

INSPECTION REPORT

CROMER ROAD PRIMARY SCHOOL

New Barnet, Hertfordshire

LEA area: Barnet

Unique reference number: 101272

Headteacher: Mrs Patricia Jones

Reporting inspector: Mr Dennis Maxwell
8798

Dates of inspection: 13 – 16 March 2000

Inspection number: 189968

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

© Crown copyright 2000

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

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Cromer Road
New Barnet
Herts

Postcode: EN5 5HT

Telephone number: 0208 449 3492

Fax number: 0208 440 0580

Appropriate authority: The governing body

Name of chair of governors: Mr John Draper

Date of previous inspection: 7 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell	Registered inspector	Mathematics	What sort of school is it?
		Information technology	What should the school do to improve further?
			How high are standards? a) the school's results and achievements
			How well is the school led and managed?
Suzanne Smith	Lay inspector		How well does the school work in partnership with parents?
Susan Metcalfe	Team inspector	English	How well are pupils taught?
		Religious education	
		English as an additional language	
Terence Payne	Team inspector	Geography	How high are standards? a) pupils' attitudes, values and personal development
		History	
		Music	
Hilary Ring	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		Under-fives	
Mary Vallis	Team inspector	Art	How well does the school care for its pupils?
		Physical education	
		Special educational needs	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	8-12
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13-16
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16-18
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19-21
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21-22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	22-23
HOW WELL IS THE SCHOOL LED AND MANAGED?	23-25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25-26
PART C: SCHOOL DATA AND INDICATORS	27-30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31-47

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cromer Road Primary School is a large two-form entry school for pupils aged 4 to 11 years situated in a residential area of mainly owner-occupied homes in the north of the London Borough of Barnet. There are 417 pupils on roll, with small numbers of pupils from ethnic minority heritages. At the time of the inspection 20 children were under the age of five years. The percentage of pupils entitled to free school meals at 8.9 per cent is below the national average. The proportion of pupils with special educational needs, at 26.4 per cent, is close to the national average. Pupils' attainment on entry to the school is close to the national average for language and mathematical elements but their personal and social development is above average. The school is successful in meeting its expressed aim of developing a sense of community, where relationships and the school ethos are good. There are several pupils with English as an additional language and the number is growing.

HOW GOOD THE SCHOOL IS

The school provides an effective education for the pupils overall, particularly in science, mathematics and information technology. Provision for English is satisfactory, but there is under-provision in history, geography and music. Standards by the end of Key Stage 2 are average in English, and above average in mathematics and science where the teaching is good. The headteacher and governors provide a caring and happy environment where all achievements are valued, although the management of school improvement is under-developed. The school provides satisfactory value for money.

What the school does well

- The standard of teaching is good through the school and is very good in Reception, promoting attainment well.
- The headteacher and staff provide a high level of care for individual pupils, and provision for their personal development is good.
- The school provides worthwhile experiences that lead to good quality learning and very good attitudes to work.
- Attainment at the end of Key Stages 1 and 2 in mathematics and science is good, and all attainment is supported by the pupils' good behaviour and good teaching.
- Provision for special educational needs is good.
- The school makes good use of parental and community support.

What could be improved

- A shared vision for the development of the school, and active corporate management to make effective change.
- The defined role for the governing body, particularly as critical friend to the staff.
- The structure of the school development plan.
- The recording, reporting and monitoring of behaviour problems and procedures for handling parents' concerns.
- Procedures for assessment and their use to guide planning.
- Curriculum leadership and clearly defined roles and responsibilities of all staff, with well-defined job descriptions, to make full use of their talents.

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

In addition to the issues outlined above the school should attend to the following minor issue: The provision for extra-curricular activities.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Improvement related to the key issues of the last inspection is unsatisfactory overall, although this inspection acknowledges good progress on many other matters, particularly provision for mathematics, science and IT. Opportunities have improved for the higher attaining pupils in English and mathematics through setting arrangements in Years 4, 5 and 6. Subject policies and schemes of work have been updated or completed for most subjects. Not

all of these have been ratified by the governing body and procedures for regular review are not in place. The roles and responsibilities of the governing body are taken seriously, including the consideration of background data, but members do not yet have consistent procedures to ensure their effectiveness. The health and safety matters have been addressed, although the easy access to the large site remains a concern despite applications for additional funding. The roles and responsibilities of the senior management team were reviewed but are not yet realistic. The use of assessment information to guide curricular planning is still unsatisfactory. The monitoring role of the subject co-ordinators has not developed, although the senior management team makes lesson observations with good procedures for feedback.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	B	B	C	B	well above average A above average B Average C below average D well below average E
Mathematics	D	C	B	A	
Science	C	A	A	A	

At Key Stage 1 standards in reading and mathematics show an improving trend in line with the national trend, although there was a dip in 1998. Standards in writing have declined but are close to the national average. At Key Stage 2 the percentages of pupils gaining level 4 in English, mathematics and science were above the national average. In science the proportion of pupils reaching level 5 was well above average. In English performance was above average in relation to similar schools having between 8 and 20 per cent free school meals, while for mathematics and science it was well above. The trend for all subjects is broadly in line with the national trend. The school has set challenging targets for English and mathematics for 2001 which it is on course to meet. Attainment in information technology (IT) is good by the end of Key Stage 2, supported by the very good provision. Achievement is satisfactory overall across all the subjects of the curriculum in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy their lessons and willingly contribute to them. Most pupils work hard and are well motivated.
Behaviour, in and out of classrooms	Pupils are polite, open, friendly and courteous. Behaviour is good in lessons and around the school. In the playground, behaviour is boisterous but usually good-natured.
Personal development and relationships	Pupils relate well to each other, their teachers and other adults. Social skills are well developed. Pupils speak confidently. They support each other well.

Attendance	Levels of attendance are good but some pupils habitually arrive at the last minute.
------------	---

Pupils quickly become interested in their work through the good choice of challenging tasks that are usually provided by the teachers. Pupils often work well together, contribute well in lessons and most pupils take a pride in their work. While attendance is good, the tendency by a few pupils to arrive at the last minute affects early morning routines.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school. Teachers are enthusiastic, knowledgeable, well prepared and make their lessons challenging and enjoyable. Strategies used by teachers to manage pupils' learning are very effective. Measures to encourage discipline and involve pupils in their own learning are very good. Nearly three quarters of teaching is good or better; of which one quarter is very good or excellent, providing worthwhile experiences for the pupils. Overall 96 per cent of teaching in the lessons seen was satisfactory or better, with 4 per cent unsatisfactory. The quality of teaching in English, mathematics and science is good, mostly supporting attainment well, and there is also some very good teaching in the literacy hour. The quality of teaching for children in their first year at school is very good. There is good challenge in literacy and numeracy at Key Stage 2, with good methods and questioning. Teaching for pupils with special educational needs is good. Pupils work very hard during lessons and are keen to contribute so that their gains in knowledge are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good emphasis on literacy, numeracy and information technology, though sometimes to the detriment of time for the foundation subjects. Good curricular provision for pupils in the early stages of their learning. Poor extra-curricular provision. Good community links contribute well to pupils' learning.
Provision for pupils with special educational needs	Provision is good. Management is very good and requirements for statements are met fully. Support is targeted well and is delivered sensitively.
Provision for pupils with English as an additional language	The school makes satisfactory provision. Pupils in early stages of English acquisition are supported well in class by teachers but do not have a specific and targeted curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Pupils treat each other with consideration and respect. Social skills are reinforced through group work and by opportunities to take responsibility, such as in the School Council. Residential visits promotes good personal development. Spiritual development is satisfactory. Many festivals are celebrated.

How well the school cares for its pupils	High levels of care for individual pupils but some policies are not in place consistently to ensure good monitoring. Child protection arrangements are satisfactory. Formal procedures to assess attainment are unsatisfactory, although the school is beginning to work towards the Borough guidelines. Pupils are helped by target setting.
--	---

Most parents and carers are satisfied with what the school provides and achieves. They think their children like coming to school and that they are well mannered and respectful. They find staff friendly and welcoming. At present there is no formal complaints policy to support an effective resolution of the concerns raised by parents. A broad and balanced curriculum is provided throughout the school that meets statutory requirements. Several subject policies require ratification by the governing body. Measures to assess and monitor pupils' attainment and progress are unsatisfactory. Baseline assessment for pupils under five and new assessment procedures are positive initiatives. The school's good personal, social and health education enables pupils to discuss sensitive issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management is satisfactory overall. The headteacher and senior staff give good attention to matters affecting the pupils' daily lives. They use the results of monitoring lessons and provision thoughtfully but have not taken sufficient action on the issues of the last inspection.
How well the governors fulfil their responsibilities	The governors are committed to the school and several make regular visits, but these are not sufficiently systematic to help them become informed when making decisions.
The school's evaluation of its performance	The headteacher and senior staff monitor lesson planning, provision and the quality of teaching. They make insufficient use of information and performance data to guide judgements and further developments.
The strategic use of resources	The staff, accommodation and learning resources are used appropriately for the benefit of the pupils.

The match of teachers and support staff to the needs of the curriculum is good overall. All support staff promote pupils' learning well. There are sufficient learning resources to meet the needs of the pupils, and for many subjects provision is good. The new information technology suite, for example, is of high quality, leading to good progress. The condition and adequacy of the school building is poor and adversely affects the pupils' education. The school tries to obtain best value well when making purchases and in managing the overall resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Staff are friendly • Parents' help is welcomed • Pupils are well mannered and respectful • The quality of teaching is good 	<ul style="list-style-type: none"> • Homework arrangements • Information about how their children are getting on • More extra-curricular activities • The leadership and management of the school

Inspection evidence endorses parents' comments that children like coming to school and that they are well mannered and respectful. All members of staff are friendly and the quality of teaching is good. Parents are much in evidence in the school, helping in the classrooms and with swimming, their help and support is welcomed. Although parents receive suitable annual progress reports for their children, no opportunities have been provided for these to be discussed. The school recognises that this is not satisfactory and has made firm arrangements to put this right. Inspectors agree with parents that there is insufficient extra-curricular provision and that procedures to manage and monitor their concerns are not suitably in place. There is also scope for improving aspects of management to ensure all matters requiring attention are included in development plans, including the handling of parents' concerns. Homework arrangements are inconsistent at present; this is currently under review with the support of a group of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in the end of Key Stage 1 national tests for summer 1999 in reading were above the national average and in writing were close to the national average. In mathematics standards were well above the national average. The percentage of pupils gaining the higher level 3 was above average in reading, close to the national average in writing and well above average in mathematics. The performance of boys in reading and writing has been below that of girls over the past four years. In comparison with schools in similar contexts, having between 8 and 20 per cent free school meals, performance in reading and writing was average, and in mathematics it was well above average. Using teachers' assessment for science at Key Stage 1, pupils' attainment is very high in comparison with national averages, showing good improvement since the previous inspection. There has been an improving trend in reading since the previous inspection, but in writing standards show a decline. In mathematics the trend shows a slight improvement, though with a dip in 1998.
2. Standards in the end of Key Stage 2 national tests of summer 1999 in English, mathematics and science were above the national average. The percentage reaching the higher Level 5 was close to the national average in English, was above in mathematics, and well above in science. Since the last inspection, test results for these subjects have followed an improving trend that is broadly in line with the national trend. Results for mathematics and science show good improvement. Results for English show a slightly improving trend, reflecting the interrupted programme of development with changes to staff and subject leadership. The school sets carefully considered targets related to the ability profile of the pupils. These targets are challenging, and the school is making satisfactory progress towards them. The performance of boys is above the national average overall while the performance of girls is close to the national average.
3. In comparison with schools having a similar background, with between 8 and 20 per cent free school meals, attainment in the 1999 national tests at age 11 was above average in English, and well above average in mathematics and science.
4. The baseline assessments taken in Reception Year indicate that the pupils have average attainment in elements related to language and mathematics by age five. The pupils make satisfactory progress through Key Stage 1, and good progress in mathematics and science overall in Key Stage 2 in reaching above average standards by Year 6. In English, progress is not judged to be good in Key Stage 2 since the percentage of pupils reaching the higher level 5 was close to the national average. Pupils of different attainment make appropriate progress. Girls performed better than boys in English and science in 1999, although there is less variation over the past four years taken together. There are no significant variations in attainment among pupils of different ethnic groups or background.
5. The findings of this report are that standards in English are average, while standards in mathematics and science are above average. This is similar to the standards identified at the previous inspection which were judged to range from sound to good in equal proportions.
6. Early indications are that the school has moved closer towards the targets for improvement set in English. Standards are rising as the National Literacy Strategy is making a positive contribution to pupils' learning, coupled to the actions that the school is taking in relation to setting for some English lessons. The school is on course to meet its targets in English for the year 2000. A small minority of pupils currently at the beginning of Key Stage 1 is underachieving.

7. By the end of Key Stage 1 pupils' attainment in speaking and listening is satisfactory overall with good standards achieved in a few lessons. Pupils listen attentively to teachers and each other and answer questions using a wide vocabulary and generally correctly formed sentences. By the end of Key Stage 2 pupils' attainment in speaking and listening is good overall. Pupils not only listen to each other and their teachers, they use their wide vocabulary to formulate appropriate and extended sentences. By the end of Key Stage 1 pupils reach good levels overall in reading and they make good progress. Pupils read a wide range of material such as poems, fiction and reference works. By the end of Key Stage 2 pupils reach good levels overall in their reading. They are using higher order decoding skills, context and conceptually reading a wide range of materials, factual as well as fictional. More able pupils are learning the skills of scanning text, skimming for meaning and use rather than reading each word.
8. Attainment in writing is average, and as expected for the pupils' ages and abilities, with most making good progress in relation to their prior attainment by the end of both key stages. Older pupils try to use the correct grammar in their work using adjectives, adverbs, nouns, capitals, commas, exclamation and question marks and full stops. The literacy hour is helping pupils use a wider vocabulary and is improving grammar and punctuation as well as extending their knowledge of a range of texts and authors.
9. Attainment at the end of both Key Stages 1 and 2 is above average in mathematics, indicating that standards have improved since the previous inspection when standards were generally in line with national expectations. Most teachers use good teaching strategies that are applied effectively in the numeracy work and mental arithmetic through the school. In Year 2, for example, pupils explained their methods carefully for sharing out counters and in Year 4 pupils set out multiplications correctly. By Years 5 and 6, pupils apply their knowledge to finding costs of menus and usually explain their methods clearly, indicating above average standards in numeracy. By Year 6 pupils' written calculations are usually correct and presented showing the correct steps. Most pupils prepare simple graphs correctly. Pupils have a satisfactory knowledge of two- and three-dimensional shapes and know simple properties of shapes. Pupils make satisfactory use of numeracy skills across the curriculum, for example, in science.
10. Attainment in science at the end of both Key Stages 1 and 2 is above the national average, and shows a good improvement since the previous inspection. By age seven pupils have a range of investigational skills, and know how several materials change, such as water to steam. By the age of eleven, pupils understand the conditions needed for fair tests and give reasons for their findings. They make sensible predictions and use scientific language with growing confidence. Most pupils can use keys based on observable features to assist with the identification and grouping of living things. They understand some of the effects of the earth's movement and how sound waves travel.
11. The previous inspection reported that attainment in art, music and physical education was above average, while attainment in design and technology, geography and history were average. Where it is appropriate to make a judgement on standards, the inspection findings are that by the end of Key Stage 1 present standards in art are above average, and standards in design and technology, geography, history, information technology, music and physical education are average. By the end of Key Stage 2, standards are average in art, in design and technology, geography, history and physical education while for information technology standards are above average. Standards in music are below average by the end of Key Stage 2.
12. Pupils' attainment on entry to the school is average. The good teaching and mostly rich experiences enable pupils to make a little above average progress through the school to above average performance by the end of Key Stage 2 in mathematics and science. The positive learning ethos with good challenge created by all staff encourages pupils to work hard and by the end of Year 6 their achievements are above what would be expected in mathematics, science and information technology.

13. The requirements of pupils with special educational needs are identified early and accurately. Pupils receive well-targeted support, which enables them to make good progress towards the targets on their individual education plans. Provision is particularly good for pupils with sensory difficulties and for those experiencing emotional or behavioural problems. The progress of pupils with English as an additional language is satisfactory, supported by the thoughtful provision.
14. Even the youngest pupils observe carefully and represent objects well for art. Good pencil control and pleasing use of colour is demonstrated in Year 1. In Year 2 pupils use problem-solving techniques as they select from a wide range of media to produce penguins. Throughout Key Stage 2 pupils continue to show a good eye for detail and response to a range of media and stimuli. Pupils in Year 6 mixed colours successfully to represent emotions such as anxiety and confusion. In design and technology pupils in Reception and Year 1 build towers and bridges with constructional toys to discover which structures are the strongest. Year 2 pupils build on their knowledge by taking bags apart to see how the fabric is joined. In Years 3 and 4, pupils learn to use papier-mache to make masks and join wood when they make a frame for a vehicle such as a chariot. By Year 6, pupils demonstrate their understanding of gears and cams when they show mechanical toys such as Teletubbies or jungle dancers that they have made for younger children.
15. Most pupils show satisfactory geographical skills, knowledge and understanding and a few pupils attain higher levels. Pupils in Year 2 understand appropriate terminology, as for example geyser, trade, route as seen in a lesson on the voyages of Captain Cook; they can use maps and label main features. At Key Stage 2, pupils can comment on features, follow directions and read maps and plans. Some pupils show an appreciation of environmental issues. Pupils are beginning to use IT to select information by accessing the Internet using home computers. For history, most pupils in Key Stage 1 are beginning to develop an appropriate sense of chronology. Pupils are increasingly able to understand the reasons for historical development for example in Year 2 work explaining the importance of events and discoveries of Captain Cook. In Key Stage 2, pupils understand the importance of sources in historical inquiry and they speak confidently when describing life in Ancient Greece. Year 6 pupils show appropriate knowledge of the twentieth century, especially of the Second World War period.
16. Within Key Stage 1 pupils use a good range of skills to generate and communicate ideas using text and pictures for their information technology. By Year 2 pupils know how to open up a program, use features of programs by clicking on the mouse, and print a copy of their work. Within Key Stage 2 pupils change and edit text that is already stored. They know how to highlight text and enter a corrected record in a data file. By the end of the key stage pupils understand the structure of a spreadsheet and create formulae for values in chosen cells. A few pupils use the 'sum' command to find total costs and show a good understanding of procedures.
17. In Key Stage 1 in music pupils experience mainly singing and a little instrumental work, composing and listening. Singing is satisfactory and often good with a sense of enjoyment, strong rhythms and plenty of volume. Pupils sing satisfactorily in assembly. In Key Stage 2 most pupils play percussion in instrumental work, but performing and music reading skills are insufficiently developed, as for example when pupils play their own compositions. The youngest pupils in Key Stage 1 are confident and adventurous as they experiment on the apparatus. They are well co-ordinated and agile and display good balance. By the end of Year 2 all pupil can swim. Pupils in Year 2 show control and awareness of their bodies as they hop, skip and jump and practise ball skills. Achievement in dance is good especially in Year 6. Achievement in gymnastics and games in Key Stage 2 is constrained because there is no planning for progression. Insufficient opportunities for all pupils to take part in team sports are only partially overcome by the input of outside instructors.
18. In religious education, younger pupils are making progress in considering Sikhism, and know the correct terminology for features such as temples, naming ceremonies and clothing. Older pupils are considering aspects of Islam such as the 5 pillars, famous places such as Mecca and Medina and the history and place of Muhammad within this faith. At both key stages

pupils demonstrate a growing understanding of Christianity, and are reflecting upon the concept of living a faith especially prayer, worship and dress. They are involved with their tasks and have good recall of earlier parts of their lessons that follow the locally agreed syllabus correctly. Pupils are proud of completing activities such as older pupils acting out the early life of Muhammad and younger trying to put on a turban.

Pupils' attitudes, values and personal development

19. Most pupils' attitudes to the school are very good and they enjoy school, having good enthusiasm. Pupils are keen to learn; they participate willingly in lessons contributing ideas and answering questions. Most pupils work with very good interest when topics interest them as seen when Year 6 pupils were engaged and motivated by their topic on space travel. They listen well, are obedient and generally follow instructions carefully. They participate in extra-curricular activities held during lunchtimes and after school but the uptake of some of these, especially by boys, is disappointing.
20. Pupils' behaviour in lessons is very good and it is good overall around the school. Most pupils are polite, courteous, friendly and open. They treat each other, adults, facilities and equipment respectfully. The buildings are free of graffiti and almost litter free. Around the school pupils behave sensibly within the buildings. In the playgrounds, behaviour is boisterous but is usually good-natured. When space is limited mishaps occur too frequently. Instances of bullying are rare and usually dealt with appropriately, but some parents are not happy that there are occasions when incidents are not followed up or recorded adequately. There have been no exclusions in recent years. Pupils of different race usually play well together and boys and girls mix well.
21. The school has a caring ethos and the quality of relationships between pupils, teachers and other adults working in the school is good. Pupils respect the rules of the behaviour policy agreed with them. They respond positively to opportunities for them to take responsibility as monitors, putting out play equipment for younger pupils, helping younger pupils with reading or taking part in the School Council to which each class sends a representative. Pupils raise funds to support others such as Blue Peter, the RNLI and NSPCC and raise funds for themselves as when they organised a bring and buy sale to purchase hair dryers for use after swimming lessons. They enjoy taking responsibility for their own learning, conducting research and organizing themselves in group work, as for example when working on topics. The positive attitudes, good behaviour and happy relationships support pupils' learning.
22. The attendance rate during the academic year 1998/9 was above the national average. The rate of unauthorised absence was below the national average. The school has good procedures to monitor pupils' attendance. Most pupils are punctual in coming to school, although a few pupils arrive at the last minute, affecting early morning routines.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching for children in their foundation year is very good. The challenging teaching of the under-fives is a strength of the school. This reflects the findings of the previous report which identified the good start provided for children in their early years of school supporting their learning, the progress they make and their achievements overall.
24. The quality of teaching at Key Stages 1 and 2 is good. Teaching in English is good overall especially during the literacy hour. The quality of teaching in mathematics is likewise good overall especially during the numeracy lessons, having a good effect on attainment by raising standards. The standard of teaching has been maintained since the previous inspection and has a positive impact on pupils' achievements and learning, for example through the well-chosen tasks in IT.
25. There have been changes to the teaching staff since the last inspection due to promotion and illness. As a result two teachers are on temporary contracts. Although teachers plan carefully together to ensure continuity of curriculum content across each year group, variability of

delivery across classes caused by these changes effects pupil's attainment although learning overall is good.

26. There are many strengths to the teaching in the school. Lesson planning in the foundation phase is very good. Teachers are clear about what the children should learn within the framework of the early learning goals. Activities are planned which include a very successful range of practical activities that are fun and promote children's social and personal, physical and creative development. They also promote the more formal aspects of English, Mathematics and Knowledge and Understanding of the World. Although the school uses a thematic planning system the curriculum for foundation children is firmly focused on the acquisition of skills for each of these areas. Weekly planning is firmly guided by evaluations of the achievement of the children individually in acquiring these skills with future lessons planned to consolidate, revisit or expand on previous learning.
27. Planning at Key Stage 1 is satisfactory and at Key Stage 2 is good. Teachers clearly identify learning objectives and share these with pupils. Much planning gives precise identification of the skills to be taught and targets to be used to assess pupils' acquisition of these skills and learning. This is seen in the precise planning for the development of the progression of skills in key parts of the curriculum, literacy, numeracy and science in particular. The skills of literacy and numeracy are taught and used across the curriculum, especially in Key Stage 2 in religious education, history and geography. The school is effective in teaching literacy skills to enable pupils to access this wider curriculum. Likewise pupils use number in a wider context, in geography when looking at maps and co-ordinates, in science when recording the results of experiments, in design and technology when planning and constructing models and in music when counting beats and working with different note values and rhythms.
28. Teachers have high expectations of the quality of children's work and behaviour. The quality and quantity of children's work in the Reception classes most of the time is high. Since the teachers have good knowledge and understanding of both the curriculum and the children, the majority of the work provided is a good balance between child directed investigations and adult directed tasks. A common format is that the teacher introduces the theme via English, mathematics or knowledge and understanding. They direct the teaching towards a focus with specific skills, for instance, and provide a range of activities for the children to practise, investigate and develop. The children interact with other adults and peers to take learning further, as they share a 'big book' text, or play an ordinal number game as a whole. They go on to use the theme of, for instance, sequencing numbers in a range of tasks with the teacher or class assistant or in more investigative play activities in the home corner, using small world equipment or larger construction resources. The teachers know the children well and manage them skilfully, so that the children concentrate, persevere and listen carefully. By carefully matching task to child the response is generally enthusiastic and attentive. The quality of the children's learning is assured through the effective teaching.
29. The quality of teaching for pupils in Key Stage 1 and 2 is likewise mostly consistent though some variations occur in some subjects that make learning more variable. Teachers assess work consistently in the core curriculum, use constructive feedback to help pupils improve their work and plan activities that ensure basic skills are taught, so that pupils make good progress during lessons. The marking in the foundation subjects is less consistent and not used so well to provide constructive feedback to help pupils improve the quality and quantity of their work. In a few lessons teachers do not have high enough expectations of the average pupil since there is a wide range of ability, though more able and less able pupils are appropriately challenged. In these lessons the quality and use of on-going assessments are not used well to drive forward standards. There is then insufficient opportunity for pupils to be given responsibility for guiding their own learning, developing independence and exercising choice. Pupils have little knowledge of their learning or what to do to improve their standards. On a few occasions, on-going assessments are good, and the work provided has an appropriate level of challenge for the differing needs of pupils and pupils put in considerable intellectual, creative and physical effort and concentrate well in return. Teachers provide appropriate homework on occasions, but the practice of setting homework is not consistent.
30. Teacher's relationships with pupils of all ages are very good and they manage them well to

enhance learning. Teachers of children under five see themselves in partnership with a range of adults with specific and particular skills to support the children in their learning. By planning together across the year group the adults bring the expertise from their particular and distinct professions to develop not just academic skills but also children's personal and social growth. They know the children well and manage them skilfully, ensuring any challenging behaviour is dealt with appropriately to ensure that it does not distract the learning of others in their class. Parents provide helpful support within classes, and teachers manage this support appropriately to maximise the pupils' learning.

31. Teachers at Key Stages 1 and 2 work appropriately with a range of adults within their classes. Classes have an allocation of time from special educational needs teachers and assistants, class assistants as well as appropriate support from a teacher funded through the ethnic minority achievement grant when necessary. Teachers plan activities to use all the adults' skills to support the class in general and special educational needs pupils in particular during lessons.
32. The school has a range of resources that are used well by teachers to support learning. Teachers select resources carefully, matching them to curricular and pupil needs. Parents and the local community are encouraged by the teachers to supply resources for specific activities such as history and teachers encourage the owners to come into school to explain and demonstrate use.
33. The teaching of pupils with special educational needs is good. Teachers are knowledgeable. They plan interesting and varied tasks matched to the education plans to engage the interests of pupils and move them on in their learning. Teachers and support staff plan co-operatively and work well as a team to the benefit of all pupils. Over a quarter of the pupils are on the special educational needs register. They learn at a steady pace because they are well taught and very well supported by knowledgeable support staff. Pupils with personal problems are taught sensitively to enable them to gain confidence and raise their self-esteem.
34. The in-class provision for those pupils who speak English as an additional language is good. Pupils who speak English as an additional language have work that is planned to meet their needs by their teachers. While they acquire basic communication skills they are well supported by the ethnic minority achievement grant teacher. She not only offers in-class support among their peers but also plans English-targeted skills giving each an individual education plan to focus learning. Teachers also use the support of the special educational need teachers and assistants well. During whole class activities class teachers are careful to enable pupils to work in groups that also include pupils who can support their language development. This gives them a good linguistic role model. Teachers also plan group activities which are the focus of a supporting adult within the lesson. These pupils enjoy school and are motivated to learn through the good teaching. The specialist teacher undertakes a range of assessments and monitor pupils progress and this information, as well as being used to evaluate the work of the service is also shared with class teachers to enable the planning of suitable programmes of study for pupils.
35. While the school has a range of curriculum policies for teachers to use to support pupils' learning, there is no policy or scheme of work for pupils for whom English is an additional language. Also, there is no member of staff with responsibility for co-ordinating the provision within the school. The teachers for these pupils apply their knowledge and understanding of the curriculum, match on-going assessment of pupils' progress to a wide range of teaching strategies, manage pupils effectively and encourage the pupils to put a lot of effort into their learning, concentrate and work hard.

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

36. A broad and balanced curriculum is generally provided throughout the school. It meets statutory requirements where these apply. The quality of the curriculum has improved since the previous inspection. Religious education is taught according to the locally agreed syllabus. The strategies for teaching literacy skills are satisfactory and appropriate time is allocated to

literacy lessons. The school is working towards improving pupils' writing skills by giving additional time. Planning and teaching strategies for the National Numeracy Strategy are good and indicate how pupils in each year group will develop their skills over the year. The focus on English and mathematics has meant that the foundation subjects have received less attention and the school has not yet analysed sufficiently how these subjects can be taught so as to ensure that pupils receive a consistent and regular input.

37. Policies and schemes of work were incomplete at the time of the last inspection and in several subjects the documentation still does not guide teachers sufficiently and indicate how pupils will acquire skills and competencies as they move through the school. The programme of development and review has not kept pace with the requirements of the previous inspection or fully addressed the curricular changes linked to government initiatives. Several policies are still in draft form, have not been developed in a systematic way with staff according to the school development plan and require ratification by the governing body. This limited, and in some cases, outdated documentation is unhelpful to teachers who are inexperienced and those who are new to the school.
38. The findings of the inspection are that the provision for extra-curricular activities is poor. This is in agreement with the parents' views. There are very few activities that are provided by the school as enrichment to the curriculum. Football, netball and choir for Key Stage 2 pupils and recorders for Key Stage 1 are offered. The take up of these is small. Most activities that occur after school are run by independent organisations and have to be paid for by parents.
39. Provision for pupils' personal, social and health education is good but there is no current co-ordinator and the deputy head is taking temporary responsibility. A well-planned health education programme is designed to link with the science curriculum but teachers are not fully aware of the content in different year groups. The approach to drugs education, awareness of medicines and sex education is a strength of the curriculum and the school has won awards relating to these elements. Circle times, where pupils are able to discuss personal problems and issues, have been introduced but are not a regular feature in all classes. The personal and social programme is satisfactory, and it is monitored for delivery and coherence. Pupils are not assessed for their personal development, however, and planning is not adjusted according to the progress being made.
40. Pupils with special educational needs have full access to the curriculum which is well adapted to meet their requirements. Specialist teachers and equipment and good classroom support help equality of access. All pupils are given tasks that match their abilities, apart from on a few occasions where the level of challenge does not stretch the higher attaining pupils, or those of average attainment.
41. The school has good links with the local community, which provide important opportunities to contribute to pupils' learning. There are regular visits from the police, and Fire Brigade who are also involved as part of the personal and social programme. The school has established links with a local supermarket and the pupils deliver gifts to senior citizens in the area. Volunteers from a retirement group come in and listen to readers and have in the past run a photography club. A Christian Youth Group links with the school and is involved in taking assemblies.
42. The school has constructive relationships with partner institutions. Co-operation with other primary schools in the local area is strong and students from the local college and initial teacher training institutions are regularly welcomed into the school. Pupils from a local secondary school enhanced the canteen building by providing a mural on the external walls. A large number of pupils join the school for work experience during the summer term. Sporting activities engage pupils in links with partner institutions and the school was pleased to be acknowledged as the local swimming champions. The school joins other schools for annual music and dance festivals. Heads of years from secondary schools make links to aid the transition of pupils and links with local nurseries are strong.
43. The provision for pupils' spiritual, moral, social and cultural development is good overall. Support for spiritual development is satisfactory and the promotion of moral, social and cultural

development is good. There is a positive, caring school ethos and the commitment to moral and social development underpins much of its work. School assemblies are lively and well presented and involve the pupils in sharing their talents, for example when carrying out Irish dancing linked to St Patrick's day or demonstrating their dramatic skills when sharing their work on Ancient Greece. Parents are regularly invited to these occasions and value the attempts of the school to involve them. Within the acts of worship, pupils learn to consider others' feelings and value different cultures and beliefs.

44. The provision for pupils' spiritual development is satisfactory. The religious education programmes provide pupils with knowledge and insights into values and beliefs. Some good opportunities exist for pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge but these are not consistent across the school. Little planning occurs which takes account of these elements to ensure that they are featured across the curriculum. Thoughtful examples occur in the Reception classes when pupils make books about what makes them happy and in Year 1 when pupils talk about their emotions. Older pupils understand practices in Christianity, Buddhism, Sikhism, and Islam and recognise the importance of spiritual artefacts and symbolism. Acts of worship focus on specific themes but opportunities for reflection and prayer are sometimes missed when there is a more secular approach.
45. Provision for pupils' moral development is good. The behaviour and discipline policy provides a good framework for a whole school approach based on positive reinforcement with a variety of privileges, rewards and incentives. Members of staff provide good role models for pupils and involve them in devising class rules which are for the good of all. The strong relationships within the school and the positive management of pupils give a good basis for the development of moral understanding. Pupils are carefully guided when considering their own rights and responsibilities towards others less fortunate than themselves. They clearly understand right from wrong even from an early age and older pupils enjoy debating issues that are concerned with issues such as pollution and conservation. Year 3 pupils sensitively produce their own Torah which is a set of rules for looking after the world.
46. Social development is well promoted. Pupils are encouraged to accept responsibilities and work together in harmony as part of a community. Within lessons they frequently work in pairs or groups and have the chance to report back to the rest of the class. Many parents agree that the school is helping pupils to become mature and responsible. Pupils are given a range of responsibilities such as taking the registers to the office and duties that relate to the smooth running of the school. Social skills are further developed by a residential visit to the Isle of Wight. Year 6 pupils are paired with those who are entering the school in the Reception classes and help them to settle in. Similarly, Year 5 pupils visit the youngest pupils and read to them. The School Council helps pupils of all ages to address issues, which are of concern to them, and certain initiatives have arisen. For example older pupils carried out fundraising to buy hairdryers for pupils to use after they had been swimming. Funds are also raised for the RNLI, the Blue Peter appeal and the Army Benevolent Fund. The school supports an autistic young man, the brother of one of the pupils by sponsoring him in the London Marathon.
47. The provision for pupils' cultural development is good. The school works hard to provide local cultural opportunities for pupils and has improved the range of multicultural experiences for pupils since the last inspection. A good range of visitors is encouraged to visit the school to provide cultural diversity and interest. These include authors, artists, musicians, journalists, an opera group and an 'animal man' who showed the pupils live animals. Pupils are involved in a wide range of visits although the cost of coaches has presented some limitations. Pupils have visited museums, galleries, an African village and historical sites at St Albans. Multicultural opportunities such as the celebration of Divali and Jewish festivals have involved parents and the religious education syllabus has included the study of different traditions. The school has made an effort to provide guided reading books and big books with multicultural themes for use during literacy lessons. These experiences enable pupils to develop tolerance and acknowledge the diverse society in which they live.
48. Pupils with special educational needs have full access to the curriculum which is well adapted to meet their requirements. Specialist teachers and equipment and good classroom support

help equality of access.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school makes satisfactory provision for pupils' welfare, health and safety. Arrangements to introduce children to the Reception class are very effective and ensure they settle quickly and happily. Relationships throughout the school are positive, ensuring that pupils are confident to share their problems and concerns. Child protection procedures are suitably in place, although the policy currently needs to be reviewed to meet local guidelines fully and training for the designated person updating. There are formal procedures to ensure that all new members of staff know what they should do if a child comes to them with problems. Concerns are referred promptly to the appropriate support services. Care for pupils' welfare is given a high priority, members of staff are vigilant and community police support the school in raising awareness of the dangers in talking to strangers. There is a suitable number of qualified staff that deals effectively with first aid emergencies. The medical room is well provisioned and supervised. Procedures for recording first aid incidents do not provide a suitable record to facilitate effective monitoring, for example of patterns of behaviour that need following up. The school has plans to review this. There are suitable arrangements to deal with prescribed medicines. The governors regularly inspect the premises for health and safety risks and these are discussed at meetings of the premises committee when action is agreed. Some items requiring attention at the time of the last inspection have not yet been dealt with, being inappropriately deferred pending a possible re-building programme. The local authority has carried out some routine health and safety checks of the premises recently. Routine risk assessments are not fully in place and this has resulted in some problems being overlooked, for example the need to renew bark chipping under play equipment. The school plans to adapt to the needs of the school a draft risk assessment document provided by the local authority during the week of inspection. The statutory requirement for annual checking of equipment and appliances is met with the exception of playground equipment. Emergency procedures are practised with sufficient regularity to familiarise staff and pupils with these.
50. Most policies to support the work of the school are suitably in place. There are currently, however, no policies to deal with complaints from parents, for pupils with English as an additional language and for teaching and learning. There is no formal arrangement to review policies on a regular basis and some now need to be updated, for example the Exclusions Policy. Procedures for ensuring equality of opportunity for all pupils are fully in place.
51. Pupils are involved in writing simple classroom rules that effectively support high standards of behaviour. Awards for achievement are individual to year groups but are usually valued and very effective in motivating pupils to do their best. There is a behaviour and discipline policy that sets out broadly suitable procedures for recording and reporting incidents. These are not always followed and do not coincide with instructions in annexes provided for mealtime supervisors. Recording and reporting arrangements for incidents between pupils do not always facilitate effective monitoring, particularly of minor problems before they escalate. This has resulted in there being an initial lack of information for the school to deal with some concerns from parents. Pupils usually play happily together in the playground. However, there is no separate area for ball or team games and this results in some unintended collisions. Playground space is not over-generous and is supplemented by a number of smaller areas that increase difficulties of supervision. There is, however, a sufficient number of staff for this purpose and they usually ensure they are suitably placed for effective observation.
52. Procedures are in place to monitor attendance and behaviour, and those for recording attendance meet statutory requirements. Parents are encouraged to send their children to school regularly and this results in good levels attendance being achieved. Reasons for absence are always required. There are, however, no formal routines for following up absences before pupils return to school. The informal late registration procedures were amended during the week of inspection. The school works effectively with the education welfare officer when there is a need.
53. Measures taken to assess and monitor pupils' attainment and progress are unsatisfactory. The

use of assessment information to guide curricular planning is unsatisfactory, as it was at the time of the previous inspection. Procedures for assessment are particularly unsystematic in foundation subjects. However, baseline assessment for pupils under five and new procedures in place for assessing the attainment and progress of pupils in every year group for English, mathematics and science are positive initiatives. Information about the performance of pupils on entry is scrutinised and work is planned to meet individual needs. Progress is later checked against the initial assessment. The national tests in Years 2 and 6 provide detailed information about attainment in English, mathematics and science. This information is supplemented in Years 3, 4 and 5 by tests similar to these national tests. The information is shared between staff, including classroom assistants. This helps with the planning of work appropriate for pupils of all abilities and guides teachers when grouping pupils. There is insufficient analysis of information by gender and ethnicity. In foundation subjects such as history and art, informal assessment takes place at the end of units of work. The attainment of all pupils is not recorded however, and there is no consistency of approach or recording procedures. The absence of planning documents which clearly identify assessment opportunities and procedures are a weakness. This shows no improvement since the last inspection.

54. Procedures for monitoring the attainment and progress of pupils with special educational needs are a strength. Reviews of the very good individual education plans take place termly and pupils are placed at the appropriate stage on the special needs register.
55. Arrangements for providing academic and personal support and guidance for pupils are satisfactory. All members of staff encourage pupils to try hard and they give constant positive feedback, which helps to create a climate in which pupils strive to succeed. Setting in literacy and numeracy and extra support for more able pupils and those with special educational needs help individual pupils to progress academically. Recently introduced target setting is negotiated with pupils and discussed with parents. The three targets include two for academic progress and one for personal development such as improvement in concentration span. Teachers' oral assessment helps guide pupils well and some marking includes helpful evaluative comments. The marking policy is outdated and its implementation is not consistent. The school's good personal, social and health education (PSHE) enables pupils to discuss sensitive issues in a supportive environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Most parents and carers are broadly satisfied with what the school provides and achieves, maintaining the position of the previous inspection. Inspection evidence confirms the views they express. They feel that their children like coming to school and that they are well mannered and respectful. They find staff friendly and welcoming and consider the quality of teaching to be good. Although parents receive suitable annual progress reports for their children, suitable opportunities for these to be discussed have not been provided. The school recognises that this is not satisfactory and has made firm arrangements to put this right during the current school year. Inspectors agree with parents that there is insufficient extra-curricular provision and that procedures to manage and monitor their concerns are not suitably in place. Homework arrangements are inconsistent at present. They are currently under review with the support of a group of parents.
57. Annual progress reports have improved since the time of the last inspection. They are usually well written, giving parents suitable information about work covered and attitudes to learning. The focus is on straightforward information about what pupils know, understand and can do and is most effective in core subjects. Strengths and areas for development are usually identified effectively with suitably related targets. In some cases targets set are more closely related to teaching and do not help parents understand what their children need to do to improve their work. The results of end of key stage testing for each pupil are reported to parents together with information about national expectations. Parents of pupils on a record of support are invited to discuss the targets set each term.
58. The governors' annual report to parents generally provides a suitable range of information about the life and work of the school; some further comment about provision for disabled

pupils is required. The prospectus together with a range of inserts provides clear information about routines and expectations. The school has overlooked the need to include end of key stage results together with national comparisons. Newsletters providing useful updates on school events and diary dates are provided each half term. Parents receive very good quality information and opportunities to get to know the school prior to their children joining the nursery. Suitable information provided by secondary schools is available early during pupils' final year and there are appropriate arrangements for parents to visit them prior to making decisions about the next stage of their children's education. Effective links between parents and the school are not sufficiently well promoted through the quality of communications. At present there is no formal complaints policy to support an effective resolution of the concerns raised by parents. This, together with lapses in the recording, reporting and monitoring procedures relating to the problems pupils have, have resulted in some parents being unhappy with the response to their concerns.

59. The involvement of parents with the school has a good impact on pupils' learning and the life of the school. Parents are invited to class assemblies and support these well. Attendance at other events for parents, such as consultations, is high and shows good levels of interest in the progress their children make. There are effective arrangements to inform parents about what their children are learning and these give good guidance about curriculum matters, such as literacy, numeracy, design and technology and sex education. Parents are suitably consulted about new initiatives and procedures, for example the consultations about a home/school agreement has led to a document that promotes an effective partnership in supporting learning. Current consultations involve parents in contributing their views about the homework policy. Parents usually feel welcome in the school and provide significant support both in the classrooms and with swimming; this has a positive impact on the learning that takes place.
60. The school works increasingly well in partnership with parents of children with special educational needs. There are termly opportunities to attend reviews of individual education plans, all parents attend the annual review of statement and there is good recording of parental contact and views.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The previous report indicated that the management of the school was beginning to take the necessary action in relation to identified priorities, but that progress was slow and uneven. Since that time the school has made good improvements to specific priorities but unsatisfactory improvements to the key issues of the previous report. Examples of good progress include the implementation of the Numeracy Strategy and arrangements for the English, mathematics and information technology co-ordinators to support their subjects. The school has established a very good information technology suite that is promoting pupils' progress well. However the overall leadership of the governing body and headteacher for the educational direction of the school is unsatisfactory since several issues are outstanding from the previous report. These include ensuring that completed policies and schemes of work are available for all subjects, developing the monitoring role of subject co-ordinators, and clarifying the responsibilities of the senior management team. Members of the governing body are beginning to take account of adding value in their decisions and to take on the role of critical friend, but need to be more systematic. They have a good arrangement for the chairs of each committee to meet regularly, although the results of these discussions are not yet very evident. The governing body fulfils its statutory responsibilities satisfactorily.
62. The monitoring procedures introduced by the headteacher are good, and provide a growing understanding of strengths and weaknesses. The lesson observations on literacy and numeracy are used in further planning. The governing body is committed to the school and has a useful system of class links. However this arrangement is not helping members sufficiently to identify strengths and weaknesses in provision or within subjects to inform decisions for the strategic direction of the school. The school makes a careful audit of progress in the current development plan in order to identify further priorities. Improvements are based on the school's aim of creating a caring community with good quality experiences for the pupils. Teachers and

all adults make the aims and values of the school explicit in many ways in the daily life of the school. The school's values are evident during assemblies. The headteacher cares deeply for the pupils and takes a close interest in their welfare so that relationships and the school's ethos are good.

63. The teachers and learning support assistants form a strong team that promotes good standards through effective teaching. Some good procedures are in place, for example the shared lesson planning in year groups. The good ethos encourages informal contacts that help enrich the curriculum. The good quality of teaching is partly derived from procedures to support planning, but the influence of the subject co-ordinators is not available consistently. Nor do they have formal procedures to monitor standards and provision regularly.
64. The individuals within the senior management team make significant contributions to identifying needs and supporting change and improvements, although further work to establish effective corporate management is required. The headteacher has introduced procedures to monitor the quality of teaching and standards that are welcomed and accepted by the staff as supportive and represent good management. The subject co-ordinators have not yet begun to make classroom observations or collect evidence through other procedures so do not have secure evidence on standards through the school. The school is beginning to introduce assessment procedures to help collect data, but procedures to evaluate its performance, in teaching, standards and curriculum balance for example, are under-developed. Regular and on-going assessments in English, mathematics and science are used carefully to set targets for each pupil and an aggregated school target. These are challenging and support the school's aims of having high standards.
65. Members of the governing body make regular visits and report back to their committees, but do not have an agreed focus for the visit. The effectiveness of these observations to inform the strategic direction of the school and evaluate the effectiveness of spending decisions is therefore limited. School developments are supported carefully through in-service training to ensure members of staff are confident and prepared. The learning environment has steadily improved over the last few years. The school meets statutory requirements for the curriculum, including religious education and sex education. The school provides daily assemblies although not all of these include opportunities for pupils to pray or reflect on their beliefs and experiences.
66. There are sufficient well-qualified teachers to meet the needs of the pupils and the demands of the curriculum, although further work is required in preparing job descriptions that ensure a good staffing structure and full use of their talents. The school's usual good management and practice ensure that all pupils, including those with special educational needs, have equal access to worthwhile activities. The learning support staff are committed to helping the pupils and overall support within classrooms is satisfactory. The pupils with special educational needs receive good support, facilitated by the very good management. The school has made steady improvements to the range and quality of resources since the previous inspection so that they are satisfactory overall, with several subjects having good quality. The new information technology suite gives pupils good access to new technology that is used to good effect as pupils gain new skills. The accommodation overall is poor, since eight classes are housed in temporary classrooms, fragmenting the smooth running of the school and causing difficulties over pupils' welfare. There is a satisfactory outside play area for the children who are under five.
67. The headteacher and governing body have improved the running of the school since the previous inspection through regular meetings to discuss current issues. The school's financial planning is good, with careful attention to linking the development plan to budget costs. The governors' finance committee sets a balanced budget based on identified priorities about the use of available resources. There is good oversight of the finances and budget through regular monitoring of budget statements. The school has an appropriate carry forward figure. The teachers and support staff are deployed well to classroom responsibilities. The expertise of the subject co-ordinators is used effectively overall, although there are insufficient formal procedures to monitor standards. The use of the support staff for the under-fives and special educational needs is good.

68. Money obtained through the standards fund is used effectively. The funds for pupils with special educational needs are used well, and the individual education plans are carefully focused to identify where support should be directed. The use of learning resources and accommodation is satisfactory, since activities are mostly well resourced. The financial control and school administration are good, supported through the local authority. The school secretary has good procedures and routines, and the hard work of the site manager to help the smooth running is appreciated by others in the school. The school has taken action on all the recommendations of the recent auditor's report.
69. Pupils' attainment on entry to the school is average overall, and the area that the school serves has above average socio-economic circumstances. The expenditure per pupil is broadly average for a London Borough. Pupils leave the school at the end of Key Stage 2, aged 11 years, with above average attainment. Progress is satisfactory through the school, with elements of good progress. Pupils receive good teaching through the school and their attitudes to work and school life are good. Taking account of all these factors the school is judged to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to make secure and effective improvements in the school the governing body and headteacher should prepare action plans for the following issues:
- The headteacher, staff and governing body together should gain a shared vision for the development of the school, with identified priorities, that (paras 57, 58, 59, 60, 123, 131)
 - a) motivates the staff and uses their talents
 - b) uses principles of corporate management to plan for change
 - c) establishes effective monitoring procedures, making use of a variety of forms of data analysis
 - d) ensures all staff are included in relevant in-service training.
 - Improve curriculum leadership by ensuring that (paras 36, 37, 58, 82, 94, 127, 131)
 - a) all subjects have co-ordinators with clear job descriptions
 - b) policies for all subjects are reviewed regularly and ratified by the governing body
 - c) schemes of work in all subjects are available to support planning and progression
 - d) subject teaching time is reviewed to ensure balance and best use
 - e) subject co-ordinators are supported, and given appropriate time to fulfil their responsibilities
 - f) governors take a more active role in subject review and development.
 - The governing body, headteacher and senior staff should improve the structure of the school development plan by (paras 57, 58, 60, 61)
 - a) establishing a clear educational direction for the school
 - b) relating priorities to a school audit of need
 - c) identifying and supporting strategies to implement the action plans
 - d) setting realistic time-scales and success criteria
 - e) monitoring progress systematically.
 - Review and develop policies for behaviour management (20, 52, 54)
 - a) ensure behaviour incidents are carefully recorded and reported to facilitate effective monitoring
 - b) Prepare a policy for dealing with issues raised by parents.
 - Improve procedures for assessment and their effectiveness by: (49, 51, 60)
 - a) Reviewing subject policies to ensure that they include guidance on assessment methods
 - b) Ensuring formal assessments and records are made in all subjects, and that the information is used in future planning and teaching
 - c) Review the marking policy, and ensure that it is applied consistently
 - d) Review the recently completed assessment policy to include the foundation subjects

- e) Clarify and develop the role of the assessment co-ordinator.
- Consider the management roles and responsibilities of the school by (57, 60, 62)
 - a) reviewing the teaching staff structure for levels and lines of responsibility
 - b) preparing job descriptions for all staff that are realistic, including for members of the senior management team
 - c) including a review of responsibilities within the appraisal process
 - d) arranging that sensible procedures are in place at times of staff change.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2.3	22.5	49.5	21.4	2.3	2.3	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)	N/a	417
Number of full-time pupils eligible for free school meals	N/a	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	N/a	6
Number of pupils on the school's special educational needs register	N/a	110

English as an additional language	No of pupils
Number of pupils with English as an additional language	48

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	26	33	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	19	23
	Girls	30	30	30
	Total	51	49	53
Percentage of pupils at NC level 2 or above	School	86	83	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	24
	Girls	31	31	32
	Total	52	54	56
Percentage of pupils at NC level 2 or above	School	88	92	95
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	25	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	27
	Girls	23	21	23
	Total	44	44	50
Percentage of pupils at NC level 4 or above	School	84	79	89
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	26
	Girls	23	21	22
	Total	43	46	48
Percentage of pupils at NC level 4 or above	School	77	82	86
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	1
Indian	8
Pakistani	0
Bangladeshi	4
Chinese	5
White	318
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	26.1
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	198

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	779013
Total expenditure	767796
Expenditure per pupil	1841
Balance brought forward from previous year	24077
Balance carried forward to next year	35294

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	417
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	34	50	11	1	4
Behaviour in the school is good.	30	62	2	5	1
My child gets the right amount of work to do at home.	20	42	25	8	4
The teaching is good.	41	48	5	2	4
I am kept well informed about how my child is getting on.	18	44	29	8	2
I would feel comfortable about approaching the school with questions or a problem.	50	39	7	2	3
The school expects my child to work hard and achieve his or her best.	28	60	7	3	3
The school works closely with parents.	25	54	13	5	3
The school is well led and managed.	35	36	16	8	5
The school is helping my child become mature and responsible.	30	54	11	1	4
The school provides an interesting range of activities outside lessons.	13	43	22	12	11

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

Personal development

71. Children make very good progress in their personal and social development in the Reception classes. Most children exceed the nationally agreed Desirable Learning Outcomes by the time that they are five. They quickly become aware of the routine of the school day and learn what to expect. They have very positive attitudes to learning situations and are happy and secure in their surroundings. Most are eager to explore new learning situations and during the inspection were keen to look at books with an inspector. Children show good concentration skills and have the confidence to choose activities for themselves. Behaviour is very good for their age and they understand the simple rules that are imposed. They respond well when given the responsibility to clear away and many use their own initiative. Children are taught to take turns when they use equipment and give their opinions. They relate to each other very well and respect the authority of adults who work with them. When dressing after swimming, they help each other to put on clothes and fasten buttons.
72. Teaching is very good in this area of learning. Staff allow children to make decisions about the activities and involve them in working together, for example, on the computer or throwing dice during a number game. They encourage the children to think of others and class discussions focus on developing social skills. Children consider what it means to be a good friend, think about actions which may upset others and require an apology, and learn to look after their own possessions. They reflect on what makes them happy or sad and with their 'Talk Partner' they share their feelings, listen carefully to another person and learn to reply appropriately.

Language and literacy

73. Although there are several children who are well advanced with regard to speaking and listening and early reading skills, the majority are in line with the expectations of the Desirable Learning Outcomes with a small number attaining below this level. Skills in writing are broadly as expected for the children's ages.
74. The quality of teaching and the provision is very good. The staff encourage children to talk and give them confidence to speak out in front of others. They try to involve pupils in discussion in all areas of the curriculum. They ask for their opinions about the outcome of stories, encourage them to comment on observations, share their written 'news' with others and talk about what they did in practical activities. Pupils respond quickly to instructions and give reasons why actions are allowed or not allowed. They know traditional tales, songs, rhymes and singing games and enjoy participating as different characters when dramatic opportunities are offered. They handle books sensibly, know that print gives meaning and by the age of five, the higher attainers are reading simple books. Others are able to tell the story from the pictures and pick out individual words. Many know the letters of the alphabet and associate these with sounds at the beginnings of words and there is a good emphasis on teaching phonic skills and reinforcing these in practical ways. During the inspection the children focused on learning letter 'h'. They made little books about objects beginning with 'h', painted pictures of houses, drew round their hands and made the letter 'h' in the sand. Higher attainers write sentences beginning with 'I can...' and have a go at writing in emergent ways. All children see the purpose of writing when they make their own books about teddy bears. Handwriting is skilfully taught with good models shown by the teachers. The literacy session is well structured and is appropriate for the children's ages. They enjoyed reading the story 'Hairy Bear' with the teachers and had the chance to devise conversations between the characters.

Mathematical development

75. Children's attainment is broadly average with about a quarter of the children on course to exceed the Desirable Learning Outcomes by the time that they are five and the rest mainly expected to reach the desired standard. Children begin to use mathematical language such as 'more than' and 'longer than'. Accurate counting and the ability to make sequential patterns are not assured by a number of children on entry to the school. The quality of teaching is very good and has a significant impact on learning. Teachers work hard to provide children with practice in counting on, counting back, using a number line, adding on one or two more and assessing how many items are in a set. They give very good support to individual groups to ensure that children can be successful in their written work. Imaginative use of the child-size '+1' and '+2' machines, really capture the children's interest and they are eager to go in them to work out a calculation. The curriculum for children in the reception classes dovetails well with the National Numeracy Strategy for children who are capable of tackling work at level 1 or beyond and there is a good challenge for all capabilities. Number games are thoughtfully planned and also help children to use their initiative and develop social skills. Children make pictures of 'Simon Shape' and produce cubes and cuboids to help them to recognise three-dimensional solids.
76. A wide range of practical equipment enables the children to practise their skills and sand and water enable the children to explore concepts of capacity and measures. This is most productive when teachers' planning shows expected learning outcomes for these activities and there is sufficient intervention by an adult. At times, there are missed opportunities to extend mathematical language and assess what pupils already know and understand.

Knowledge and understanding of the world

77. Several children have a good level of general knowledge and experience on starting school and sound progress occurs in this area of learning. By the age of five, most pupils are likely to meet the expected Desirable Learning Outcomes. In realising how the senses are used, they engage in a 'listening walk,' discuss what they have heard in and around the school and record their findings by drawing. They decide which are their favourite smells and those which they dislike, and identify the flavours of crisps by tasting. They know that different clothes are worn in the winter and summer and keep a record of how the weather changes from day to day. They eagerly talk about where they have been and what they have seen and are learning to make comparisons between the present and the past. For example, they examine old and new teddy bears. Structured activities help children to explore materials, draw simple designs and produce models of a bed or chair for teddy. They use recyclable materials to make rockets or vehicles and stitch very effective felt puppets. Linked with their work on 'letter of the week' during the inspection they looked through catalogues for items beginning with this letter and cut them out. Pupils select equipment purposefully, build with large blocks and play together in the home corner but this work is not always sufficiently planned to reinforce concept development. A significant proportion of children confidently and independently use the computer mouse to click on icons when creating pictures on screen and know how to use some keys for controls. They use the tape recorder sensibly when listening to stories through the headphones.
78. The quality of teaching is good and clear efforts are made to chart the progress of children during each term. Although there are good opportunities for free play where pupils can investigate and explore items and displays, such activities are at times not sufficiently structured, planned in detail or recorded in order to support the more formal aspects of learning within this area.

Creative development

79. Children make good progress in creative development and many exceed the nationally agreed Desirable Learning Outcomes by the time that they are five. They know how to mix paints to produce other colours and make close observational drawings of teddy bears, reflecting the smooth and rough textures of their coats. Good opportunities are given for them to experiment with mark making and consider the effects of light and heavy pressure. When painting

portraits of themselves, they try to include detail that is specific. They print using their hands and various tools. Collage work is well featured and this is linked with the work on exploring the sense of touch. They tear papers to discover their effects before assembling them as part of a picture. They learn to paint models of vehicles and realise that the paint must be of a certain consistency to cover the cardboard. Class pictures sometimes call for a corporate effort and reflect part of a story. These examples are striking and useful for focusing language skills but are evidently directed by adults.

80. Children enjoy music in different forms. They explore the music table and with help, make their own percussion instruments. They sing along with their teachers and participate eagerly when they act out the story of Goldilocks and the three bears or use puppets to represent characters. Role-play areas engage pupils in imagining themselves in different situations in the home. Pupils learn rapidly when adults make suggestions that enrich the play situations by extending children's vocabularies or by helping them to apply their developing mathematical skills.
81. Teaching is good in this area. There is constructive support for children and techniques and skills are well taught and demonstrated by adults. High expectations lead children to produce work of quality. Where intervention by adults is well judged, children make rapid progress. Progress is slower where there is little evaluation from adults while the activity is in process and where children are unsure of its purpose. Most practical work is valued and the quality of display is of a high standard.

Physical development

82. Children make good progress in developing their physical skills. By the time that they are five, many children exceed the expected standards of the Desirable Learning Outcomes. They handle small tools such as pencils, scissors and glue spreaders with competency. Good opportunities exist for children to paint with large brushes and practise writing patterns, mould play dough and wet sand and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces, pour water and dry sand into containers and place items accurately when engaged in small world play. They are adept when using the computer keyboard and operating a mouse. All these activities help children to develop fine muscular control. When playing or working outside they develop their co-ordination skills by pedalling tricycles, manoeuvring wheeled vehicles, climbing and balancing on the adventure equipment. Most children show that they are developing good skills when running, jumping, dancing, using small apparatus and throwing a ball through a hoop. A few have a particularly good eye when catching a ball. All reception children have the chance to learn to swim and during the inspection they were seen to be most eager to participate. Their confidence in the water and skills in co-ordination are developing very well.
83. The quality of teaching is good in this area. The staff make good use of the playground outside the classrooms but there is no dedicated enclosed play area for use by the under-fives in the Reception classes.
84. This section of the report focuses on the 20 children aged under-five in the Reception classes at the time of the inspection. The school has made satisfactory improvements overall since the previous inspection, and good improvement in teaching since the quality of teaching is now very good. With regard to the baseline assessments that are designed to measure the skills and knowledge of four-year-olds concerning those who entered the school last September, their attainment is broadly average. A small group of pupils is well advanced for their ages while a similar number has been identified as having special educational needs. In language and literacy, skills in speaking and listening are below average overall. Attainment is slightly above average in reading and writing but below in word and letter recognition. In mathematics it is above average with regard to numerical skills and slightly above with regard to sequencing patterns. These results are slightly better academically than the previous year's cohort but below them with regard to physical and social skills. The results of the baseline assessments for the January intake are not yet known. By the time that they are five, most children meet the Desirable Learning Outcomes in language and literacy, mathematics and knowledge and understanding of the world. A small proportion of children attains at a higher level. In general,

children exceed the Desirable Learning Outcomes in personal and social development and in the creative and physical areas of learning.

85. The quality of teaching and learning for children who are aged under five is never less than good and in a high proportion of lessons it is very good. The teaching assistants very ably support the teaching in the Reception classes but are not always available because they are asked to carry out welfare duties in other areas of the school. This is to the detriment the planned programmes. All staff are fully aware of the needs of these young children and work hard together to provide activities which are purposeful in order that children should develop their all-round skills. The management of children is very good. The organisation of activities is productive and good intervention usually occurs so that the activities are meaningful to the children and enable them to develop the appropriate concepts. Language development is very well promoted and number activities are imaginatively developed so that pupils do not always realise that they are learning when playing.
86. The provision for children who are aged under five is good. There is no policy or early year's co-ordinator to provide the necessary direction and until recently some staff have been unaware that children who are aged under five are regarded as a separate key stage with their own requirements as laid down by a national curriculum. Planning is focused on the Desirable Learning Outcomes but is more detailed for the language literacy and mathematical sections than for the rest of the curriculum. Pupils who are capable are challenged by work that is appropriate for them and it dovetails well with the National Curriculum provided for pupils in Key Stage 1. The deputy head has provided good support for the teachers of the youngest children in the school and has monitored their planning and provision. Good strategies in the planning to show how play is structured so that it supports the more formal aspects of the curriculum are being considered and this area now requires further development. Assessments are carried out with suitable regard for the Desirable Learning Outcomes and teachers keep conscientious records of individual needs. Teachers are well informed about the progress of children in the Reception classes.
87. The accommodation is attractively laid out. It is spacious and well managed but there is no designated enclosed space for Reception children as is required. Resources are good and are well used. The school attempts to welcome parents and there are clear induction procedures and opportunities for parents to discuss their children's progress soon after they have settled in.

ENGLISH

88. Standards in English overall by the end of Key Stage 1 are average. This is similar to the standards identified at the previous inspection which were judged to range from sound to good in equal proportions. In the national tests at the end of Key Stage 1 for 1999, the results show that pupils' performance in reading was above the national average, while in writing performance was close to the average. The trend in reading broadly matches the national trend, while there has been a slight decline in writing. In comparison with schools in similar contexts, attainment was average in reading and in writing. The percentage of pupils attaining level 3 or above in reading was above the national average and in writing it was close to the national average. Boys attained levels close to the national average and girls attained levels well above the national average. Baseline assessments indicate that many pupils enter the school with average early language skills.
89. Standards in English overall by the end of Key Stage 2 are average. This is similar to the standards identified at the previous inspection which were judged to range from sound to good in equal proportions. At Key Stage 2 the results of national tests show a slightly improving trend. The performance of boys is above the national average overall while the performance of girls is close to the national average. In the 1999 national tests at the end of Key Stage 2, the percentage reaching the expected level 4 or above was above the national average while the percentage reaching level 5 or above was close to the national average. In comparison with schools in similar contexts, attainment was above average.

90. Early indications are that the school has moved closer towards the targets for improvement set in English. Standards are rising as the National Literacy Strategy is making a positive contribution to pupils' learning, coupled to the actions that the school is taking in relation to setting for some English lessons. The school is likely to meet the targets set in English for the year 2000. However, given the good start that pupils get in the foundation stage and the progress that pupils for whom English is an additional language make in English, a small minority of pupils currently at the beginning of Key Stage 1 are underachieving.
91. By the end of Key Stage 1 pupils' attainment in speaking and listening is satisfactory overall with good standards achieved in some lessons. Pupils listen attentively to teachers and each other and answer questions using a wide vocabulary and generally correctly formed sentences. They listen to and follow instructions accurately, working out the logical order for giving simple instructions to each other and complete tasks following those instructions. When using their speaking and listening skills in other areas of the curriculum they take their time to answer fully, expanding sentences to convey their ideas and opinions fully. The speaking and listening skills of pupils for whom English is an additional language are generally in line with their peers by the end of the key stage as a result of the quality of support given earlier. Pupils with special educational needs also achieve appropriate levels as a result of the support they receive over their time in school.
92. By the end of Key Stage 2 pupils' attainment in speaking and listening is good overall. Pupils not only listen to each other and their teachers they use their wide vocabulary to formulate appropriate and extended sentences, give detailed descriptions and are able to debate, take different roles and characters in drama and formulate persuasive and comparative arguments when discussing different subjects from across the curriculum. This was particularly seen in religious education when retelling the life of Muhammad.
93. By the end of Key Stage 1 pupils reach generally good levels overall in reading and they make good progress. Pupils read a wide range of material such as books, poems and worksheets both factual and fictional works. They identify characters, recall the plot and predict what happens next in stories. By the end of the key stage pupils are starting to use the library to find books using their knowledge of alphabetical order to find information in books. Pupils have a broad range of skills to help them read unknown books. For instance they use letter names and sounds to build up words. The school reading scheme helps develop these skills. More able pupils recognise their errors and generally self correct. They are achieving a good degree of fluency and read with expression. The school works hard encouraging parents to share in reading and pupils taking books home.
94. By the end of Key Stage 2 pupils reach good levels overall in their reading. They are using higher order decoding skills, context and conceptually reading a wide range of materials, factual as well as fictional as well as those within the school reading scheme. They are able to use an index and glossary, the content and appendix pages to find information, locating books within the school library using codes and the local library using computer index and support staff. More able pupils are learning the skills of scanning text, skimming for meaning and use rather than reading each word. They have a range of favourite authors and illustrators including Jackie Wilson and Roald Dahl and genre such as horror and history.
95. Attainment in writing is as expected for ages and abilities with most pupils making satisfactory progress in relation to their prior attainment by the end of both key stages. Pupils know about how to set out their writing for a story. Older pupils try to use the correct grammar in their work using adjectives, adverbs, nouns, capitals, commas, exclamation and question marks and full stops. Pupils use letter sound patterns in their spellings, building up and using the key vocabulary from the National Literacy Strategy in their work. The school has introduced the use of writing frames to aid pupils produce pieces of extended writing, redrafting and perfecting their work across a range of format. The literacy hour is helping pupils use a wider vocabulary and is improving grammar and punctuation as well as extending their knowledge of a range of texts and authors. In Year 2 especially, pupils write for a range of purposes including simple stories, letters, instructions, news and comprehension. They are developing early skills of extracting information from non-fiction texts and simple poetry is included in their writing activities. By Year 6 pupils are preparing their work using a range of argument format,

producing persuasive and comparative writing, preparing for debates and factual prose. Handwriting skills are being developed using a cursive script throughout the school. Unfortunately, although pupils are forming and joining their words correctly, less attention has been paid to pencil/pen hold and some pupils are in danger of physically damaging themselves in later years by the writing position they chose. Although all used cursive writing in the samples of work seen, presentation skills are not totally secure, with that seen in some books being very untidy and difficult to read. Nearly all the younger pupils form their letters correctly and neatly and space their words in sentence patterns but not all older and more experienced writers in Key Stage 2 do so.

96. The quality of teaching is good overall, with some very good teaching being observed. In these lessons pupils' learning is enhanced and they make good progress. There are effective strategies for teaching literacy throughout both key stages, with challenging work and high expectations about raising standards. Pupils' progress in these lessons is marked, with pupils learning more quickly and successfully completing all the planned tasks. Pupils enjoy the books they are reading and they are successful in their writing. Teachers' use questions skilfully to challenge and guide pupils to further learning. In their lessons they have a high proportion of direct teaching and plan for pupils' active involvement in the lesson. Teacher's knowledge about the literacy strategy is good, as is their knowledge of their pupils' abilities and they plan effectively to enable pupils to reach the targets set for them. Pupils with special educational needs are well taught and work is planned to meet their needs. Pupils who speak English as an additional language enjoy their English lessons. Work is carefully planned to meet their needs and they are supported by their class teachers and the ethnic minority achievement grant teacher as appropriate. As a result they are clearly motivated and make good progress in their spoken and written English. When teaching is less effective teachers direct the pupils' learning too much and do not allow them to contribute to their own learning, thinking for themselves. This lack of challenge causes pupils to lose concentration and results in restless behaviour and untidy, incomplete work.
97. The National Literacy Strategy is improving standards. The strategy is giving a structured development to acquiring skills by widening the range of texts studied, expanding the range of authors and styles of writing used and closely linking reading to writing. The work using the spellings and official vocabulary along with writing frames dovetails neatly with this strategic use. There are times, however, when by sticking too closely to the strategy teachers do not plan enough opportunities for pupils to extend and expand their speaking and listening skills. The school is aware of the need for pupils to write in very specific and structured sessions. In Year 6 pupils are grouped in ability sets to enhance learning for some sessions each week. The library is well used as a teaching resource to develop library skills and pupils enjoy 'browsing' the shelves, following areas of personal interest. Unfortunately being separate from the main school building and being used for music lessons, the library is not always available when pupils need it for independent work. The curriculum for English is broad and balanced and supporting the work in other subjects especially in history, geography, mathematics and science.
98. At present there is no co-ordinator for Key Stage 1 English to monitor developments and pupils progress through the English curriculum. The deputy is acting as caretaker until a co-ordinator is appointed. Key Stage 2 has a co-ordinator who has undertaken relevant training and monitors pupils' attainment and progress via planning, work sampling, assessments and consultation. Resources for English are good and appropriate to support each area of the National Literacy Curriculum. There is satisfactory provision of books in the library, although it is not conveniently placed for pupils to use.

MATHEMATICS

99. Attainment at the end of both Key Stages 1 and 2 is above average and indicates that the school has made good improvements in mathematics since the previous inspection when standards were judged to be generally in line with national expectations. In the 1999 national tests for Key Stage 1 the proportion of pupils gaining level 2 or above was close to the national average. The percentage of pupils gaining the higher level 3 was well above the national average. It is the large percentage of pupils gaining this higher level 3 that is most significant in the results, together with the relatively small proportion of pupils who gained level 1. The trend is broadly steady over the past four years, though with a dip in 1998. In comparison with schools of a similar context in 1999 standards were well above average.
100. Using the teachers' assessments to provide more detail, the proportion of pupils gaining level 2 or above in using and applying mathematics was above average. The results for number and algebra are average, and for shape, space and the measures the results are above average. The proportion of pupils gaining the higher level 3 was well above average in all these aspects, indicating that the higher attaining pupils are working to their capacity.
101. In the 1999 national tests for Key Stage 2, the proportion of pupils gaining level 4 or above was above the national average. The proportion of pupils gaining the higher level 5 was above the national average. The trend has shown marked improvement over the past four years. In comparison with schools in similar contexts, standards were well above average in 1999.
102. The observations of the inspection broadly reflect the test results. Attainment at the end of both Key Stages 1 and 2 is above average and matches the school's expectation for the cohorts. The higher attaining pupils are reaching standards that indicate above average performance will be reached by the end of the key stages. There are no significant variations in attainment between boys and girls, or among pupils of different backgrounds in either key stage. Pupils with English as an additional language make satisfactory progress. Pupils with special educational needs make sound progress against their targets.
103. Pupils in Key Stage 1 have above average standards across the mathematics curriculum by the end of the key stage. Most pupils count reliably to 100, and recognise and name most numbers such as 56 correctly. They recall several number facts to 10, and most addition and subtraction sums are correct. The pupils have a good early understanding of place value, for example splitting 56 into $50 + 6$. They recognise several patterns in number, such as counting in tens from 6 or numbers that are odd or even. The teachers give careful instruction in recording calculations so that most pupils' work is recorded correctly with good understanding of the process. The pupils apply number to simple everyday contexts in science, history and art. Pupils understand how to present the results of surveys using a tally system, and in simple graphs and tables. They know several shapes, such as squares and hexagons, and recognise simple properties such as equal sides. Pupils use most mathematical language correctly through the good emphasis given by the teachers. The pupils' ability with numeracy is above average. Pupils explain their methods clearly, and have a growing confidence with mental calculation. The teachers plan from and use the numeracy materials well, and several use good interactive teaching to ensure understanding and secure progress.
104. Pupils have above average standards in mathematics by the end of Key Stage 2. Pupils perform addition and subtraction with two and three-digit numbers using standard layout, and most are correct. They have a good understanding of place value, and understand differing methods for multiplying numbers. They explain their methods for mental calculations clearly, for example by doubling, and are mostly accurate. Many pupils know the tables facts to 10×10 , although a few are not confident. They understand the use of factors and multiples. The pupils have a good knowledge of 2-dimensional shapes, such as hexagons, and make symmetrical patterns. They understand how to carry out surveys, for example of their pets or colours of eyes, and know how to represent the data in a block graph. They have a growing understanding of graphical representation and the use of information technology.
105. The pupils have good learning experiences in the great majority of lessons, with worthwhile tasks that promote achievement. They make good progress through both key stages, helped by their interest and willingness to take part, and progress in numeracy is good at Key Stage 2.

Their skills of mental and written calculation improve steadily, and much recorded work is set out correctly, using carry figures as needed. Pupils apply their skills to everyday problems such as the cost of meals using a menu, and use these skills in several subjects such as science. Most children build well on previous learning through the careful progression that teachers provide, matched well to their needs. Investigational work does not feature much at present as the numeracy work becomes established, but pupils have developed a few problem-solving skills, such as being methodical and noticing patterns.

106. Pupils' attitudes to mathematics are good through the school. They are attentive and quickly become interested in the tasks. Most children sustain concentration well and are keen to give answers. Many pupils in Key Stage 1 already work well independently and want to complete their work, so that they make appropriate progress. A few pupils require constant help, and they make appropriate progress through the carefully targeted support. Pupils with special educational needs receive good support so that they maintain their interest and effort, and make sound progress.
107. The quality of teaching for mathematics is good overall in both key stages, though a few aspects are unsatisfactory at times. Teachers' planning is usually good, is based carefully on the numeracy materials, and leads to good strategies in most lessons, for example in consolidating mental methods of calculation. Teachers identify learning objectives carefully and share these with the pupils. They make insufficient notes on the teaching methods they will use. Teachers give direct explanations and demonstrations with materials that have a positive impact on pupils' learning. Many teachers have a skilled questioning style that focuses on the main ideas and challenges pupils to explain and think carefully. All teachers have good relationships with the children, and listen carefully to their answers to make assessments of their understanding. Teachers' management of the children is good, establishing a good working atmosphere with high expectations for work and behaviour. Teachers use very effective behaviour strategies that are direct but discreet so that pupils are kept on task well. The teachers usually have a good selection of mathematical apparatus available that is suited to pupils' needs, including structural number apparatus to represent larger numbers, although this could be extended. The teachers are observant of the pupils, and make on-going assessments of them, but seldom keep a written record of attainment in class. The school is just beginning to use record sheets to build up diagnostic records of pupils' progress.
108. The subject meets the requirements of the National Curriculum, and the numeracy materials are used well. Problem-solving and investigational work is seldom evident in lessons, and is not well established to promote the skills required for using and applying mathematics consistently. There are helpful connections between mathematics and skills used in other subjects, for example science, design and technology and physical education. The co-ordinator has a good understanding of the role and supports colleagues well. She does not yet monitor teachers' planning or have planned time to monitor standards through observing lessons, so is uninformed about provision and standards, for example by seeing samples of children's work. There is a satisfactory range of resources for mathematics that support pupils' learning.

SCIENCE

109. In the end of Key Stage 1 assessments by teachers in 1999, pupils' results at level 2 and above were above the national average. At level 3 and above, they were very high in comparison with the national average. Compared with similar schools they were broadly in line at level 2 and above, and were very high at level 3 and above. Inspection evidence shows that pupils' overall performance by the end of Key Stage 1 is above national expectations. This finding is similar to that of the last inspection when standards were seen to be 'at least in line with, and often exceed, national expectations' at the end of both key stages.
110. By the age of seven, pupils have some good experiences of investigating and testing. They often need help, however, in analysing how their observations lead them to form conclusions from the evidence that has been gathered. They test materials to show the effects of

stretching and bending, classify natural and man-made materials and know that water turns into steam when it is boiled and becomes ice when it is frozen. Several of them notice the effects of their own bodies when they try to speed up and slow down on roller blades or bicycles.

111. In the National Curriculum tests in 1999 and the assessments by teachers, the school's results at the end of Key Stage 2 for level 4 and above were above the national average. At level 5 and above, they were well above the national average. When compared with schools in similar circumstances, pupils' results were well above average. Improvements in science at Key Stage 2 over the last four years have been substantially higher than the national upward trend. There were no significant differences between the performances of boys and girls. The findings of the inspection are that overall standards by the end of Key Stage 2 are above national expectations with some pupils attaining particularly high standards.
112. By the age of eleven, pupils recognise the need for fair tests and realise that predictions may be different from the actual results found. They are learning to give reasons for their findings and most understand the importance of controlling variables. They predict the effects of separating substances and use terms such as evaporation and condensation with accuracy. Most pupils can use keys based on observable features to assist with the identification and grouping of living things and many can explain the main functions of several human organs. They understand the effects caused by the earth's movement and make diagrams to show how sound waves are transmitted.
113. The quality of teaching and of learning are good at both key stages. Very good teaching occurs at the beginning and end of Key Stage 2 and as a result, pupils make particularly rapid gains in their understanding and in the acquisition of skills associated with investigative science. Strengths in teaching relate to clear subject understanding which is well communicated, positive relationships with pupils, lively presentations which hold their interest, well prepared resources and intuitive on-going assessment to check on pupils' understanding. For example, in Year 6, pupils learned about reversible and irreversible changes to materials when they are burnt by carefully observing and noting the results of the teacher's skilful demonstrations and considering their own predictions. The lesson built on pupils' understanding progressively and enabled them to reach important conclusions. Throughout the lesson there was an excellent awareness of health and safety aspects.
114. In all classes, teachers manage pupils very well and endeavour to use innovative methods that capture pupils' imaginations. When learning about forces, for example, Year 1 pupils had the problem of moving a bag of sand into the sand tray and tested various methods of pushing and pulling the bag before considering how the floor covering might support or restrict movement. Very good teaching and learning occur when the scientific element is clearly explained to pupils and demonstrated by practical tasks and there is probing questioning to check on pupils' understanding. For example, in Year 3 pupils increased their understanding of food chains when they carried out research, produced their own and provided good explanations for the rest of the class. In the best lessons, teachers make their expectations clear with regard to behaviour and attitudes and pupils respond accordingly.
115. No lessons seen were unsatisfactory but areas for development relate to the teachers' own knowledge of aspects of physical processes and ensuring that the scientific element is not obscured when pupils engage in exciting practical activities. The analysis of work indicates that teachers' expectations with regard to the presentation of work are variable and it is more difficult for pupils to be aware of their own progress when science work is filed with other subjects or is recorded in topic books. In Key Stage 1 there is often a reliance on worksheets when pupils could give their own accounts of the work and practise their writing skills. Good opportunities arise for pupils to apply their numerical skills when teachers encourage them to produce block and line graphs and carry out measurements with Newton meters, for example.
116. The science curriculum is broad and balanced and meets the requirements of the National Curriculum. The work on investigative and experimental science is well focused and underpins the areas that are concerned with life and living processes, materials and their properties and physical processes. The school is aware that insufficient use is made of information

technology in the teaching of science both for research purposes and in the recording of results. The subject is well managed by the deputy head who has assumed a caretaking role. The clear lead that is given for the development of the subject has resulted in marked improvements in standards particularly at Key Stage 2. Very good individual support is given to members of staff who declare their lack of expertise when tackling specific areas and the advisory service from the borough has provided useful in-service training.

117. A new policy is being written and a scheme of work based on the Qualifications and Curriculum Authority scheme is being introduced alongside the previous scheme. It is not yet sufficiently well known to all staff to enable them to build on what pupils have already encountered. Presently there is some overlap in content in different year groups and during the inspection pupils in Years 3 and 5 were undertaking similar lessons. The original scheme includes suggestions for differentiation and assessment but new assessment procedures are not secure and are presently being developed. Resources are good and are readily accessible. The subject makes a positive contribution to pupils' social skills when they work together on projects and learn to share equipment.

ART

118. Standards in art at the end of Key Stage 1 are above those usually seen nationally for pupils of the same age. Even the youngest pupils observe carefully and represent objects well. In Reception they use good techniques to indicate the rough or the smooth texture of teddy bears when using pastels. Good pencil control and pleasing use of colour is demonstrated in Year 1. Individuality is expressed through the use of clay and computer generated portraits. Standards of art in Year 2 are particularly good. Pupils use problem-solving techniques as they select from a wide range of media to produce penguins. Pupils discuss their work as they measure, cut, sew and model with care. Achievement is good because of the impact of the co-ordinator in this key stage and the quality and range of resources.
119. Standards in art are satisfactory at the end of Key Stage 2. Throughout the key stage pupils continue to show a good eye for detail and response to a range of media and stimuli. Drawing musical instruments whilst listening to Chopin helped pupils in Year 4 represent mood and feeling with some success. Pupils in Year 6 mixed colours successfully to represent emotions such as anxiety and confusion. Satisfactory achievement has been attained by studying the work of artists such as Seurat and Warhol, through access to good quality resources and through pupils' willingness to work hard. The lack of formal assessment, the absence of sketchbooks and the lessening impact of the co-ordinators throughout this key stage adversely affect achievement however. The standards and achievement of pupils with special educational needs are in line with their peers.
120. Pupils' attitudes to work in Key Stage 1 are good. Behaviour is very good. There is a willingness to experiment and to work with care. Pupils listen closely to their teachers and adult helpers and are polite to one another. They demonstrate qualities of good-humoured independence as they select media and help to clear away materials. This good attitude has a positive influence on the standards achieved. Attitudes and behaviour continue to be good in Key Stage 2. Pupils are prepared to engage in sensible discussion about their work. They are willing to display their work to the whole class and help assess the work of others. This is influential in maintaining satisfactory levels of achievement. In Year 3 pupils concentrated hard on shape, texture and colour to produce good drawings of model animals then listened closely to assessments of their work by their peers.

121. All art teaching is at least satisfactory, with almost all teaching good or very good. Teachers have good subject knowledge and prepare stimulating lessons taking advantage of high quality and easily accessible resources. They spend time preparing carefully and are well supported by classroom assistants and parent helpers, especially in Key Stage 1. This enables lessons to be pleasant occasions for pupils where frustration is minimised and concentration is on learning. Teachers in Key Stage 2 support knowledge and achievement through broadening pupils' exposure to art and artists from mainly European cultures although there is a unit of work on African influences. The absence of sketchbooks to support learning and for homework is a weakness in Key Stage 2.
122. The quality of subject management is good. The co-ordinator is proficient and enthusiastic and willingly shares her expertise. Her influence is strongest in Key Stage 1 where she is based. Pupils' visual education is not being extended sufficiently by visits to galleries or observing artists or crafts people at work. Positive judgements made about art during the previous inspection remain valid, as does the judgement of unsatisfactory for lack of formal assessment. The policy needs updating to identify assessment opportunities and recording and the regular use of sketchbooks.

DESIGN AND TECHNOLOGY

123. During the course of the inspection there were no opportunities to observe the teaching of design and technology. Teachers' planning, scrutiny of photographic evidence, work on display and discussions with teachers and pupils have been used as evidence when making judgements. Inspection findings indicate that pupils, including those with special educational needs, make satisfactory progress at both key stages and attain standards that are broadly average for their ages.
124. Pupils in Reception and Year 1 build towers and bridges with constructional toys to discover which structures are the strongest. They experiment to make a boat that floats and learn to join recyclable materials with glue when model making. They use very simple mechanisms to make paper faces with moving eyes. Year 2 pupils build on their knowledge by taking bags apart to see how the fabric is joined. They go on to stitch their own bags and realise that using a weaving technique can join paper. This method is applied so as to produce a picnic basket to hold the sandwiches that they make. Pupils realise that items are made for a purpose when they make simple picture frames for their paintings. In Years 3 and 4, pupils learn to use papier-mache to make masks and join wood when they make a frame for a vehicle such as a chariot. Some have a good knowledge when applying axles and wheels. They use the frame technique for the basis of a Tudor house. They design and make a healthy breakfast cereal. Year 5 pupils continue to explore mechanisms when they investigate with simple pulleys and learn about a range of suitable structures for bridges. They apply their skills well when they design and make safety clothing for 'bike week' and explore further methods of joining fabric. By Year 6, pupils demonstrate their understanding of gears and cams when they show mechanical toys such as Teletubbies or jungle dancers that they have made for younger children. Some pupils are knowledgeable about how to make a moon buggy with electrical control.
125. The quality of work and discussions indicate that pupils take a pride in what they produce, persevere when faced with difficulties and enjoy the activities. They are greatly influenced by teachers' expectations of what they can do. Several have evidently worked together on projects and this in itself promotes their social development. Adult helpers make important contributions to the subject.
126. At the time of the previous inspection, the curriculum for design and technology did not meet the requirements of the National Curriculum. The subject is no longer statutory and different requirements now exist. On this basis, there have been improvements, in that evidence conveys the range of work experienced by the pupils. Much of this is linked to subjects across the curriculum where pupils have had the chance to apply their skills. Policy documentation is due for ratification by the governing body. A scheme of work includes all the necessary elements but is due for review. Theoretically the curriculum provides breadth and balance but

the subject is not taught systematically to enable pupils to acquire skills and techniques on a regular basis. As a result, pupils' achievement is only average and could be much higher given the commitment and application shown on single projects.

127. The subject does not have a permanent co-ordinator and the deputy head has recently assumed a caretaking role alongside many other commitments. There has been little monitoring of coverage of the subject. Evidently there has been some good leadership in the development of examples for assessment although these were not available during the inspection week. There are no formal procedures for analysing the skills which pupils are acquiring as they move from year to year and no whole school method of record keeping. The element of information technology concerned with control, which is intended to support this subject, is not well developed. The school has attempted to raise the profile of design and technology by inviting parents and governors in for a practical session and in-service training has enabled teachers to develop confidence and expertise. Resources have been improved. They are now good and are readily accessible to teachers.

GEOGRAPHY

128. It was only possible to see a small number of lessons but the work of most classes in files and on display was examined and discussions were held with pupils and teachers. At the end of Key Stages 1 and 2 standards are average. The school has made satisfactory improvements since the previous inspection. Most pupils show satisfactory geographical skills, knowledge and understanding and a few pupils attain higher levels. Pupils in Year 2 understand appropriate terminology, as for example geyser, trade, route as seen in a lesson on the voyages of Captain Cook; they can use maps and label main features. At Key Stage 2, pupils can comment on features, follow directions and read maps and plans. Some pupils show an appreciation of environmental issues. By Year 5, mapping skill are developing well and most pupils understand how settlements change, for example, in comparing ancient with modern Greece. Work is presented in a variety of ways and makes good use of graphs, charts and pictures but pupils' oral work is ahead of their written work at all levels. In Year 6, pupils show satisfactory general geographical knowledge of the UK, Europe and the wider world, for example of capitals, rivers and mountains. Pupils are beginning to use information technology to select information by accessing the Internet using home computers. They use geographical knowledge to support their work in other subjects such as history.
129. Pupils make good progress in lessons at both key stages and the quality of learning is good. High attaining pupils are sufficiently challenged by extended tasks and pupils who find work more difficult are well supported by work well-matched to their needs and often by classroom assistants and helping parents. There is clear evidence of advances in learning in lessons and across time. Pupils are increasingly aware of geographical issues, able to record evidence in investigative work and use more sophisticated vocabulary, as they grow older. Pupils develop appropriate basic skills and knowledge but the acute lack of adequate time to teach the subject narrows the range of topics pupils cover in depth. This was highlighted in the last inspection report but has not been addressed.
130. Pupils have good attitudes and enjoy geography. They respond to questioning, follow instructions and sustain their concentration in individual or group work. They stay on task and treat resources respectfully. They enjoy chances to make choices for themselves in investigative and extended topic work; they work well collaboratively, enjoy talking about their work and contributing to discussion in lessons.
131. In the small sample of lessons seen, the quality of teaching was good. Teachers show good knowledge. Lessons are effectively planned to match the needs of the pupils, well organised and use an appropriate range of resources, for example in a lesson seen on holidays. Objectives are clear. Class management is very good and there is skilful use of praise and questioning to encourage, support and challenge pupils. The pace of lessons is suitably brisk. Homework is set irregularly in the lower part of the school but pupils use homework effectively to research their topics in the upper years. The subject is well led but the committed and hardworking curriculum co-ordinators have insufficient classroom release time to monitor the

subject. Monitoring and assessment are informal. Schemes need to be put in place and plans are being made to do this. The quality of resources is good and good use is made of the school grounds, the locality and in environmental work. Pupils in Year 6 enjoy an annual field trip to the Isle of Wight.

HISTORY

132. It was only possible to observe a small number of lessons but samples of pupils' work in files and on display from most classes were examined and discussions held with pupils and teachers. At the end of Key Stages 1 and 2, attainment is broadly average. Pupils in most pupils in Key Stage 1 are beginning to develop an appropriate sense of chronology. Pupils in Key Stage 1 develop further understanding of time comparing toys from different ages and most pupils understand the concept of a time line. Pupils are increasingly able to understand the reasons for historical development for example in Year 2 work explaining the importance of events and discoveries of Captain Cook. In Key Stage 2, pupils understand the importance of sources in historical inquiry and they speak confidently when describing life in Ancient Greece. Year 6 pupils show appropriate knowledge of the twentieth century, especially of the Second World War period, and are able to use a range of resources and interpret primary sources to help them understand their work. Pupils' oral work is stronger than written work but some topic work is of a high standard.
133. Pupils make good progress in lessons at all stages and the quality of their learning is good but the time allocated to the teaching of history is inadequate. This was highlighted in the last report but has not been addressed. Pupils make good progress because they are given work to match their prior attainment, which stretches pupils who work faster and is within reach of pupils who need more help. Pupils show increasing historical awareness and are able to collect and record evidence in investigative work and use more sophisticated vocabulary as they mature. Pupils with special educational needs make good progress in reaching targets set for them. History makes a valuable contribution to pupils' spiritual, moral, social and cultural education and in understanding the rich historical heritage of the area.
134. Pupils are well behaved and show positive attitudes at all levels. They enjoy history and are responsive to questioning. They follow instructions carefully and sustain their efforts in individual or group work. They are friendly, open and work with interest treating resources carefully. They enjoy discussing their work, willingly contribute opinions in debate and answer enthusiastically. Most take pride in the presentation of their work especially work on display.
135. The quality of teaching is good at both key stages and very good teaching occurs in a few lessons. Teachers show good subject knowledge and the well-planned lessons use a wide range of well-prepared resources and imaginative approaches. Lessons support basic skills, have clear objectives and proceed at a good pace. Content within the schemes of work is appropriate. Class management is usually very good. Teachers use praise to encourage pupils and skilful questioning engages pupils. Relationships are very good. Homework is set when appropriate. The subject is well led but the governing body has not yet approved the policy written in 1997. The curriculum co-ordinators need time to organise the work of the subject, support teachers and introduce an appropriate assessment scheme. Good quality resources assist learning but there is a need for more artefacts. There are good cross-curricular links with many subjects including English, geography and science and music. Visits to extend the experience of the pupils include trips to the locality, St Albans and the Natural History Museum.

INFORMATION TECHNOLOGY

136. The school has made good improvements to standards since the previous inspection when they were judged to be below the national average at the end of Key Stage 2. The improvement to information technology (IT) facilities is very good. Standards of attainment are now average by the end of Key Stage 1, and above average by the end of Key Stage 2. In Key Stage 2 pupils have good understanding and skills in several aspects of the work. The higher attaining pupils generally have good skills and understanding. Progress is satisfactory

through Key Stage 1 and good in Key Stage 2.

137. Within Key Stage 1 pupils use a good range of skills to generate and communicate ideas using text and pictures. They have the early keyboard skills to enter simple text. By Year 2 pupils use the mouse neatly and with satisfactory skill. They know how to open up a program, use features of programs by clicking on the mouse, and print a copy of their work. Pupils understand the simple commands to make a journey round a model village, and select colours from a palette to create designs in the style of an artist. They design and produce simple art pictures using several features of the painting program. Pupils have good experiences in using a variety of subject related programs that support language and mathematics work, for example.
138. Within Key Stage 2 pupils change and edit text that is already stored. They know how to highlight text and enter a corrected record in a data file. Pupils understand how to save files and to print a copy. By the end of the key stage pupils understand the structure of a spreadsheet and create formulae for values in chosen cells. A few pupils use the 'sum' command to find total costs and show a good understanding of procedures. Their mouse skills are mostly neat and accurate. Pupils have the skills to search for and retrieve information. Within Year 4, for example, pupils using the control device 'Roamer' know the basic commands for movements and build a sequence of moves to complete a capital letter such as E, although the commands for M were found to be difficult. The pupils have good basic skills in the use of the keyboard and mouse that shows steadily increasing confidence to the end of the key stage. Pupils tend to be over-reliant on the mouse and make insufficient use of the keyboard to enter commands.
139. The teachers' choice of tasks is very good, providing interesting and challenging activities with good learning experience. The high attaining pupils frequently make good progress and apply their skills to tasks that give good purpose to the development and consolidation of skills. Most pupils in both key stages quickly become interested and are keen to use the computers. They are very motivated by the use of IT and usually sustain concentration well to produce their work. There is very good equality of access for all pupils. Most pupils work together very well, taking turns to enter information and exchanging ideas, showing that their personal development is growing. A very few pupils find cooperation difficult. Most pupils work independently though a few are still reliant on the teachers, including those with special educational needs. The pupils' attitudes and behaviour are good overall throughout the school.
140. The quality of teaching is good in both key stages. Teachers demonstrate a mostly good knowledge of the subject and plan carefully for the computers to be used to good purpose. They make a good choice of task that challenges and extends the pupils. There is a good focus on direct teaching for understanding and skill development. Teachers use their time well, giving direct instruction, but also ensuring that the pupils use the skills themselves. The teachers' class organisation and management is good in the IT suite, balancing good use of the IT facilities with class discussion. The use of IT as a natural facility to support classwork is still becoming established. Teachers make assessments of the pupils as they work, picking up points to reinforce, but the recording system is only just being introduced. Procedures for assessment and recording are being prepared to help formative understanding and further planning.
141. The co-ordinator provides very good leadership and management, and good support for colleagues. The school has a subject policy and the scheme of work is nearly complete, being of very good quality. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression through the school. The subject is still at a development stage, although there has been good progress in providing well-chosen tasks promoting achievement well. The school has made very good investments in IT resources, with a clear continuing action plan.

MUSIC

142. By the end of Key stage 1, standards in classroom work are broadly in line with those expected

nationally. By Year 6, standards are below those expected nationally. In Key Stage 1, pupils experience mainly singing and a little instrumental work, composing and listening. Music often supports other learning as when pupils learn counting songs, songs that extend vocabulary or to topic work such as when pupils sing a Penguin Song as part of their work in geography. Singing is satisfactory and often good with a sense of enjoyment, strong rhythms and plenty of volume. Pupils sing satisfactorily in assembly. In Key Stage 2, inadequate time is given to music and music occurs irregularly. In some classes very little music has been taught. This conforms with the concerns raised by parents. Standards have declined since the last inspection. Pupils have sung in assembly and some pupils sing in the choir, but pupils in Year 6 had only sung once this year.

143. Most pupils play percussion in instrumental work, but performing and music reading skills are insufficiently developed, as for example when pupils play their own compositions. Pupils who play instruments can name given notes or recognise common signs but the majority shows little understanding of notation. In composing, most pupils lack techniques to develop pieces or the performing skills to realise them. Group work often depends on the skills of the most musical pupils. Pupils listen carefully to each other and to recordings in lessons and in assembly. They appraise sensibly but show a limited technical vocabulary. General musical knowledge, for example of instruments, artists, forms, styles, well-known pieces and composers is weak.
144. Learning is satisfactory in Key Stage 1 but at Key Stage 2 it is unsatisfactory because the curriculum is inadequate. High attaining pupils who are instrumentalists, and read music, make the best progress building on their previous learning, experience and their personal interests but they are insufficiently stretched. Work does not build on pupils' own interests or develop instrumental, vocal and music reading skills to enable them to achieve their potential in performing, composing and listening. The lack of practice rooms for group work hampers progress, especially in composing. At both key stages, pupils with special needs make similar progress to other pupils. Pupils show positive attitudes, and good behaviour supports achievement. In Key Stage 2, music is a popular subject, which most pupils enjoy. Pupils are friendly, open, responsive, and respectful towards staff and each other, use equipment sensibly, work well collaboratively and remain on task. They show initiative and willingly enjoy taking responsibility, for example when composing in groups. Pupils enjoy music making, especially using instruments.
145. In classroom work, when it occurs, most lessons are sound and there is some good teaching as in Year 6 where teaching is confident, explanations are clear and there is sound subject knowledge. Teachers work hard and do their best but not all teachers have sufficient practical expertise, resulting in a lack of confidence and there has been a lack of support for them. Almost all pupils have their own instruments but do not use them in school. The most talented pupils are not fully stretched and instrumentalists do not use their instruments in classroom work, which would support their instrumental lessons and the class teaching. Organisation is good but neither planning nor methods focus enough on the needs of the pupils or develop skills sufficiently. Discipline and relationships are very good at all levels. Assessment is encouraging and supportive and praise is used well, but goals are absent. Homework is not set, and this is a lost opportunity to extend and reinforce learning.
146. As music has not been co-ordinated in recent years, there has been no clear direction for the subject. There is a music policy but no workable scheme to support planning. There is also a lack of monitoring, support or adequate assessment. There is no music specialist area and the use of the library and staffroom for music prevents their intended use. Resources are inadequate. There is a need for computers, keyboards and classroom instruments especially tuned percussion.
147. Five visiting teachers provide an appropriate range of instrumental lessons for which parents pay. These involve 26 boys and 46 girls, which is well above average for instrumental tuition in schools. In school tuition, pupils' attitudes are very good overall. Standards, progress and the quality of teaching are very variable. Good teaching was observed in string and brass tuition; excellent teaching was seen in woodwind but poor teaching was observed in guitar work. Pupils do not have practice books, except in woodwind, and monitoring of lessons and pupils'

progress is inadequate. There is a limited range of extra-curricular activities. Numbers involved are disappointingly small and few boys are involved but teaching is good, standards are good and pupils are enthusiastic. Current activities include the choir, band and recorders. Musical groups perform for the community and in two concerts each year; workshops are organised to bring musicians into school. Overall, there is great potential in music but currently there is under-performance.

PHYSICAL EDUCATION

148. Standards of achievement at the end of Key Stage 1 are satisfactory. The youngest pupils in this key stage are confident and adventurous as they experiment on the apparatus. They are well co-ordinated and agile and display good balance. Pupils in Year 1 are beginning to develop good swimming strokes and are at ease in the water. By the end of Year 2 all pupils can swim. Pupils in Year 2 show control and awareness of their bodies as they hop, skip and jump and practise ball skills.
149. Standards at the end of Key Stage 2 are satisfactory. They are generally in line with those of pupils nationally although there are variations in different aspects of physical education. Achievement in dance is good especially in Year 6. This is because teachers choose sensitive themes and pupils are prepared to work hard and listen well to the music. Pupils achieve highly in swimming as the result of regular lessons on site from a good specialist instructor. The swimming team are Borough champions. Achievement in gymnastics and games is constrained because there is no planning for progression. Insufficient opportunities for all pupils to take part in team sports are only partially overcome by the input of outside instructors. Pupils with special educational needs achieve standards in line with their peers.
150. Pupils' attitudes in Key Stage 1 are good. They behave well and listen to instructions. They are prepared to work hard physically and even the youngest pupils display a pleasing level of independence. Pupils enjoy working together, with girls and boys co-operating well. Pupils in Key Stage 2 continue to show enjoyment in physical activity. They encourage each other and appreciate the good work of others. A pleasing feature of lessons is pupils' ability to watch peer demonstrations closely and assess them sensitively. Pupils are then able to demonstrate improvement in their own work.
151. All teaching is at least satisfactory. In Key Stage 1 it is satisfactory with some good teaching in Reception. In Key Stage 2 the majority of teaching is at least good with some specialist swimming instruction very good. It is to the credit of teachers that, in the absence of a co-ordinator, a policy or schemes of work they have continued to maintain satisfactory standards of teaching and learning. Lessons are well prepared and encourage independence. Teachers provide interesting learning opportunities and make good use of resources. A Year 6 dance lesson was based on argument which reached a crescendo and then resolution and was well linked to personal and social education. Oral assessment is good but the lack of formal recording of assessment is unsatisfactory except for swimming where it is very good.

152. The management of physical education is unsatisfactory. The absence of policies and assessment opportunities are surprising as these were highlighted as deficiencies in the previous inspection report. The school hopes to appoint a co-ordinator for the Autumn Term who will address these omissions. The school has rightly supplemented non-specialist teaching by the use of instructors. These enable cricket skills coaching for Year 6 by Middlesex County Cricket Club and some after school football and netball training. The school has an athletics team and Year 6 take part in adventure activities during a residential visit to the Isle of Wight.

RELIGIOUS EDUCATION

153. Standards in religious education are satisfactory by the end of each key stage in relation to the expectations of the locally agreed syllabus. The school has made satisfactory improvements since the previous inspection. Pupils' learning is satisfactory in Key Stage 1 and good in Key Stage 2. Younger pupils are making progress in considering Sikhism, and know the correct terminology for features such as temples, naming ceremonies and clothing. Older pupils are considering aspects of Islam such as the 5 pillars, famous places such as Mecca and Medina and the history and place of Muhammad within this faith. At both key stages pupils show a developing understanding of Christianity and are reflecting upon the concept of living a faith especially prayer, worship and dress. Pupils are consolidating the skills of using language to convey meaning and feelings, giving respect to key prophets such as Guru Nanak, Moses and Jesus and sacred texts such as the Torah, the Bible and the Qur'an.
154. Pupils take their work in religious education seriously. They are involved with their tasks and have good recall of earlier parts of their lessons. They work hard, concentrate and enjoy the practical tasks as well as considering the deeper meaning of their lessons. Pupils are proud of completing activities such as older pupils acting out the early life of Muhammad and younger trying to put on a turban. Pupils reflect on the themes of their lessons, use resources independently and give respect to the work of others. Lessons are characterised by pupils' positive relationships with their teachers and other adults.
155. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have secure subject knowledge and good understanding of how to structure lessons and tasks to ensure pupils of backgrounds think about relationships with each other and with God. They hold high expectations that pupils will develop more consideration for each other and each other's beliefs. Teacher's planning is clear and directly linked to the scheme of work. Tasks remain firmly religious education focused rather than becoming English or art exercises, and this helps promote good attainment. Pupils' work is evaluated by subject criteria rather than for spelling and grammar. Teachers choose strategies that match both the curriculum and pupils' needs with good structure given to lessons. Teachers take care to be accurate when telling faith stories putting the stress on the belief as well as the facts of a faith.
156. The quality of learning at Key Stage 1 is satisfactory while the good quality of teaching at Key Stage 2 results in the good development of learning. Pupils are developing the skills of comparing faiths, identifying similarities and differences and because of their interest are able to sustain their concentration, consolidating and modifying their opinions as a result of the teachers' input and others opinions. Older pupils' independence is encouraged. They apply themselves and use printed texts to extract facts, developing their comparative skills linking the three monotheistic faiths via common features such as sacred texts, rules, rituals, characters and common practices for instance prayer and fasting.