

INSPECTION REPORT

ABBEY PRIMARY SCHOOL

Morden

LEA area: Sutton

Unique reference number: 102967

Headteacher: Miss L Tunstall

Reporting inspector: Mr M Milton
1723

Dates of inspection: 27th to 31st March 2000

Inspection number: 190183

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 category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Glastonbury Road Morden Surrey
Postcode:	SM4 6NZ
Telephone number:	020 8770 6770
Fax number:	020 8770 6767
Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Thurling
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Milton	Registered inspector	Information technology, design and technology, geography	How high are standards? How well are students taught?
J O'Keefe	Lay inspector		Pupils' spiritual, moral, social and cultural development How well does the school work in partnership with parents?
G Crowther	Team inspector	Science, physical education	How well is the school led and managed?
J Harris	Team inspector	English, special educational needs, opportunity base	
J Martin	Team inspector	Under-fives, English as an additional language, mathematics, art	
R Coulthard	Team inspector	History, music, religious education	How good are curricular and other opportunities? How well does the school care for its students?
S Morgan	Team inspector		

The inspection contractor was:

Qualitas Education Consultants Limited
Wickham Court
Layhams Road
West Wickham
Kent BR4 9HH

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	5
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?	9
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
THE OPPORTUNITY BASE	18
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school has 387 girls and boys aged 3 to 11, and is much bigger than the average primary school. It includes a nursery which takes about 24 pupils for each morning and afternoon session. In addition, there is an opportunity base which takes ten pupils with statements of special educational need for dyslexia. About 10% of pupils are from ethnic minority groups. Of the 30 pupils with English as an additional language, only a few are at an early stage of English language acquisition. 36% of pupils are on the school's register of special educational needs, which is above the national average. Their needs cover a wide range of difficulties. 18% of pupils are known to be eligible for free school meals, and this is broadly average. Pupils' attainment on entry is below national averages. The majority of pupils come from the surrounding St Helier Estate which is part of an urban regeneration fund area.

HOW GOOD THE SCHOOL IS

This is an effective school with a significant number of strengths. Pupils make good progress in most aspects of their work, and particularly good progress in English and mathematics. Good teaching and very effective leadership and management ensure that pupils aim for high standards. The school fulfils its aim to provide an environment in which pupils achieve well in both the academic and personal aspects of their education. Relationships between all members of the school community are a strength. By Year 6, pupils' attainment matches national expectations in all subjects except science. Considering the facts that many pupils start school with attainment below that found in most schools and that a large number of pupils leave or join the school during each school year, this represents a good achievement. Staff and governors work well together and have been successful in improving a number of aspects of the school's work. The school provides good value for money.

What the school does well

- In English and mathematics, pupils make good progress across the school.
- Pupils' learning is very well supported by their very good attitudes to work, their extremely good behaviour, and their very good relationships with each other and with staff.
- Good teaching enables pupils to learn effectively.
- There is good provision for pupils' personal development, and very effective support for their moral and social development.
- Pupils' progress is carefully assessed and monitored to help them improve their work.
- There is effective provision for pupils with special educational needs, and they make good progress.
- The school has established very good links with parents who support their children's work.
- The school is very effectively led and managed by the headteacher, senior staff and governors who all help to improve teaching and raise standards.

What could be improved

- For the oldest pupils, attainment in science is not high enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection (October 1996), the school has been successful in achieving a marked improvement in its results, particularly the proportion of pupils reaching the expected standards in English and mathematics. The quality of teaching has improved, and there is now a larger proportion of good and very good teaching in lessons. The school has also made good progress in tackling the action points from the last inspection. It is in a good position to continue raising standards because of the very effective management and the high level of commitment from all staff.

STANDARDS

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

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

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

Attainment on entry to the school varies from year to year, but is below average overall. Pupils make good progress during their time at the school and they made very good progress in many lessons seen during the inspection. At the end of Key Stage 1, the 1999 test results were below average for all and similar schools but the standards of the current Year 2 pupils match national averages. Average results achieved in national tests for 11 year olds have improved at the same rate as the national trend over the past four years. The school's results for English and mathematics were close to its Key Stage 2 targets in 1999. Targets for the next two years are sufficiently challenging. Inspection evidence shows that attainment in the current Year 6 classes matches national expectations in English and mathematics, but is below expectations in science because pupils' skills in experimental and investigative work are weaker than they should be. Standards in mathematics are higher than in 1999 because of the effective teaching of the Numeracy Hour. Pupils' skills in literacy and numeracy are sound throughout the school. Literacy skills are developed well through activities in a wide range of subjects. Attainment in religious education meets that expected by the local Agreed Syllabus. Standards in information technology meet national expectations. In all other subjects, standards are close to those expected for pupils' ages. Pupils achieve well in the school because they make good progress and the work is sufficiently demanding of them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they are very keen to contribute in lessons, and they almost always concentrate and persevere with tasks.
Behaviour, in and out of classrooms	Pupils' behaviour, in lessons and around the school, is very good; they know the rules and respond well to the good role models provided by the staff. One pupil was excluded in the last year.
Personal development and relationships	Relationships between pupils and with teachers are very good; pupils of all ages work and play well together.
Attendance	Close to the national average.

TEACHING AND LEARNING

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

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.

Teaching was sound or better in 93 per cent of the lessons observed. In 22 per cent of lessons, it was very good; in 60 per cent of lessons, it was good or better; it was less than satisfactory in 7 per cent. Teachers plan lessons carefully, make clear to pupils what they want them to learn, and generally have high expectations of what pupils can achieve. Good organisation of learning, and lively explanations are strong features of much of the best teaching seen. Teaching of the youngest pupils is supported by detailed planning, with a good emphasis on their personal and social development. In some lessons for the under-fives, learning is not sufficiently well organised, and teachers do not ensure that all children are sufficiently challenged. In the few lessons where teaching was unsatisfactory, the management of pupils' behaviour was not sufficiently firm and consistent or activities were not appropriate so pupils did not learn enough. The teaching of English and mathematics is very good. Literacy and numeracy are both taught well. Teaching meets the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound: the school provides a broad and balanced curriculum, which has particular strengths in English and mathematics. Planning is of very high quality but the experimental, investigative and creative aspects of subjects are not emphasised enough. There is a limited range of extracurricular activities. Provision for personal, social and health education is good.
Provision for pupils with special educational needs	Good: work is well matched to pupils' needs in lessons. Pupils receive very effective support from adults, and they make good progress, including those in the opportunity base.
Provision for pupils with English as an additional language	Very good: provision is very well managed so that pupils' needs are met effectively and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: provision for pupils' personal development is effective, and an important priority for the school. Provision for pupils' social and moral development is particularly strong, and there is sound provision for spiritual and cultural development. The governing body is taking steps to improve the opportunities for pupils' cultural development.
How well the school cares for its pupils	The school provides very good care and support for its pupils through a range of effective policies and procedures, including child protection. The assessment and monitoring of pupils' progress are very good, and contribute to their good achievement.
How well the school works in partnership with parents	The school has very effective links with parents, who support their children's learning well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher provides purposeful and effective leadership for the school and works closely with senior staff to lead improvements; the work of the school is monitored very effectively and weaknesses are identified and acted upon; staff responsible for subjects make a very valuable contribution.
How well the governors fulfil their responsibilities	The governing body provides very good support for the school; governors visit school regularly and play an appropriate part in deciding priorities for development; they monitor the work of the school closely and help the school to improve.
The school's evaluation of its performance	There is considerable monitoring of all aspects of the school's work, which has resulted in action to improve teaching and learning, and raise standards.
The strategic use of resources	The school is well staffed; teachers and support assistants are committed, hard working and professional; the accommodation is good and well cared for; learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ The good standards their children achieve. ▪ Teachers are approachable, and always in the playground at the end of the day. ▪ School is a safe place. ▪ Pupils are rewarded well for good attendance. ▪ Pupils receive much positive encouragement to do well. ▪ The regular parents' evenings have improved. ▪ Their children like school. ▪ Behaviour is good. ▪ Teaching is good. ▪ The amount of homework is right. ▪ They are well informed about the children's progress. 	<ul style="list-style-type: none"> ▪ Pupils need more play space including the playing field. ▪ After-school sports are for only a few selected pupils. ▪ The range of activities outside of lessons is too narrow.

Parents hold the school in very high regard, and inspectors' judgements support parents' positive views. The playing field has not been used at lunch times for the past two years because of building work on the far side of the field. Some after-school sports cater for a wide range of pupils (eg netball) while others are for the competitive teams (eg football) which are often successful. The school is aware that it needs to provide more opportunities for a larger number of pupils, and that the range of activities outside lessons is narrow.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry is below national averages. **The under-fives** in the nursery and reception class make sound progress. By the time they are five, some children reach the desirable outcomes for learning in all areas but most are still below average in the areas of literacy and numeracy. Children make good progress with their personal and social development where they meet national averages. During Key Stages 1 and 2, pupils make good progress and, at the end of Key Stage 2, their standards match national averages in all subjects except science.
2. At the end of Key Stage 1, pupils' results in the national tests in 1999 were just below the national average for all schools in writing and well below the national average in reading. In mathematics, results were below national averages for all schools. Compared to similar schools, the reading results were well below average, and the writing and mathematics results were below average. At the end of Key Stage 2 in 1999, English results matched national averages for all schools but were well above the national average for similar schools, and mathematics results matched national averages for all schools and were above average for similar schools. However, for science, the results were well below national averages for all schools and below average for similar schools. Since 1996, results have risen at the same rate as the national rate of improvement.
3. In **English**, pupils make good progress during both key stages and the standards of the current pupils in Years 2 and 6 match national averages. At the end of Key Stage 1, current standards are higher than those in the 1999 tests because of the effectiveness of teaching the Literacy Hour. Pupils usually listen attentively in lessons, both to the teacher and each other. They are keen to contribute orally, though there is wide variation in their ability to articulate ideas fluently. Key Stage 1 pupils' developing phonic knowledge enables many to split unknown words into syllables to read them. By the end of Key Stage 2, higher-attaining pupils read fluently with good expression. The quality of handwriting through the school is a particular strength. Pupils' phonic knowledge, spelling, grammar and use of punctuation develops well in Key Stage 1. By the end of Key Stage 2, pupils successfully complete a wide range of writing including stories, poems, play scripts, letters, instructions and biographies. Opportunities are taken to develop pupils' writing skills through other subjects. For example, pupils in Year 1 have written London tourist brochures in geography, and in history Year 4 pupils wrote a diary entry as though they were Howard Carter discovering Tutankhamun's tomb in 1922.
4. Pupils make good progress in **mathematics** and the standards of current pupils match national averages at the ends of both key stages. The standards of the current Year 2 pupils are higher than the 1999 test results because the Numeracy Hour is being taught effectively. At the end of Key Stage 1, pupils have a good understanding of place value to 100 and can count accurately in 2s, 5s and 10s. Higher-attaining pupils can halve and double numbers within 20 using quick recall, and have an understanding of inverse operations. Lower-attaining pupils can add and subtract single-digit numbers accurately. Key Stage 2 pupils calculate accurately using addition, subtraction, multiplication and division, and explain their thinking clearly. They make sense of number problems and have good strategies for checking answers. Higher-attaining pupils in Year 6 are using ratio and proportion.
5. Standards in **science** match national averages at the end of Key Stage 1 as pupils make good progress. For example, most pupils can name a range of materials and sort them according to their properties. They make simple predictions about the outcome of an experiment, and a few higher-

attainers can explain that, for a test to be fair, all the conditions except one must be the same. Standards in Year 6 are below national expectations. Pupils' scientific knowledge is satisfactory, but their skills in planning and carrying out experiments are weak because they have tackled too little of this type of work. Pupils in Years 3 and 4 make sound progress through a consistent programme of investigations and experiments but, in Years 5 and 6, the emphasis changes to more factual work and pupils do not build satisfactorily on the experimental skills they have acquired.

6. Pupils have made good progress in **information technology** since last September, and standards match national expectations at the ends of both key stages. By the end of Key Stage 2, pupils set up data files and enter data which they then interrogate. They use spreadsheets for modelling to answer 'What if....?' questions, and they write simple sequences of instructions to control the cursor on the computer screen to create a variety of shapes. In **religious education**, standards match the expectations of the local Agreed Syllabus. Pupils have a good understanding of a wide range of information about the development of the Christian faith. They compare Christian practices with customs in the other main religions of the world. In addition, pupils consider important moral and spiritual values and beliefs, and have opportunities to reflect on their own attitudes and feelings. For the other subjects, standards match national expectations at the ends of both key stages.
7. Pupils with **special educational needs** make good progress in relation to their attainment because of the effective support they receive. Teachers plan appropriately for pupils of differing ability in their classes. When pupils work with classroom and special needs support assistants, they make particularly good progress. Pupils with English as an additional language make good progress.

Pupils' attitudes, values and personal development

8. The attitudes and behaviour of the under-fives in the nursery and reception class are very good. Children in both classes are confident and secure. They take responsibilities well and, in the nursery, for example, children manage their own turns at the painting table as they understand the classroom procedures. In reception, most children work well independently and, for example, get changed for a dance lesson with very little fuss. They sustain their concentration even when the task is difficult.
9. In Key Stages 1 and 2, pupils' attitudes to school are very good. They settle to work quickly and quietly, and are keen to be involved in lessons. For example, during the Literacy Hour, when teachers ask questions, many hands go up. Pupils enjoy reading. They sustain their concentration well during, for example, discussion in religious education lessons.
10. Pupils' behaviour is very good in lessons and around the school. They move around the school in a very calm and ordered way. On the few occasions when pupils lost concentration and did not follow instructions, this was because of weaknesses in classroom management or an inappropriate learning activity. One pupil was excluded permanently last year, and the school followed the necessary procedures. There is strong support for pupils who find it difficult to be involved in the life of the school.
11. They work well in small groups. Relationships are very good amongst the pupils, and between pupils and adults. The vast majority of pupils are considerate and respect others, and this is clearly shown during circle time. Adults working in the school provide good role models. In the Friday assembly, all pupils are keen to celebrate the success of those who receive awards. In one class, pupils spontaneously clapped after pupils had read out their work. Pupils' use of their initiative is limited by insufficient opportunities for creativity in science, English and art lessons.

12. Pupils with special educational needs have positive attitudes to school. Staff work hard to raise their self-esteem and relationships are good. Those who attend the additional literacy support sessions enjoy them and are keen to be fully involved.
13. Attendance in the school is satisfactory. Levels are currently slightly below the national average but the attendance rate has steadily risen in recent years. Most pupils arrive punctually in the mornings and are greeted by the headteacher and deputy head. Registers are taken promptly at the beginning of sessions and all lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching in the school is good. It has improved since the previous inspection because of the effective monitoring and support for teaching. Teaching was sound or better in 93% of lessons, good or better in 60% and very good or better in 22%.
15. Teaching is sound for the under-fives. The teachers for the nursery and reception classes were both temporary during the inspection. All staff have high expectations of behaviour and consistently reinforce a very positive atmosphere. The teachers and support staff work effectively together. The detailed planning includes all the necessary areas of learning. In reception, planning for literacy and numeracy takes appropriate account of the national strategies. The teaching of handwriting is particularly good. Pupils are very well managed, and the nursery is organised to help children develop independence and decision-making skills. There is regular, detailed assessment of all areas of learning, especially in the nursery. Weaknesses include insufficient practical work in mathematics in reception, and some activities in both classes lack a clear focus. Opportunities for sharing learning objectives with pupils are sometimes missed.
16. The quality of teaching is good for Key Stages 1 and 2. In English and mathematics, teaching is very good. Teachers have high expectations of pupils' behaviour and work. They share the learning objectives with pupils at the start of lessons and then review progress made during plenaries at the end. Teachers plan in detail and manage their classes very effectively, ensuring a brisk pace of learning. Classroom assistants work closely with teachers, and support individuals and groups very effectively. Teachers are confident and enthusiastic, and this helps to motivate pupils.
17. Science teaching is sound, and the lessons seen during the inspection ranged from unsatisfactory to very good. Features of good teaching seen included good planning, sharing learning objectives with pupils, and matching work to pupils' needs so that they could make good gains in learning. Most teachers used their good knowledge of science to explain ideas clearly and posed questions that actively engaged pupils in learning. Occasional weaknesses were introductions that lasted too long, and insufficient care in organising discussion and subsequent practical work so that pupils made few learning gains.
18. Teaching was good in most information technology and religious education lessons. There was an appropriate balance between the class teaching of information technology skills, and the opportunities given to pupils to use and apply these skills. In religious education, teachers used questions skilfully to develop pupils' thinking and to lead them from familiar to new ideas. Resources were used effectively to stimulate pupils' thinking.
19. There is an effective arrangement for homework, which is set each Thursday for pupils from Reception to Year 6, for completion by the following Monday. Tasks are spelling, reading and mathematics, and, in Year 6, science. Parents are invited to assist their children's learning and to

write comments on their progress in their planners. There is beneficial liaison between the school and many parents. Pupils take reading books home as a matter of routine.

20. Marking is done regularly. The style varies; sometimes it is a restatement by the teacher of the lesson's objective, rather than a qualitative assessment. There is some good, analytical marking in Key Stage 2.
21. Pupils in the opportunity base are well taught. Detailed awareness of each pupil's needs enables the staff to support them effectively. Quiet reading times start the day, and literacy and numeracy strategies are followed at an appropriate level. In a very well-planned numeracy lesson, effective use of resources, active involvement of the pupils and a positive, encouraging manner enabled the pupils to make good progress with completing tallies and bar charts. Pupils enjoy good relationships with the staff and are encouraged to share their feelings, and they gain confidence in personal and social education lessons. Pupils with special educational needs in the main school are very well supported by effective classroom assistants who work closely with the class teachers.

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

22. The school provides a satisfactorily broad and balanced curriculum, which includes all of the areas of learning for the under-fives, the subjects of the National Curriculum and religious education. The careful allocation of time for individual subjects reflects well the school's current priorities. The major focus at present is the development of English which has an above-average time allocation. There are very good opportunities for pupils to develop their literacy skills through the implementation of the National Literacy Strategy, which has been very successfully introduced. Further good opportunities for developing pupils' literacy occur across the curriculum, notably in history and religious education. Numeracy skills are being developed well through the implementation of the National Numeracy Strategy for which the allocation of time is in line with that recommended. The school provides important opportunities for pupils' personal development through a varied and relevant programme of personal, health and social education. This includes appropriate sex education and teaching on the misuse of drugs. The teaching time per day is slightly below the recommended length and some teaching time is lost during the controlled and very orderly movement of pupils around the school. The allocation of time within the day (ie the length of teaching time between registration and morning break) has not changed since the Literacy and Numeracy Hours were introduced, and the school should review the structure of the day to ensure that the best use is made of the available teaching time. The headteacher and governors acknowledge that the expressive and performing arts receive less time than is desirable and plan to adjust the balance once this becomes feasible. The governors have recently established a trust fund, which will enhance the curriculum for the creative arts.
23. Pupils in the opportunity base have a curriculum planned according to their needs. Staff from the base liaise effectively with class teachers over integration of the pupils for certain lessons. Individual education plans for these pupils and those with special educational needs in the main school are completed carefully, with specific, manageable targets and appropriate actions identified to help each pupil achieve their targets. Pupils with statements are well supported. There are a number whose statement recommends speech therapy. At the present time, none is available but the school, with support from other agencies, is doing all it can to meet the requirements.
24. The provision of extracurricular activities is limited and includes clubs for football, netball, rugby and hockey. There are competitive matches with other schools and some teams are very successful. Also, there is a choir and a gardening club. Plans are well advanced to establish an after-school club that will provide pupils with opportunities for study, homework and recreation.

25. The school ensures that all pupils, including those with special educational needs, are given equal opportunities in all aspects of the school's provision. The two classes in each year group are divided into upper- and middle-, and middle- and lower-attaining groups. There is joint planning for each year group to ensure that all pupils are suitably catered for and that pupils of similar ability receive similar provision, in whichever group they are taught. In Year 6, booster classes are provided during English and mathematics so that there are three teaching groups from the two classes. The criteria for selecting pupils for the smaller booster class vary from time to time, and the intention is to help particular groups of pupils make rapid progress. There is a very high standard of planning. Staff devote much time to a weekly short-term planning session, where they organise in detail how their long-term curriculum plans are to be implemented.
26. All adults in the school contribute to providing a stimulating learning environment and to maintaining the school's ethos which is based on good behaviour, mutual respect and honesty. All staff maintain a conspicuous presence to welcome pupils as they arrive at school, and they also supervise their departure. This provides good opportunities for direct communication with parents and emphasises the positive partnership that exists between home and school. The pupils, some of whose behaviour can be challenging, respond very well to the moral climate of the school, which is very effectively developed through well-established and thoughtful routines, and personal, social and health education. There is a firm but fair behaviour policy and a positive code of conduct, which are displayed in each classroom. Staff know their pupils very well and work hard and successfully to promote the school's shared values.
27. Pupils at all levels accept responsibility in various ways for example, acting as register monitors, and the school is actively seeking ways to enable older pupils to accept more than the present limited range of responsibilities. At present, some older pupils help with playground duty and assist class teachers with classroom organisation.
28. There are satisfactory opportunities for representatives of the community to contribute to pupils' learning. Members of the police and fire services and other community workers visit to talk to the children. Others, such as a doctor, nurse and dentist, contribute to the personal, social and health education programme. The vicar visits the school and contributes to the pupils' religious education. It is difficult for the school to finance educational visits, but pupils visit the parish church and a local Victorian mansion. Pupils learn of their social responsibilities by knowing about, and contributing to, local charities. There are good links with the local secondary school, which Year 5 pupils visit for science lessons. Also, some links for the creative arts are being established with this school.
29. The school provides good opportunities for pupils' spiritual development. During religious education lessons, pupils consider important moral and spiritual values, and have opportunities to reflect on their own attitudes and feelings. Assemblies are well planned and relevant to the pupils. Pupils are actively involved in them in a variety of ways, and prayers or times of quiet reflection are often included. Pupils' moral development is very well promoted, and all adults are very positive role models for pupils. Circle times are used well to promote consideration for others and to help pupils develop a clear sense of right and wrong. There are also very good opportunities for pupils' social development. Pupils are given many opportunities to work collaboratively. Independence is encouraged from a young age, and children in the nursery choose their own resources and help to tidy up at the ends of sessions. Older pupils have organised fundraising for charities and provide useful support for younger pupils in the corridors and at morning break and lunch time. The teaching of personal, social and health education provides many opportunities for moral and social development. For example, Year 6 pupils have compared working alone to

working co-operatively, and have considered their responsibilities and how they can respond to making a mistake.

30. Pupils regularly celebrate their own festivals such as harvest and Easter. However, apart from religious education and geography, they have insufficient opportunities to learn about the richness and diversity of other cultures. The school is aware that there are insufficient opportunities for pupils to meet visitors to the school or to visit places such as museums and art galleries. To remedy this, the governing body has established a fund to help provide more opportunities. Overall, the school provides good opportunities for pupils' personal development, and these opportunities have been improved since the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school makes very good provision for the welfare, health and safety of its pupils. The headteacher is designated with responsibility for child protection, for which a good policy and appropriate arrangements are implemented. All staff, teaching and non-teaching, are aware of their responsibilities and the school has good liaison with the relevant outside agencies. The school works strenuously to maintain an ethos where anti-social behaviour is inappropriate. There are very good policies and procedures for promoting good behaviour and for dealing with any incidents of bullying. The consistent approach amongst staff to promoting good behaviour is a strength of the system. There is no continuous formal monitoring of pupils' social development, but staff know their pupils well and all pupils are well aware of the school's expectations of them. Pupils who misbehave are given daily and weekly targets for improvement. Teachers oversee progress towards these and the headteacher interviews weekly any pupil who is on report. The senior midday assistant carefully monitors pupils' behaviour at lunch time. All misdemeanours are carefully logged, as is any pupil's use of derogatory language. Pupils' safety is a permanent priority for which there are good procedures.
32. The school has effective systems for the identification of pupils with special educational needs and approximately one-third are on the special needs register. Provision for these pupils is good. Detailed records of pupils' progress are maintained and all who work with the pupils are fully aware of individual education plan requirements. Many outside agencies support the work of the school. For example, a member of the behavioural support team is currently working in the school each day, supporting a pupil and training a classroom assistant to take over. The pupils in the opportunity base, some of whom have multiple difficulties, are supported effectively in both their personal and academic development.
33. Good attendance is very strongly promoted, and is celebrated by the awarding of certificates for each half and full term. Registers are monitored continually and, where there is a cause for concern, parents are contacted by the teacher. Where necessary, this is followed up by the headteacher. Pupils' punctuality is monitored with similar care.
34. There are very good procedures for the monitoring of pupils' attainment and progress. Data from national assessments, regular testing in school and end-of-unit assessments in almost all subjects are maintained in a continuous record for each pupil. This enables variations in any pupil's rate of progress to be detected and suitable targets to be set for individuals or groups. Information from assessment is used well as a means of checking and improving the impact of planning and teaching. It has recently led, for example, to teachers modifying their use of 'question and answer' techniques in English and mathematics. Assessment is used well to help teachers plan the curriculum so that it challenges pupils yet is realistic. Accurate information from assessment enables relevant information about all pupils' progress to be reported to parents. There is a high

standard of record keeping generally, but the maintenance of reading records needs to be more thorough.

35. Pupils who work, achieve or behave well, or who are particularly helpful, are rewarded with merit house points. Awards of certificates, which are greatly prized, are made at the regular Friday celebration assembly. Classes may appoint 'stars' of the day or week; there is an infant and junior 'class of the week'. The headteacher has an achievement book for work and behaviour, and a 'boaster board' where pupils' achievements are displayed. When marking, teachers use stickers and stamps to acknowledge effort and attainment. Pupils who make good progress towards behavioural targets are praised publicly.
36. Pupils' personal development is monitored formally through their work in personal, health and social education, which has undergone significant improvement recently. Teachers constantly monitor pupils informally. Pupils with special educational needs are very well monitored and receive appropriate assistance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents consider the school provides a good education for their children. They are particularly appreciative of the standards pupils achieve, the quality of the teaching and the encouragement given to their children. The school fosters very good links with its parents. Staff are friendly and welcoming to parents. All teachers escort their pupils to the playground at the end of the day and are available to speak to parents if the need arises.
38. Parents are kept very well informed by the school. Regular newsletters are sent home giving general information about the school and specific guidance on what pupils will be learning. Events have been held to explain areas of the curriculum to parents. Formal consultation meetings are held termly where pupils' targets for improvement are discussed and set. Reports are issued in the summer term. These give parents a clear picture of their child's progress and work they have covered. Parents are very appreciative of the information they receive from the school.
39. A few parents help regularly in the school with hearing readers and setting up displays. A small but active fundraising group organises a few regular events, such as fetes, although attendance at these is sometimes variable. Homework is regularly set and parents are expected to support their children in this. The vast majority of parents assist with reading in particular and communicate with teachers via the reading diaries.
40. The parents of pupils with special educational needs are closely involved in termly review meetings when progress with targets is discussed and new targets agreed. Where a pupil has a statement, the parents attend the annual review with appropriate staff and representatives from external agencies. Parents are very appreciative of the prompt identification of problems and the support their children receive, enabling them to make good progress. They feel they work in partnership with the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher, senior staff and governors provide strong, effective leadership, which ensures that the school sustains a very positive ethos and has clear direction for improvement. Raising pupils' attainment is central to all development planning, and is particularly evident in the close monitoring of the quality of teaching and learning, which enables the staff to identify and tackle weaknesses. As a result, the leadership and management of the school have been successful in securing a marked improvement in pupils' performance in national assessments since the last

inspection. The school's aims emphasise its commitment to the personal, social and academic development of each pupil, the importance of providing equal opportunities, and good relationships as the vital foundation for learning. These aims are reflected well in the work of the school.

42. The headteacher provides purposeful and effective leadership. She has high expectations of quality in all aspects of the school's work, both academic and social. She ensures that these are shared by her colleagues, and pursues an effective range of strategies so that these high expectations are met. She provides considerable support for the staff, so that they can strengthen their work in the classroom, and this promotes a strong sense of teamwork. She receives good support from the deputy headteacher, who is involved in all aspects of the management of the school and provides a good role model with her skilled teaching.
43. Provision for the large number of pupils with special educational needs is very effectively managed. Detailed records are carefully maintained on all pupils on the special needs register and their progress is regularly audited. Very good advice has been provided for teachers on the formulation of individual education plans, which they complete with the manager. Each classroom assistant has been observed working with pupils and has received oral and written feedback. The recent appointment of a senior classroom assistant is helpful, ensuring newly appointed staff receive immediate support, particularly with their responsibilities regarding record keeping and maintaining a detailed file of evidence. Termly meetings with the classroom assistants provides the opportunity for sharing feedback from courses attended and enables the manager to discuss any issues. There is a newly appointed governor with responsibility for special educational needs who has already visited school and been shown the procedures. The special needs funding is used very appropriately to provide classroom assistants.
44. The imaginative structure of key stage managers, year leaders and curriculum co-ordinators provides a judicious level of delegation and enables all staff to play a significant part in the management of the school. For example, the impetus for whole-school improvement is as likely to arise from a year group team's evaluation of its own work, or a review carried out by a curriculum co-ordinator, as from senior management. In this way, staff share a strong commitment to school improvement. Key stage managers and year group leaders also play a vital role in leading the planning of the curriculum, and monitoring the quality of pupils' work. The interwoven nature of their role, as class teachers, supporters of colleagues and monitors of quality, is effective in assuring that pupils benefit from a well-planned curriculum and good teaching. Although many are fairly recently appointed, curriculum co-ordinators are effective in leading improvements in their subjects, and each has a clear action plan. Those responsible for English and mathematics have been particularly successful in guiding staff through the introduction of strategies to strengthen teaching in literacy and numeracy. Provision for pupils with special educational needs is well managed.
45. Monitoring of all aspects of the school's work is rigorous and effective, and has improved since the last inspection. Senior staff observe teaching and learning in each class twice termly, and provide verbal and written feedback. Where significant weaknesses are detected, an action plan is drawn up with targets for improvement, and support is provided. Records of this monitoring, compared with the quality of teaching observed during the inspection, show that the strategy has been effective. The school monitors other aspects of performance in a variety of ways. The results of national assessments are carefully analysed so that weaknesses can be tackled. For example, a decline in the results of science tests at the end of Key Stage 2 led to an evaluation of the pattern of errors compared with the work pupils had completed in class. As a result, improvements have been made to the science curriculum for the oldest pupils. Pupils' attainment is monitored and evaluated at all levels, through teachers' assessments of work in lessons, through

a scrutiny of work in pupils' books over time, and through periodic testing. Information from monitoring is shared and analysed, and action taken to tackle weaknesses. The school has recently introduced a comprehensive policy for monitoring and evaluating all aspects of its work from attendance to links with parents. Aiming to become a self-monitoring school is a key target in the school development plan, which is being fulfilled through a comprehensive range of strategies.

46. The governing body fulfils its statutory responsibilities very effectively and makes a strong contribution to the leadership of the school. Governors bring considerable expertise to their role, and have established good relationships with the school management and the staff. They monitor the work of the school closely. For example, a team of governors visited all classes to observe numeracy lessons, which informed discussions about standards and resources. Governors have a clear view of the strengths and weaknesses of the school, and play their part in its strategic leadership through their involvement in school development planning. If they have concerns, governors are not afraid to be critical, but they are also very supportive so the school values their views. Governors monitor effectively aspects of school management, such as the curriculum, finance and personnel matters, through a well-established pattern of committees. All statutory requirements are met.
47. Whole-school development planning is very good. A three-year plan is complemented by more specific targets for the current year, linked well to finances and resources. Priorities are clear and appropriately focused on raising pupils' attainment. Success criteria, however, are too general to enable the school to be sure that it has reached its targets. Each subject has an action plan to guide developments, but these also lack clear success criteria. Progress on all aspects of school development is reviewed regularly, through planned discussions between the headteacher and subject co-ordinators, within the senior management, and with governors. A portfolio of evidence is gathered to inform future planning.
48. Educational priorities are well supported through financial planning, and systems are flexible enough to ensure that funds are available when unforeseen needs arise, such as additional support for a particular child or class. The budget carry-over is relatively large but this is earmarked for expenditure on particular aspects of the new building. Appropriate attention is given to implementing national initiatives, and to making good use of associated funding. For example, quality training and rigorous monitoring programmes have enabled the school to implement national strategies for literacy and numeracy effectively. Good use has been made of booster funding to support specific groups of pupils. The school makes sound use of new technology, both for administration and to support teaching and learning.
49. The school has a committed and hard-working staff whose experience and expertise are well matched to the demands of the curriculum. Many of the staff have joined the school fairly recently, but they have been moulded quickly into an effective team by supportive systems for staff development. Induction procedures are very effective, with a well-judged balance of monitoring and support. The school has its own excellent procedures for performance management, and is well placed to adopt new national requirements. The new school building provides very good accommodation, and is a vast improvement since the last inspection. The only weaknesses are the size of the two halls, neither of which provides enough space for whole-school assembly or physical education lessons for the oldest pupils, and the lack of a library. The grounds are adequate, but space for play is limited, and the school has plans to extend these areas. It has not been possible to use the field at lunch times for the last two summers because of the building work taking place along one side of it. The school has recognised that there is no outdoor learning area for the reception classes. Learning resources are usually at least adequate, with good resources in English, mathematics and religious education. However, there are shortages of resources for Key stage 2 history and music.

50. At the last inspection, the leadership and management of the school were strong, and these strengths have been built upon. The school has successfully addressed most of the key issues arising from the last inspection, and pupils' performance in national assessments has improved considerably. The school's determined leadership and management, and the commitment of the staff and governors, gives the school a good capacity to achieve further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. To improve the standards of work and the pupils' achievements, the governors, headteacher and staff should raise pupils' attainment in science, as planned, by:
- improving the curriculum, particularly near the end of Key Stage 2, so that pupils experience an appropriate balance of experimental and factual work;
 - enabling older pupils to plan and carry out experiments independently;
 - ensuring that the practical elements of lessons are well organised, and appropriate strategies employed, so that pupils concentrate on the tasks they are given and work productively;
 - improving teachers' knowledge of science so that they are confident to provide investigative and experimental activities, and are able to extend pupils' understanding;
 - establishing a common approach to the recording of experimental work so that tasks become progressively more demanding.

[5, 82, 83, 85]

[Numbers refer to the relevant paragraphs in the body of the report.]

52. In addition to this key issue, the governors, headteacher and staff should consider the following issues for inclusion in the action plan:

- review the total amount of teaching time and the way in which the teaching day is organised so that there is coherent provision for all subjects;

[22]

- establish a library, as planned, and provide a richer selection of non-fiction texts and more opportunities for research;

[46, 69]

- improve the range of extracurricular activities and visits to enrich the curriculum;

[24, 30]

- improve learning resources for Key Stage 2 history and music;

[49, 97, 105]

- provide an outdoor learning area for the under-fives in reception.

[49]

THE OPPORTUNITY BASE

53. The opportunity base has ten pupils with statements of special educational needs for dyslexia, together with a base manager who is qualified in the teaching of specific learning difficulties, and two special needs support assistants. The base is an integral part of the school. Pupils usually join the base from other schools and most are in Years 5 and 6. They have their literacy and numeracy lessons in the base until Year 6 when some lessons are held in the mainstream classes so that pupils are prepared for secondary school. For other subjects, pupils have their lessons in mainstream classes.

54. The pupils make good progress in relation to their attainment because of the effective support they receive. They have positive attitudes to school. Staff work hard to raise their self-esteem and

relationships are good. Pupils in the opportunity base are well taught. Detailed awareness of each pupil's needs enables the staff to support them effectively. Quiet reading times start the day, and literacy and numeracy strategies are followed at an appropriate level. In a very well-planned numeracy lesson, effective use of resources, active involvement of the pupils and a positive, encouraging manner enabled the pupils to make good progress with completing tallies and bar charts. Pupils enjoy good relationships with the staff and are encouraged to share their feelings, and they gain confidence in personal and social education lessons.

55. Pupils in the opportunity base have a curriculum planned according to their needs. Staff from the base liaise effectively with class teachers over integration of the pupils for certain lessons. Individual education plans are completed carefully, with specific, manageable targets and appropriate actions identified to help each pupil achieve their targets. There are a number whose statement recommends speech therapy. At the present time, none is available, but the school, with support from other agencies, is doing all it can to meet the requirements.
56. The pupils in the base, some of whom have multiple difficulties, are supported effectively in both their personal and academic development. Parents attend the annual review of statements of special educational needs with appropriate staff and representatives from external agencies. The opportunity base manager has recently led a session for all staff on specific learning difficulties. The work of the base is effectively managed, with two full-time special needs assistants working closely with the teacher. The integration of the pupils into the school is carefully planned and supported, with increasing amounts of time for those in Year 6 as preparation for their move to secondary education. The base is well resourced.

PART C: SCHOOL DATA AND INDICATORS

57. Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	19	38	34	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	387
Number of full-time pupils eligible for free school meals	0	64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	19
Number of pupils on the school's special educational needs register	5	134

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	77
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	28	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	23	21
	Girls	23	24	23
	Total	40	47	44
Percentage of pupils at NC level 2 or above	School	71 (78)	84 (80)	79 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	24	26
	Girls	23	24	25
	Total	41	48	51
Percentage of pupils at NC level 2 or above	School	73 (78)	86 (75)	91 (82)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	43	21	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	31	28
	Girls	17	12	16
	Total	43	43	44
Percentage of pupils at NC level 4 or above	School	67 (66)	67 (62)	69 (74)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	31	30
	Girls	10	16	17
	Total	29	47	47
Percentage of pupils at NC level 4 or above	School	69 (70)	75 (67)	73 (74)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	6
Black – other	4
Indian	7
Pakistani	10
Bangladeshi	3
Chinese	1
White	325
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.9
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	233

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12
--------------------------------	----

FTE means full-time equivalent.

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	16	1
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.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	869,674
Total expenditure	841,774
Expenditure per pupil	2,048
Balance brought forward from previous year	71,711
Balance carried forward to next year	99,611

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	411
Number of questionnaires returned	182

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	1	0	0
My child is making good progress in school.	63	35	1	0	1
Behaviour in the school is good.	57	40	2	0	1
My child gets the right amount of work to do at home.	52	43	4	1	1
The teaching is good.	72	27	1	0	0
I am kept well informed about how my child is getting on.	59	35	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	0	1
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	52	39	7	0	2
The school is well led and managed.	67	29	2	1	2
The school is helping my child become mature and responsible.	52	42	3	1	2
The school provides an interesting range of activities outside lessons.	24	43	15	7	10

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

58. Provision by the school for children under five is sound. At the time of the inspection, both teachers in the nursery and reception class were temporary. Children are admitted into the reception and nursery classes in September and April. An effective program of visits prior to starting school ensures a happy and confident start to school life. The nursery and reception staff plan co-operatively to make certain that pupils' learning builds on their earlier work and leads to the achievement of the required desirable learning outcomes. Planning is based on the six areas of learning, with more formal work linked to the national literacy and numeracy strategies being introduced in reception. Attainment is below that expected for children of this age, except for their personal and social development which is average. By the time they are five, some children have reached the nationally defined desirable outcomes for learning in all areas. Most children, however, are still below the average in the areas of literacy and numeracy. Overall, teaching is sound and the children's progress is satisfactory in both the nursery and reception. Early identification and appropriate intervention for children with special educational needs or those who have English as an additional language ensures they are well supported. Resources have been improved since the last inspection in both nursery and reception and are now satisfactory. However, as the school is aware, there is currently no outdoor learning area for the reception classes.
59. Progress in **language and literacy** is satisfactory for all pupils including those with special educational needs. In the nursery, children have opportunities to experiment with early writing. Later, all children are taught formal writing using joined letters. This ensures a high standard of handwriting. Children listen actively to stories. Higher-attaining children can predict events, and most can discuss them confidently. A good range of books is available and children enjoy their book-browsing sessions. Learning is enriched through good opportunities to talk about books as well as the understanding of texts and early reading skills being developed. In reception, children have a secure knowledge of single sounds and letter names. They are steadily acquiring a sight vocabulary. Good planning with clearly identified objectives and purposeful activities ensures individual needs are well met. However, sometimes opportunities are missed for talking to children about their learning. Children are unclear about the purpose and are, therefore, unable to consider the learning or their progress. The organisation of both classes allows for good interaction with children. Sometimes children work on specific language activities with adults, but speaking and listening are always a key aspect of all areas of learning.
60. Children make satisfactory progress in **mathematical development**. There are planned opportunities for them to count, match and compare objects. Older children can recognise and use numbers to ten and name some shapes. Higher-attaining pupils are beginning to use simple addition and subtraction. Through many practical opportunities, such as cooking, sand and water play, children develop mathematical understanding. Puzzles, games and construction kits enable children to develop problem-solving skills. In reception, these opportunities are more limited and learning is more structured. In the best teaching, children are asked specific questions to challenge their thinking, and good resources support practical work. In less effective sessions, opportunities are missed for checking and consolidating understanding, and the lack of practical apparatus restricts learning.
61. Progress in **knowledge and understanding of the world** is satisfactory. Both classes have computers and listening posts, and children can use the mouse and keyboard. Older children have a good knowledge of materials and can record their findings using pictures and writing. Resources

are well prepared to give first-hand experiences and encourage discussion. In the nursery, structured play is encouraged using road signs to develop environmental awareness. All children successfully use materials such as scissors, glue fabric and paper to make individually designed artefacts of good quality. Children have a good understanding of safety and hygiene. They are able to explain about washing their hands before cooking and not touching the cooker. Good displays link work on materials to families and clothes. Teachers generally use questions effectively to check understanding. However, some activities are unfocused and opportunities for sharing learning objectives are missed.

62. Older children use the school hall for **physical development** and make steady progress. In dance, they are able to link simple movements together and learn from watching the teacher and each other. However, there are currently insufficient opportunities in the curriculum for a range of creative and imaginative activities for the older children. The school is planning to rearrange aspects of the early years curriculum when the foundation stage is implemented. The use of the outdoor learning area in the nursery is underdeveloped although there is a good range of resources. Boys used wheeled vehicles with confidence showing good co-ordination. Fine motor skills and manual dexterity are quite well developed through daily opportunities to practise and extend skills. Younger children are able to cut quite accurately round pictures and use glue sensibly. Teachers provide good role models, and interacting with pupils in imaginative play helps to create a positive learning environment.
63. Children attain satisfactory standards in the area of **creative development**. There are planned opportunities for children to work with colours and textures. Most children can name a range of colours and mix colours well. They use brushes carefully to create patterns and imaginative pictures. Collage and model making enable children to explore two- and three-dimensional work, and use materials and tools with increasing confidence. Children build up a good repertoire of nursery rhymes and songs. Some younger children sing spontaneously whilst involved in other activities. They have opportunities to use musical instruments but some work in this area is too structured restricting enjoyment and progress. Both classes have role-play areas which encourage imaginative, creative and co-operative play.
64. The **personal and social development** is given a high priority and is good overall. The children in both classes are confident and secure. They respond positively to the well-defined routines and undertake responsibilities well. Children in nursery are able to manage their own turns at the painting table as they understand the procedures. In reception, most children are quite independent and are able to get changed for dance with minimum help. They are happy to take turns and share, and respond immediately to instructions. They can work independently and sustain concentration even when the task is difficult. Younger nursery children can tidy up quickly and they respect their environment. They have more opportunities for managing their time and making choices than the older reception children. All staff have high expectations of behaviour and consistently reinforce a very positive atmosphere. There is mutual respect between adults and children. Good relationships help to establish a secure and happy environment which supports learning effectively. There are good procedures in place to monitor the attainment and progress of all the children. Detailed records are kept on all areas of learning but all work needs to be dated to ensure clarity of judgements about progress. In nursery, good reading records encourage very positive home-school links. In reception, children are tracked from their baseline attainment using the main school record-keeping process.

ENGLISH

65. Results in the 1999 national assessments for Key Stage 2 were close to the national average, and very high compared with similar schools. They show a steady improvement over the past four

years, in line with the national trend, though there was a slight dip last year. There are no significant differences in results of boys and girls. At the end of Key Stage 1, test results in 1999 showed pupils' attainment was well below the national average in reading. They were just below the national average in writing. Results in reading have fallen over the past two years, and boys' performance was particularly low. Compared with similar schools, reading results were well below average and writing results were close to the average.

66. Currently, overall attainment in English at the end of both key stages is in line with national averages. Pupils enter school with below-average attainment and make good progress. They are enthusiastic learners and usually concentrate well while working independently. Approximately a third of the pupils through the school are on the special educational needs register and many of their learning difficulties relate to language skills. Current standards are higher than in the last test results because of the effective steps taken to improve reading together with the impact of the very good teaching of the Literacy Hour.
67. Pupils usually listen attentively in lessons, both to the teacher and each other. They are keen to contribute orally, though there is wide variation in their ability to articulate ideas fluently. Many opportunities are provided for pupils to engage in speaking and listening activities. For example, Year 2 pupils enjoyed hearing a poem in the style of a rap, recognising the pulse and humour as the poem was read. Higher-attaining pupils in Year 5 took notes from a text and then successfully retold the story from their notes to the class. Technical vocabulary is well taught in other subjects. For example, in a Year 2 science lesson, pupils used words associated with materials and their qualities, while in Year 5, individual pupils reported results of an experiment about germinating seeds in varying conditions. Personal, social and health education lessons provide opportunities for pupils to discuss issues. Overall attainment in speaking and listening is in line with national averages.
68. Pupils enjoy reading and standards in both key stages are in line with national averages. The school has taken appropriate action to raise standards in Key Stage 1, with some success. For example, many new books have been bought, including some to appeal particularly to boys, there is a greater emphasis on phonic development, some parents hear reading in school, and all are being encouraged to support their children's reading at home. From comments in pupils' reading diaries, it is clear that most parents enjoy books with their children at home, which is having a positive impact on standards.
69. Key Stage 1 pupils' developing phonic knowledge enables many to split unknown words into syllables to read them. Currently, there are limited opportunities for individual pupils to read and discuss a book with an adult. In order to raise standards further, this should be addressed. By the end of Key Stage 2, higher-attaining pupils read fluently with good expression. They discuss favourite books and authors, justifying their opinions well. The texts used in the Literacy Hour through the school are introducing pupils to a range of literature. The older pupils complete comments in their reading diaries themselves and the quality of remarks has improved following recent guidance. The lack of a non-fiction library limits the opportunities the pupils have to undertake research. Teachers read to their classes throughout the school and, where it is particularly effective, the texts are at a sufficiently challenging level from a range of genres, though this is not always the case.
70. The quality of handwriting through the school is a particular strength. By the end of Key Stage 1, most of the pupils are using joined handwriting and, by Year 6, many have developed a fluent style and present their work very well. The recent introduction of individual targets for writing is proving very successful. Pupils' phonic knowledge, spelling, grammar and use of punctuation develops well in Key Stage 1 as they follow the National Literacy Strategy. These pupils have

written poems, instructions, letters and parts of stories. However, their writing is often controlled by the use of a writing frame or given structure, so the higher-attaining pupils particularly do not develop their ability to write confidently and freely in a range of forms.

71. By the end of Key Stage 2, pupils enjoy a wide range of writing including stories, poems, play scripts, letters, instructions and biographies. Pupils are successfully using the characteristics of various kinds of writing. For example, Year 3 pupils write fables which have a clear moral, and Year 4 use evocative language in their poems. Year 5's descriptions of a character from a historical novel draw on information from the text, while the arguments about playing football in the playground by Year 6 use persuasive language effectively. However, there is limited evidence of extended writing in several year groups, as noted in the previous inspection report. Opportunities are taken to develop pupils' writing skills through other subjects. For example, pupils in Year 1 have written London tourist brochures in geography, and in history Year 4 pupils wrote a diary entry, as though they were Howard Carter discovering Tutankhamun's tomb in 1922.
72. The quality of teaching is very good overall, which is an improvement since the last inspection. In the very good lessons, teachers have high expectations of behaviour and work, and they plan their lessons in great detail, ensuring a brisk pace is sustained throughout. They use questions very effectively and select appropriate activities to address the clearly identified learning objectives. Pupils in Year 2 enjoyed studying a humorous poem and, through some excellent teaching, they were encouraged to insert adjectives and recognise the same sound with different vowel phonemes. In a very good lesson in Year 4, the pace and highly focused teaching enabled the pupils to learn how to summarise a paragraph as they studied an explanatory text. The oldest pupils worked with the nonsense poem 'Jabberwocky' and, through very good questioning and discussion, were able to make sense of the words and write their own version, incorporating alliteration and appropriate punctuation. Classroom assistants support groups of pupils and individuals very effectively. Two are providing valuable additional literacy support for small groups of pupils from Years 3 and 4. They have planned the programme carefully and the pupils are enjoying and benefiting from this focused work.
73. The National Literacy Strategy is successfully in place through the school. In addition, each class has an extra two-and-a-half hours timetabled English, showing the importance attached to this core subject. The school recognises the need to draw up a scheme of work for speaking and listening, and the need to determine how best to assess pupils' developing skills. Progress in reading is assessed through twice-yearly tests. In addition, teachers write in the reading diary weekly, but in some cases this gives insufficient detail on pupils' progress. Most teachers mark written work carefully, with reference to the learning objective and the best give points for improvement. However, some is not of this quality and does not address the pupils' needs. All classes have very helpful literacy displays, which support the pupils effectively. In addition, many display pupils' writing and create a literary environment. There is a very good supply of fiction in classrooms and the corridors. Many new resources have been acquired to support the Literacy Hour, including overhead projectors, big books and sets of books for group reading. The subject is well led and managed. Very effective monitoring of teaching, pupils' work, reading diaries and planning have led to considerable improvements.

MATHEMATICS

74. In the 1999 Key Stage 1 national tests, pupils' results were below the national average for all schools, but average for similar schools. Over the last four years, the performance of girls in mathematics in Key Stage 1 was close to the national average whereas the performance of boys was below the national average. At the end of Key Stage 2, standards were at the national average

for all schools but above average for similar schools. Standards in mathematics have improved year on year. The attainment of current pupils in Year 2 and Year 6 is in line with national averages. For the Year 2 pupils, this is higher than the 1999 test results because of the effects of the very good teaching of the Numeracy Hour.

75. In using and applying mathematics, pupils approach problem solving and investigations with confidence. They are able to solve worded money problems. They record their findings when playing place value games and investigating odd and even numbers. Some lower-attaining younger pupils record an investigation of odd numbers totalling eleven. Mental mathematics is part of every lesson. Pupils explain their strategies for solving problems and use correct mathematical language to discuss their work. Younger pupils in Key Stage 1 are able to order numbers to 20 and find the missing numbers in simple addition sums. Older pupils have a good understanding of place value to 100 and can count accurately in 2s, 5s and 10s. Higher-attaining pupils can halve and double numbers within 20 using quick recall and have an understanding of inverse operations. Lower-attaining pupils can add and subtract single-digit numbers using correct notation. Older pupils in Key Stage 1 have a good knowledge of the properties of two-dimensional shapes and can measure accurately in centimetres. They can tell the time using an analogue clock and are beginning to work with digital times. All children have opportunities to collect and record data and to extract information from tables. Key Stage 2 pupils calculate accurately using a range of different operations and explain their thinking clearly. They make sense of number problems and have good strategies for checking answers. In Year 4, pupils are able to recognise and use negative numbers in temperatures. Higher-attaining pupils in Year 6 are using ratio and proportion. Through the key stage, there is evidence of good work on measures including conversion and ordering of metric units. In Year 3, pupils are classifying shapes according to their properties and, in Year 5, they can draw angles accurately.
76. All pupils in both key stages make good progress over time and in mathematics lessons. Daily practice in mental mathematics enables pupils to learn number facts by heart and to develop strategies for calculations. In the best lessons, teachers encourage further consolidation and check understanding. Pupils in Key Stage 2 progress quickly from using equivalent fractions to work on common denominators. Other pupils make good progress in understanding the links between decimals and fractions. Some younger pupils quickly learn to choose an appropriate unit of measure and order quantities accurately. Through the school, learning is well supported by lessons which are carefully planned to meet the needs of all pupils. Generally skills, concepts and knowledge are systematically taught and then reinforced. However, some of the lower-attaining pupils need more time and practical experience to consolidate understanding before they move on. In some lessons, there is insufficient use of practical apparatus to aid learning.
77. The quality of teaching is very good in both key stages. In the best teaching, time is very well used with a good balance of direct teaching, clear explanations, discussion, practical and written work. Teachers know pupils' strengths and weaknesses, and well-considered, targeted questions and tasks ensure good learning opportunities. Clearly identified learning objectives are introduced at the start of the lesson and revisited in the plenary session enabling pupils to reflect on the learning and assess their progress. Some less effective teaching was observed when teachers gave closed tasks with little challenge and the misconceptions of some pupils were not picked up.
78. Teachers' confident and enthusiastic attitudes to mathematics and good management techniques make a significant contribution to the very positive motivation of pupils. The pupils listen and participate very well, settle quickly to work and believe they can succeed.
79. Mathematics is very well managed. The policy is up to date and the requirements of the National Numeracy Strategy are being fully met. Performance data is systematically analysed and the findings are acted on. Some pupils are flexibly grouped across the year group according to their

individual needs and others are well targeted by additional teachers and classroom assistants. Teaching and learning are very well monitored. Class observations are regularly carried out and teachers receive written feedback with action points. Subsequent monitoring checks that agreed action has been taken. Demonstration lessons and in-service training for all staff have effectively supported the development of numeracy. The co-ordinator and year-group leaders sample written work through the school. Work is assessed and moderated by the staff to ensure consistency of teacher assessment judgements. The progress of all pupils is systematically tracked. Some pupils with special educational needs have mathematics targets in their individual education plans. All pupils have individual termly targets which are shared with parents. A policy for marking and presentation in mathematics is helping to ensure a consistently high standard of presentation through the school. Some very good specific and well-targeted marking and assessment, which have an immediate impact on learning progress, are being used. The use of assessment for learning in marking, lesson evaluations and planning needs further development to ensure consistency of practice through the school. Resources are good and, together with visual aids and class displays, are being effectively used to support learning. There are some satisfactory examples of numeracy across the curriculum. In science, pupils work confidently with units of measure, and collect and record data. Opportunities are limited in other curriculum areas but the school has plans to develop better cross-curricular links with numeracy.

SCIENCE

80. The 1999 end of Key Stage 1, teacher assessments showed pupils' attainment matches national averages. Whilst almost all pupils reached the expected Level 2 of attainment, which was similar to the national picture, none reached the higher Level 3. Compared with similar schools, the proportion of pupils reaching Level 2 was above average, but the proportion gaining Level 3 was well below average.
81. Attainment in the current Year 2 is close to national expectations. For example, most pupils can name a range of materials and sort them according to their properties. They know that materials change, and they observe carefully what happens when a piece of chocolate is placed in a foil container on a radiator. Most pupils made simple predictions about the outcome of the experiment, and a few higher-attainers explained that, for a test to be fair, all the conditions except one must be the same. These pupils' past work shows that they can, for example, make simple electrical circuits and correct faults, drawing clear labelled diagrams. They can identify the similarities and differences between plants and animals, and then explore some of the differences between their own and their friend's body through observation and measurement. The great majority of these pupils are on track to reach the expected standard by the end of the key stage, but few will exceed it. Attainment is similar to the last inspection. Pupils start Key Stage 1 with a knowledge and understanding of the world that is, overall, below average. Pupils' work shows that they make good progress across the key stage. Pupils with special educational needs make good progress, because they find the work interesting and they are well supported by teachers, classroom assistants and other pupils.
82. Results of the 1999 national assessments for pupils at the end of Key Stage 2 were well below the national average for all schools. The results were below average for similar schools. Results had been far better for the previous two years, and above the national average. The school's analysis of the 1999 results, and a scrutiny of pupils' work, have rightly identified that overconcentration on revision exercises and too little experimental work did not provide the best preparation for the national tests. Improving pupils' performance in science is now a key priority. Nonetheless, even the 1999 results represent a marked improvement on those reported at the time of the last inspection in 1996.

83. Attainment in Year 6 is below national expectations. Pupils' scientific knowledge is satisfactory, but their skills in planning and carrying out experiments are weak because they have tackled too little of this type of work. In the lessons observed, pupils investigated electrical circuits, revising the symbols used when drawing diagrams, and then considered bulbs wired in series and parallel. Most of the pupils predicted what happens when a simple circuit is broken, but few could explain the differences between various circuits. Only higher-attainers understand that the different wiring arrangements affect the brightness of the bulbs. Year 6 pupils' past work shows a sound coverage of science topics, but this is mainly factual, based on discussion and the completion of worksheets. Better work on plant observations, pulse rates before and after exercise, and filtering mixtures, shows that pupils can predict outcomes, carry out experiments and draw conclusions when given the opportunity, but there is no steady development of these skills. Most pupils start Key Stage 2 with a sound basis of knowledge and skills in science. In Years 3 and 4, pupils' work shows that they make sound progress, through a consistent diet of investigations and experiments. In Year 5 and Year 6, the emphasis changes to more factual work and pupils do not build satisfactorily on the experimental skills they have acquired. Pupils with special educational needs make sound progress.
84. The quality of teaching is sound overall, but varies significantly within both key stages with some very good and a few unsatisfactory lessons. Teachers' planning and preparation for lessons are good, and learning objectives are shared with the pupils so that they understand what they are aiming to achieve. Most teachers use their good knowledge of science to explain concepts clearly and to pose questions, so that pupils are actively engaged in learning and develop their understanding. For example, in a very good lesson, pupils investigated which type of cup would keep a drink hottest for longest. Their predictions were discussed, with the teacher constantly asking pupils to explain their reasoning by drawing on their existing experience. Whilst the pupils measured the falling temperature of the liquid, the teacher continued to question them about what was happening and why, including the challenging idea of why the cooling ceased at around 20 degrees Celsius. Expectations of what pupils can achieve are generally appropriate, and work is well matched to teachers' assessments of pupils' prior attainment. As a result, most tasks are challenging and enable pupils to make good gains in learning. Classroom assistants play an important role in supporting pupils, often those with special educational needs, so that they gain as much as they can from the activities. The better teaching is well paced, pupils are expected to work hard, and there is a good balance of explanation and practical activity. Where teaching is unsatisfactory, introductions last too long and pupils' behaviour is not managed well enough. Discussion and subsequent practical work are not organised carefully enough and, as a result, pupils make few gains in learning.
85. The curriculum is based on nationally recommended guidance that provides a broad and balanced set of experiences. In Year 6, however, teachers depart from this pattern and base the curriculum on a fragmented series of tasks, mainly factually based, in preparation for national assessments. As a result, pupils have too little experience of planning and carrying out experiments independently, and their skills in this aspect of science are weak. Experimental work takes place throughout the school, but the format for these tasks varies, both in the method of working and recording, and does not build progressively from year to year. For example, skills concerning prediction, considering results and drawing conclusions are not developed systematically. In some classes, teachers encourage pupils to record aspects of their work independently, but the overuse of worksheets in other classes restricts the development of pupils' recording skills. There are good systems for assessing pupils' growing knowledge and understanding, which are gradually being used more consistently across the school. Despite a number of weaknesses, there is sound management of the subject across the school. Monitoring of pupils' work and attainment has enabled the co-ordinator to detect weaknesses and take action, which is already resulting in an improved curriculum for the oldest pupils. Plans are in place to monitor the quality of teaching

and learning in lessons. Given continued, rigorous evaluation, the school is well placed to continue to raise standards.

ART

86. Pupils of all abilities make sound progress in art and achieve standards that are close to those expected for their ages. Attainment is similar to the last inspection. No lessons were observed during this inspection, so judgements are based on a scrutiny of pupils' work and teachers' planning, and discussions with staff.
87. Throughout the school, pupils work with a variety of materials, experiment with a range of techniques, learn skills, and focus on different aspects of art, such as line, colour or texture. For example, in Year 1, pupils develop their colour-mixing skills experimenting with varying shades of green and red, and then use their work in collage to create an impressive apple tree. They draw sketch designs for a clay plaque, and use a variety of tools to create pattern and texture. In Year 2, pupils' closely observed self-portraits show a developing appreciation of line and tone. Work on colour and line is usefully developed when they use watercolour pencils to draw and blend a background on which they use charcoal to make marks in the style of Paul Klee. Pupils in Year 3 take the work of Monet as their starting point, and observe closely the colours and shapes of water lilies in his paintings. They develop their work through sketches, into pastel drawings, and then tissue collage, producing a range of high-quality work. In Year 4, the development of close observation skills is evident in good-quality still-life drawings of fruit, whilst other work draws on the illustrations of Jan Pienkowsky, investigating the effect of silhouettes on marbled backgrounds. Pupils in Year 5 investigate pattern, observing how it is used in wallpaper, and then print their own designs after making a block using string and sponge. Their pottery using designs from ancient Greece is carefully made, very realistic and attractive. In Year 6, drawings of the children's faces were extended into caricature, and then translated into imaginatively crafted Punch and Judy masks, finished to a high standard.
88. In the limited teaching time devoted to art, pupils experience a varied curriculum, and sound teaching is evident in planning and the quality of pupils' finished work. A helpful medium-term planning format supports teachers in ensuring that their pupils experience a good range of art, and three-dimensional work is now better represented than at the last inspection. However, pupils do not have enough creative opportunities to select their own materials and techniques so that they can produce art that is of their own choosing. Colourful displays of pupils' work make a positive contribution to creating an attractive environment, and art is used well to enrich other subjects of the curriculum. Pupils' sketchbooks vary in quality and the school recognises that this is an area for development. The work of artists and craftspeople is used well to inspire some of the pupils' work, but there are too few resources to enable teachers to pursue this aspect sufficiently, particular to explore the diversity of art from various cultures. Little use is made of the immediate school environment to provide the visual stimulus for pupils' artwork. Co-ordination of the subject across the school is sound, with good written guidance, and careful monitoring of teachers' planning and pupils' sketchbooks.

DESIGN AND TECHNOLOGY

89. Pupils' attainment has improved since the previous inspection, and they now complete an appropriate range of work to the standard expected for their ages. For example, Year 6 pupils were designing and making slippers. They took several criteria into account as they completed their labelled designs, and produced step-by-step instructions on how to make their slippers. They

made prototypes before making the attractive slippers using a wide range of materials. They used a variety of joining techniques. In Year 5, pupils have made moving toys using cam mechanisms, and Year 4 pupils disassembled and evaluated torches before designing and making their own. Pupils research their topics as, for example, when Year 6 pupils investigated shelters. In Key Stage 1, pupils designed and made moving vehicles. They produced designs having considered the size, purpose and colour of the vehicle. A strength of the work throughout the school is that pupils evaluate their products and identify how they can be improved.

90. There was only the opportunity to observe two lessons and these, together with the evidence of pupils' previously completed work, show that the overall quality of teaching is good. The teaching is well structured, and includes an appropriate range of activities including the teaching of skills. Pupils are encouraged to solve problems for themselves, and modify their designs as necessary. They are given plenty of opportunities to practise skills as well as learn new ones. Pupils from the full range of attainment achieve well in designing, making and evaluating.
91. The good quality of curriculum planning ensures that pupils learn a range of skills as they move through the school, and that their work covers the necessary elements of designing and making. They work with an appropriate range of materials including wood and food. The teaching is good because the teachers in each year have had some useful in-service training, and the well-informed co-ordinator monitors their planning and provides useful advice for each topic. As the school is aware, a weakness is that there is not yet a system for assessing pupils' work.

GEOGRAPHY

92. The geography work seen was of an appropriate standard for the ages of the pupils. For example, Year 6 pupils have a sound understanding of the main features of the physical and human geography of a nearby stretch of the River Wandle. They had considered arguments for and against the development of some marshland, and had drawn their own well-thought-out conclusions. Year 4 pupils make simple comparisons between Chembakolli in India and Morden. During Key Stage 1, younger pupils express their likes and dislikes of the local environment, and exchange letters with children in Kenya and Australia. Older pupils make comparisons between the Island of Struay and Sutton. Pupils from the full range of attainment achieve well.
93. There was only the opportunity to observe one lesson, and the teaching was very good. The planning was excellent with a variety of practical map-work activities using a map of the school's locality. The activities were sequenced to ensure that pupils' skills improved during the lesson, and well matched to pupils' differing needs. There was very good teaching of a small focus group which compared a bus map with the street map. This was part of a good sequence of lessons on the school's locality which had included describing routes on maps and making land-use maps.
94. The good-quality curriculum planning contributes to the sound standards, as does the co-ordinator's monitoring of pupils' work. The curriculum is based on nationally recommended guidance, and it is good that the co-ordinator is monitoring learning resources against the requirements of this guidance. A start has been made to collecting pupils' work to compile a portfolio which will demonstrate the school's expectations of pupils' work in each year.

HISTORY

95. History is taught in rotation with geography throughout the year and it was possible to observe only one lesson during the inspection. The standards of the work seen are appropriate for the ages of the pupils. Pupils make satisfactory progress in both key stages in developing historical skills by studying a good range of topics from a wide range of periods.

96. In Year 1, pupils learn to understand the idea of 'old', and 'new' by thinking and writing about old and new toys, and comparing toys today with those of their grandparents. They contrast old and modern houses and compare a candlestick with an electric lamp, and they consider what questions to ask when looking at historical artefacts. By Year 2, they can write basic facts about the cause and course of the Great Fire of London, and they think about the recording of that event in his diary by Samuel Pepys. They learn what questions to ask when studying a famous person, like Florence Nightingale. They also compare conditions in hospitals in those days with today. They combine history with literacy when they compose a letter of thanks to Florence Nightingale as if from a former patient.
97. In Year 3, pupils apply research skills to pictures of artefacts, and reconstruct a Roman pot as a jigsaw. They learn to select evidence when writing about Boudicca from a Roman viewpoint. In Year 4, pupils undertake a character study of King Henry VIII by compiling a job description for him. They write creatively on his behalf to the Pope asking for a divorce. They gain substantial information about Ancient Egypt and graphically portray the excitement of archaeological discovery when they write the 'secret diary' of Howard Carter, as he discovers Tutankhamun's tomb. Pupils produced extended and well-presented writing in this topic and they combined art and mathematics, by using co-ordinates to reproduce a design of an Egyptian Pharaoh. Pupils in Year 5, in a topic on Ancient Greece, use a journalistic style when retelling the story of the Battle of Marathon, and contrast ancient and modern Olympic Games. In the lesson observed in Year 6, pupils were studying British history since 1948. They were considering political and social developments, such as the growth of the Welfare State. They made satisfactory progress, despite the limited range of resources available.
98. Pupils take care with the presentation of their work at all levels, and some show great commitment through the extent and quality of their written work. The scheme of work is carefully planned to teach appropriate historical skills. Marking is regular but seldom tells pupils how to improve their work. The scheme of work is successfully designed to challenge pupils appropriately at each stage. Tasks and worksheets are suitably modified to enable all pupils, including those with special educational needs, to make satisfactory progress. The co-ordinator has devised a good policy for teaching the subject, and provides effective support and advice for her colleagues. She is compiling a portfolio of examples of work to help colleagues to assess pupils' progress and to establish agreement about appropriate standards of attainment. There is a regular scrutiny of written work to check pupils' levels of achievement. Provision for history is better than at the time of the previous inspection.

INFORMATION TECHNOLOGY

99. As at the time of the last inspection, pupils' attainment matches national expectations at the ends of both key stages. By the end of Key Stage 1, pupils have sound word-processing skills and, for example, change fonts, font size and colour. They are able to integrate text and graphics, and present data as bar charts. For science, they use a CD-ROM for research, and carry out some simple control work. By the end of Key Stage 2, pupils set up data files and enter data which they then interrogate. They use spreadsheets for modelling to answer 'What if...?' questions. They write simple programs to control the cursor on the computer screen to create a variety of shapes but these are not as complex as is expected. Pupils use CD-ROMs for research, for example, Year 5 pupils investigated Ancient Greece. Although the school has the equipment, pupils have yet to use data logging to record, for example, the results of experiments on computer.
100. The quality of teaching was good in most lessons seen, and made effective use of the opportunities provided by the computer suite. There is a good balance between the clear teaching of skills and

the opportunities given to pupils to practise and apply them. Good classroom management in the small computer room increases pupils' opportunities for learning. At the end of lessons, plenaries are well used to review what has been learnt. Weaknesses were that in one lesson the preparation of data for a spreadsheet exercise was too difficult for most of the pupils and, in another, the special provision for pupils with weak keyboard skills did not work. Pupils have made good progress since last September, when the co-ordinator started to monitor pupils' work and teachers' planning effectively. The challenge facing the school is to maintain this rate of progress

101. The subject is effectively managed, and this has helped to improve standards and teaching. The curriculum has improved since the previous inspection, and there is much more work on data handling and control. Each class has timetabled lessons in the computer suite and the school follows a clear programme of teaching. These help to ensure that pupils are making good progress. Also, improvements have been made in integrating the use of information technology with the teaching of other subjects, especially literacy and numeracy. This is helped by having a modern computer in each classroom and pairs of pupils often use these during part of the Literacy Hour. There is a good system for assessing pupils' progress, and each pupil has an information technology book in which there is a record of their work. Pupils' progress is slowed and teaching made more difficult because there are two types of computer with different software in the computer suite. This meant, for example, that in a data-handling lesson, the teacher had to be familiar with two different databases, and pupils used two word-processing packages.

MUSIC

102. Music is managed by a part-time temporary co-ordinator, who does not herself teach class music. She has prepared a good policy and scheme of work to enable her colleagues, all of whom are non-specialist musicians, to teach the subject to their own classes.
103. Only three lessons were observed during the inspection. The standards of the work seen were appropriate for the ages of the pupils. Overall, pupils made satisfactory progress in developing an understanding of the elements of music prescribed in the National Curriculum. In the Reception class, pupils were learning 'high' and 'low', using chime bars to develop their understanding of pitch. They sang a song unaccompanied, maintaining the pitch well, encouraged by the teacher, who used her voice to support them. In Year 4, pupils were learning basic musical literacy and gaining a secure working knowledge of note values, rhythm and pulse. They composed short rhythmic pieces, which they were able to clap accurately and confidently. In Year 6, pupils were aware of note values and the position of notes on the staff, and were beginning to compose melodically.
104. Teaching was satisfactory in the lessons observed. Teachers have limited skills and knowledge, and rely heavily on the prescribed activities in the scheme of work. They organise and use the resources appropriately and explain tasks clearly to pupils. Assessment is informal and, generally, teachers encourage the pupils rather than analyse their attainment. Pupils work conscientiously to achieve the lesson's objectives and, where they are given opportunities to work independently, they do so productively.
105. The scheme of work contains a good range of activities for composing, performing, listening to and learning about music. Pupils have a weekly lesson and planning indicates good progression in the development of an appropriate range of skills through the two key stages. The co-ordinator supports her colleagues informally but is not able to monitor their teaching. There is a school choir that sings a good range of songs with good tone and projection, and with obvious enjoyment. They take part in a school concert at Christmas. Hymn singing at assembly is good, well in tune and very rhythmical. Pupils have the opportunity to listen to music as they enter and leave

assembly, but the music is not introduced and a good opportunity to inform their listening is missed. Resources for playing, singing and listening to music are limited, which inhibits the overall development of the subject. To develop the subject further, the school should increase the range of resources and provide regular opportunities for staff to develop the appropriate skills.

PHYSICAL EDUCATION

106. During both key stages, pupils of all abilities make sound progress and reach standards that are close to those expected for their ages. Attainment is similar to the last inspection.
107. In gymnastics, Year 2 pupils know about the effects of exercise on their bodies and, after an energetic warm-up, they feel their pulse and explain why it is fast. They know that exercise helps to keep them healthy. They perform a variety of movements and, though there is a range of attainment, most pupils have the expected control of their bodies and can practise and improve the quality of their work. They link together three ways of moving to perform a simple sequence. In dance, Year 5 pupils respond well to music, developing a series of expressive movements. Their planning of a group performance is particularly good and, through evaluating their own work and that of others, the quality of their gestures improves. Year 6 pupils invent their own game, discussing the rules and selecting equipment. Their skills in sending, striking and catching a ball are generally as expected for their ages, with a few pupils showing higher attainment. In swimming, the school's records show that standards are average. In football and netball clubs, a number of the oldest pupils show high attainment.
108. The quality of teaching is sound overall. Teaching was at least satisfactory in all four lessons seen, and very good in one. Teachers plan and organise lessons methodically and this enables pupils to improve their skills systematically. All teachers dress appropriately for physical activity, an improvement since the last inspection, and provide useful demonstrations that help pupils to learn new skills and to understand what is required. They give clear instructions, expect pupils to respond promptly, and are vigilant in matters of safety. The best teaching injects pace into the lesson. Tasks are challenging, pupils put a lot of effort into their work, and they are kept active for most of the time. A weakness in some lessons that were otherwise satisfactory was that instruction and organisation took too long, so that pupils did not have enough time to perform, practise and improve their skills. The best teaching uses good examples of pupils' performance to stimulate improvement, but this strategy is not always emphasised enough. Some teachers have better expertise in the subject than others, but all plan lessons carefully and have high expectations of what pupils can achieve. As a result, pupils clearly enjoy their physical education lessons, work sensibly, and try hard to improve their performances.
109. The school provides a broad and balanced range of activities, including swimming in Key Stage 2. The scheme of work is very detailed and provides good support for teachers' planning. The current range of extracurricular sporting activities is rather limited, and mainly caters for older, higher attainers, but the school has plans to extend provision. Involvement in sporting activities makes a valuable contribution to pupils' social and moral development, such as when pupils take part in a netball rally. Some teams are very successful in competitive matches. Co-ordination of the subject across the school is sound. The subject manager monitors teachers' planning and provides valuable support and advice. She has plans to observe lessons, which will provide a clearer picture of how work in the subject can improve.

RELIGIOUS EDUCATION

110. At the end of Key Stages 1 and 2, attainment is in line with the expectations of the local Agreed Syllabus. Pupils have a good understanding of a wide range of information about the development

of the Christian faith. They learn the sequence of events for important Christian festivals, such as Christmas, Epiphany, Lent and Easter, reconsidering them annually at a more challenging level. They compare Christian practices with customs in the other main religions of the world. In addition, pupils consider important moral and spiritual values and beliefs, and have opportunities to reflect on their own attitudes and feelings.

111. Pupils achieve well in lessons. Those with special educational needs are fully involved in all activities and make good progress in written tasks, which are suitably modified for their needs. In Year 1, pupils talk and write about Christian and Jewish celebrations and compare these with their own family celebrations. They learn appropriate religious language, such as 'kosher', 'betrayal' and 'Maundy'. When learning about Lent and Good Friday, they talk and write about what they would give up for someone they love. In Year 2, pupils learn about the origins of Islam and Buddhism; they compare designs in these religions, and they devise their own Christian symbol. There are good opportunities to develop creative writing, for example, through retelling the story of Moses, and rewording the Ten Commandments and devising an additional one. In a lesson observed, they developed their speaking and understanding effectively by discussing 'temptation', which they could relate to their own lives, and they showed a genuine concern for others when they talked about 'fasting'.
112. In Year 3, pupils develop well their understanding of Judaism by noting information from a video. They have a good knowledge of the layout of a synagogue, and they are aware of the significance for Jews of the Passover festival and the Bar Mitzvah ceremony. They write substantially on the Plagues of Egypt, while in Year 4, they write creatively by retelling the Feeding of the Five Thousand from a spectator's viewpoint. They developed the skill of empathy by imagining Jonah's thoughts inside the whale. In Year 5, pupils consider the significance of milestones, such as baptism, marriage and death. They compare customs in Christianity with the Hindu's steps to death and rebirth. In Year 6, they study the origins of Islam and gain much information, for example, on the layout and functioning of a mosque. They develop creatively by writing a letter to a friend about the festival of Ramadan.
113. Teaching is good overall and includes some very good lessons. Teachers have a thorough knowledge of what they are teaching. They choose appropriate methods to communicate ideas. In particular, they use questions and answers skilfully to develop pupils' thinking, leading the pupil from the familiar to new ideas. This was particularly successful where pupils in Year 2 were thinking about the nature of the soul. Pupils produced a very good standard of speaking and writing in Year 4 when the teacher challenged them with supplementary questions to consider and explain Jonah's 'moral dilemma'. Teachers use resources very effectively to stimulate pupils' imaginations. Discipline was good in all lessons observed. Work is regularly marked, but the quality of this is inconsistent. Sometimes key spellings are not corrected.
114. Religious education is very well co-ordinated. The scheme of work contains a substantial body of information and provides very good opportunities for pupils to reflect on the religious and moral messages behind what they study. Very thorough planning ensures that tasks are well matched to the capabilities of all pupils. The standard of provision in religious education has improved significantly on that reported in the previous inspection. To develop the subject further, marking needs to note the quality of work and suggest areas for improvement.