Pupils are familiar with the menu on the screen. Many use CD-ROM to retrieve information and use databases to support their learning, for example, in the weather topic in geography. Many pupils begin to use the Internet with increasing confidence and send e-mail to others in other classes in the school. Progress is still inconsistent however, and this reflects the lack of planned opportunities available in and out of lessons for pupils to use the computers.
130. Pupils' response to information technology is satisfactory. They like working with computers. They work sensibly together and the pairing of a more skilled pupil with

one less so usually works well as pupils demonstrate and offer advice to each other, although sometimes the more skilled pupils spend too much time doing this. Pupils treat equipment with care and they are keen to take their turn on the computers.

131. Few lessons in information technology were seen to make a judgement on the overall quality of teaching, especially in Key Stage 1. However, discussions with pupils and teachers about their work, and observation of teacher's documentation, including their assessment records, and scrutiny of pupils' work, show that information technology is appropriately taught at both key stages. The usual method of teaching the subject is for teachers to spend a short session during the week explaining and demonstrating a new skill. The pupils are then given opportunities to practise new skills in pairs during the week. This is a secure way of ensuring that pupils acquire new knowledge and understanding appropriately. These skills are further developed as pupils apply them in different subjects such as history and geography. Teachers are careful to explain what the pupils need to do. They usually make good use of the time available, although sometimes poor class management means that this precious time is wasted as, for example, in a lesson in Year 5 database lesson where a small group of boys deliberately disrupt the teaching. Teachers try to ensure that pupils have a written note about the key facts, but sometimes the language used is too difficult for all to follow. Some pupils do not understand what they have written. Older pupils' notes on 'browsers' are an example of this.
132. Arrangements for the evaluation and improving of performance are satisfactory. The subject co-ordinator has sustained enthusiasm in spite of frustrations over the purchase and installation of equipment. The subject has an appropriate profile in the school, which now has sufficient computers. National Curriculum requirements are being met. The school has devoted a lot of time and energy in devising a strategy for teaching the subject across the school. This is now in place and teachers are enthusiastic about the advances that they expect to make now that resources are available.

MUSIC

133. The progress that most pupils in both key stages is satisfactory. By the time they leave the school, the quality of their singing, playing, composing and listening is at a level expected for pupils of this age. However, the level of achievement that higher attaining pupils make is not as high as it could be. The standard of attainment achieved is not as high as reported in the last inspection. This is because of the lesser emphasis on higher attaining pupils and because the school does not have staff with sufficient experience or qualifications to teach music to the same standard as previously. The present arrangement allows a music specialist to teach older pupils and this helps to maintain a reasonable balance of teaching quality.
134. By the time they reach Year 2, pupils know a reasonable range of songs that they sing with increasing confidence. They sing some songs from memory. Pupils begin to pitch their voices to follow the pattern of the melody and develop an awareness of the need to vary the volume and speed to suit the mood of their song, as with their train song in a Year Two lesson.
135. By Year 6, pupils sing well and over a range that exceeds an octave. They maintain the melody through the song and know an increasing number of songs by ear. They demonstrate an awareness of style and occasion with their singing, for example, in choir sessions. Pupils know how to maintain rounds in two parts and how to maintain independent musical lines with relative ease. However, pupils' knowledge and experience of composition with the use of musical instruments is less well developed although they have some experience of developing their own notation for music that

they create. Pupils develop a reasonable knowledge and understanding of the difference between types of music such as classical and folk and they have a limited awareness of different composers and range of music by the time they leave the school.

136. The quality of teaching of music is satisfactory overall but with strengths with particular teachers such as the music specialist. The school makes good use of his skills to enhance the quality of pupils' learning. Where teaching is strong, the teacher ensures that lessons move at a quick pace that encourages pupils to retain interest and enjoy their lessons. Teachers expect pupils to respond quickly to instructions, as in a Year Two lesson. This encourages pupils to concentrate closely and so gain the maximum value from their lessons. In a Year One music lesson, the teacher makes a point of taking up pupils' ideas and suggestions. This has a positive effect on the creative learning of individuals and the group. It also helps pupils to understand about their own development and to be aware of how well they are progressing with their music.
137. Teachers' planning for music is generally secure but they do not make sufficient provision for the higher attaining pupils. Pupils who are naturally musical, or who have had the advantage of previous learning, are not generally advanced from that point. This is because teachers do not recognise the difference in starting points of pupils musically and this slows down the levels of achievement of the higher attaining pupils. Teachers do not have a consistent system of assessment in place to ensure that they know the levels of achievement of each pupil. This detracts from teachers' ability to guide pupils towards the next step of their learning and also to plan future lessons effectively.
138. Pupils enjoy lessons and their response to music is satisfactory and improves as they move through the school. Where listening skills have been developed successfully as with the choir, pupils concentrate well, react quickly and thoroughly enjoy their music. Most pupils are well behaved in music lessons and respond positively to each other.

PHYSICAL EDUCATION

139. During the inspection it was possible to observe only gymnastics in Key Stage 1 and gymnastics and games in Key Stage 2. However, from discussions with staff and the examination of documents it is clear that the physical education curriculum is broad and mainly balanced, although opportunities for outdoor and adventurous activities are limited to a residential visit in Year 6.
140. The standards achieved by the oldest pupils in Key Stage 1 are as expected for pupils of this age. Pupils carry out a satisfactory range of movements including turning and spinning. Pupils make good progress in both key stages because of good demonstrations and evaluations by teachers. Classroom assistants also monitor pupils' performance well, helping to promote high standards.
141. By the time they leave the school, physical skills are at a level expected for pupils of this age. About ninety per cent of pupils achieve the National Curriculum requirement in swimming. In gymnastics the oldest pupils develop a sequence of movements, working both on the floor and on apparatus at different levels. They show satisfactory ball skills when working at volleyball, and a significant minority of higher achieving pupils have good skills. They are also beginning to develop an understanding of the strategy of the game because of appropriately chosen activities. Pupils have a sound understanding of the effect of strenuous activity on their bodies and understand the need to warm up and cool down after exercise.

142. Pupils have good attitudes to physical education, which helps their learning. At Key Stage 1 they work well together and enjoy activities. They show a good awareness of safety, for instance when getting out and putting away equipment. At Key Stage 2 they respond well to instructions and work well at group activities when practising skills. They maintain their concentration well.
143. The quality of teaching is good at both key stages. Teachers provide good models for pupils both in gymnastics and games. Although there is no formal assessment, teachers evaluate pupils' work well in lessons and also provide opportunities for pupils to assess and refine their own work. The majority of teachers control and manage classes well. They show a good awareness of safety when working in the hall. There is generally a good pace to lessons. Where teaching has a weakness, it is when the teacher does not manage the class well enough to ensure that pupils are kept active as in a Year 3 lesson, for example.
144. The school has made good progress since the previous inspection. There is now a co-ordinator who has a good understanding of the subject and offers good support to other teachers. There is also a scheme of work which provides good guidance for teachers and helps them ensure that pupils learn effectively. Opportunities for pupils to evaluate their own work have also been introduced, which promote good progress. The school has built up good resources for physical education. It has good provision for outdoor games and physical activities. The hall provides a good space for physical education, although sometimes the sessions timetabled there are too short for useful progress to be made.

RELIGIOUS EDUCATION

145. Standards in religious education meet the expectations of the local Agreed Syllabus at the end of both key stages. Progress is satisfactory overall. Pupils make good progress with their learning in Key Stage 1 and satisfactory progress in Key Stage 2. At the end of Key Stage 1 pupils have a satisfactory understanding of special places and special books and make appropriate links with places of worship such as churches and mosques or with holy books such as the Bible and the Qur'an. They develop a good understanding of the significance of belief to a follower of a faith, but sometimes confuse different traditions. At the end of Key Stage 2 pupils have a satisfactory understanding of the range of religious beliefs and their significance to a believer. They know, for instance, about the significance of baptism to a Christian. Many pupils know about the symbols of a range of faiths, including Buddhism and Hinduism. Pupils of all levels of attainment write quite extensively, for instance on the significance of meditation in Buddhist practice. This contributes well to the development of literacy.
146. Pupils have good attitudes to the subject. They behave well in lessons. They listen well and maintain their concentration. Older pupils understand the significance of religion and the importance of understanding the different traditions represented in society. This makes a good contribution to their personal development.
147. The quality of teaching is satisfactory. It is good in Key Stage 1, where teachers' knowledge of the subject is generally good and resources, especially artefacts and good quality photographs, are used well. Teachers match tasks well to the individual needs of pupils, thus extending their learning, for instance asking higher attaining pupils to identify why a place is special. Classroom assistants are deployed well, particularly to support pupils who learn more slowly or who speak English as an additional language. Teachers also use resources well at Key Stage 2, for instance to extend pupils' understanding of Muslim practice with artefacts such as a prayer mat and compass. They have high expectations of pupils' behaviour and circulate well

when pupils are working independently to check that they have understood what they are doing. Occasionally, however, teachers' knowledge of the subject is not sufficient for them to make links between common features, for instance, confusion over turbans with Sikhs and Muslims in a Year 2 lesson.

148. The school has made satisfactory progress since the previous inspection. It now gives sufficient emphasis to exploring the religious aspect of a topic at Key Stage 1 and to exploring the full range of major world faiths required by the Agreed Syllabus. There is now a co-ordinator with responsibility for the subject, who is interested and enthusiastic. The co-ordinator does not, however, have the opportunity regularly to monitor the provision. There is now a good scheme of work. The school invites visitors to talk to pupils, for instance about Judaism and Islam, but this does not occur on a regular basis, and no visits are made to places of worship of non-Christian faiths in the community, which would widen pupils' understanding. There is no system of assessment to assist teachers in planning the next stage of work to build on what pupils have already achieved, and information technology is not used to support learning in religious education.