

INSPECTION REPORT

FIELD END JUNIOR SCHOOL

Ruislip, Middlesex

LEA area: Hillingdon

Unique reference number: 102378

Headteacher: Mrs. P A Croft

Reporting inspector: Geraldine Taujanskas
25352

Dates of inspection: 13 – 17 March 2000

Inspection number: 190783

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Field End Road Eastcote Ruislip Middlesex
Postcode:	HA4 9PQ
Telephone number:	020 8866 8752
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G Gibaut
Date of previous inspection:	4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geraldine Taujanskas	Registered inspector	Religious education	What sort of school is it?
			The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
Joanna Adams	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
			Equal opportunities
Valerie Hobson	Team inspector	Mathematics	
		Art	
		Special educational needs	
Jackie Cousins	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
Margaret Lygoe	Team inspector	English	
		Information technology	
		Physical education	
Ali Haouas	Team inspector	Geography	
		History	
		Music	

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Field End Junior School is in Eastcote, near Ruislip, in the north London borough of Hillingdon. It provides for girls and boys aged 7-11 years, in a 3-form entry junior school of 384 pupils, which is larger than average size. Pupils come mainly from the local community, which consists of private housing. Nearly nine per cent of pupils are from different ethnic backgrounds, mainly Caribbean, Indian and Chinese. Eighteen pupils (4.6 per cent), come from homes where English is not their first language. This is higher than most schools, but no pupils are in the early stages of language acquisition.

Pupils are taught in 12 single-age classes. The school has 88 pupils (22.9 per cent) on the special educational needs register, which is above national averages. This includes 16 pupils at Stages 3 and 4, and 5 pupils with a statement of special educational needs (about average for statements). Twelve pupils (3 per cent) are entitled to free school meals which is well below national averages. However, the school does not provide school lunches. The school is on a large campus, with spacious grounds, next door to the infant school, from which pupils transfer at the end of Key Stage 1. Pupils' attainment on entry is slightly below average, with few pupils achieving above average levels in both science and mathematics.

HOW GOOD THE SCHOOL IS

This is an effective school, where pupils achieve high standards in English, mathematics and information and communication technology. The teaching is good overall, which helps pupils to learn well. The headteacher, staff and governors work together efficiently and co-operatively to improve standards. The school provides good value for money.

What the school does well

- The pupils learn well through the good quality teaching, which includes the encouragement given to pupils to think and learn independently.
- There is strong leadership and good management of the school.
- Effective procedures are in place for the identification of pupils who have special educational needs.
- The provision for pupils' social and moral development is very good.
- Pupils make very good relationships with staff and among themselves.
- Pupils make good use of their literacy and numeracy skills in other lessons.

What could be improved

- Building on the good provision in English and mathematics, planned activities could be better matched to pupils' varying attainments in the range of subjects across the curriculum.
- Religious education and music are taught less effectively in some classes.
- Aspects which should also be considered for improvement are; the standard of pupils' handwriting and presentation; the provision for multi-cultural development; better provision of books in the class libraries and the main library.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in 1996, when the quality of education provided was found to be good, but some aspects of the school's work were identified as needing improvement. The school has tackled the aspects identified appropriately and made significant improvements, while maintaining the quality of education found in that inspection. The standards which pupils reach at the end of Key Stage 2 have steadily improved, and there have been radical improvements in the way in

which the school is managed. All staff are now effectively involved in the management process. This was a key issue in the last inspection. The systems for assessment have been reviewed and these are now informing teachers' planning more effectively. In the provision for the multicultural development of pupils, satisfactory improvements have been made although more remains to be done to ensure that pupils have a good understanding of the beliefs and cultures of others.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	B	B*
mathematics	C	B	C	C*
science	A	B	C	C*

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

*The inspection team concluded that the data was inaccurate in its comparison to similar schools, and amended the benchmark data accordingly.

Taking National Curriculum results in English, mathematics and science together, standards are broadly average by the time pupils are 11 years old. There are particular strengths in English where the school achieves good results compared to other schools nationally. The implementation of the National Literacy Strategy is helping to maintain the standards that pupils achieve. The results in mathematics broadly maintain standards that are in line with those found nationally both this year and over the last three years. This includes suitable numbers of pupils reaching the higher levels, and reflects the school's recognition of, and appropriate provision for, the needs of these pupils. Setting pupils helps teachers to provide suitable work and support pupils effectively. Standards in science are just about average, and the provision for potentially higher attaining pupils is not as effective as in English and mathematics. These pupils do not achieve quite so highly, although the school makes particularly good provision for all pupils in the study of forces in science.

Pupils' achievements are good overall. They make significant gains in their learning in both English and mathematics in the school, from lower than average standards on entry. Achievements in science are in line with pupils' abilities and some pupils could learn more quickly if the work set was more challenging. However, the school has addressed other subjects recently, giving priority to improving pupils' progress in information technology, and in this subject standards have clearly risen. Standards in religious education are satisfactory overall, but pupils' progress is limited by lack of subject knowledge by some teachers. The scheme of work is insufficiently clear to help teachers with their planning.

The school sets appropriate targets for pupils. The standards that pupils achieve are rising each year and are broadly in line with national trends. Pupils with special educational needs, and those for whom English is an additional language, make good progress in line with their prior attainment. The planning done by the co-ordinator for special educational needs, to provide work that meets the needs of these pupils, is a valuable and effective support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes, and are enthusiastic about their work.
Behaviour, in and out of classrooms	Good, both in school and in the playground.
Personal development and relationships	Excellent. A significant strength. Pupils have many opportunities for undertaking responsibilities around the school and for organising their own learning. They demonstrate a high level of maturity.
Attendance	Pupils enjoy coming to school. Attendance is broadly in line with national averages, with good punctuality and few instances of unauthorised absence.

TEACHING AND LEARNING

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

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

The teaching is good overall, and this enables pupils to make good progress in their learning. In the lessons observed teaching was good in nearly two fifths of the lessons, and very good in nearly one fifth. Almost all of the rest of the teaching was satisfactory, with a small proportion of unsatisfactory teaching, only three per cent overall. Teaching is particularly effective for the oldest pupils and in lessons throughout the school in English, where teachers' competence in teaching the technical skills of punctuation and spelling has a positive effect on pupils' learning. The school meets the need of all pupils particularly well in mathematics, effectively helping pupils to make good progress in numeracy skills, and in information technology, where teachers plan well for the full range of attainments in the class. Some teachers lack subject knowledge and confidence in teaching religious education and music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides pupils with a good range of opportunities to learn. It is rich and relevant to pupils, and includes French and particularly well-planned provision for personal and social education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs ensures that they have equal access to all aspects of the curriculum. The curriculum provided for them is generally appropriate, particularly when supported by additional well-briefed staff.
Provision for pupils with English as an additional language	Pupils have equal access to the curriculum and they make suitable progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are particular strengths in the provision for pupils' moral and social development. This includes the daily assemblies, which give pupils opportunities to reflect on stories and tales of others, and the school council, which helps to develop citizenship skills in all pupils.
How well the school cares for its pupils	The school has good procedures in place for monitoring the safety and care of its pupils, including child protection procedures. Pupils' progress is monitored through a range of assessments and tests.

The school has an effective relationship with parents who, in turn, are very supportive of the school. The school provides good information for parents and welcomes them into the classrooms where they provide effective support in a number of ways, such as reading with pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision of the future of the school, which is shared by the senior management team and the staff. Teachers' subject specialisms are used well to provide good quality learning experiences across the school. Staff feel valued in the new management systems recently implemented, and they work very effectively as a team. Staff morale is high.
How well the governors fulfil their responsibilities	The governing body, ably led by the chair, is very clear about its responsibilities and plays a full part in the effective management of the school. The governing body ensures that the principles of best value are appropriately applied.
The school's evaluation of its performance	The school regularly evaluates its own performance and assesses the effectiveness of the teaching and learning in the school. The headteacher, deputy headteacher and subject co-ordinators are all appropriately involved in this procedure. This leads to improvements. However, more could be done to monitor and support individual teachers to improve particular aspects of teaching, particularly in subjects other than English and mathematics.
The strategic use of resources	Resources are used appropriately overall, particularly the accommodation both indoor and out. Learning resources are adequate to meet the needs of the pupils, although the provision of books for both class libraries and the main school library is too variable.

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 school is caring and fair. • Staff give good support to children when there are problems. • The school is quick to pick up on weaknesses in behaviour and any incidence of bullying. • Parents are confident in approaching school if there are problems. • Setting pupils for English and mathematics is helpful. • Support for children with special educational needs is good. • School reports are informative. • The reward system is good, and all staff can be involved in giving house points, including lunchtime supervisors. • The school council is very representative of all pupils. • Since the last inspection French has been 	<ul style="list-style-type: none"> • Smaller classes. • Some parents felt their child received insufficient attention and needed more challenging work. • Consistent provision of suitable homework across the school, to match that in Year 6. • Some parents felt that they were not well informed about how their child was getting on, particularly where staff had changed. • More consistent use of home-school books, particularly when there are staff changes, which adversely affect some children.

extended, and is now taught throughout the school. There are more after-school activities, particularly non-sporting clubs.	
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The findings of the inspection team support the positive views of parents and the strengths they identified. The information for parents is comprehensive, including the opportunity at least once a term to talk formally with teachers. However, the inspection recognises the difficulties both staff and parents face when staff changes occur. The school is working hard to minimise the effects of changes on pupils. The opportunity for regular discussions is backed up with two reports per year giving comprehensive information about children's progress. However, not all subjects are covered in detail, which would be useful for parents.

Classes are large and the school has made effective decisions in setting pupils for some subjects to ensure that they are set challenging work. The inspection team agrees with parents' views that setting is a good idea. However, there are some subjects where more could be done to ensure that all pupils are effectively challenged, and parents are right to comment on this aspect of the school. Homework is set in all classes, but not always to the same extent. Homework relates appropriately to the subjects studied in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in National Curriculum Tests for 1999 showed that pupils' attainments were above average in English, and in line with national averages for mathematics and science. Currently standards are improving in line with national averages, which means that each year sees a rise in the overall standards which pupils reach in National Curriculum Tests in English, mathematics and science. This includes suitable numbers of pupils reaching the higher or above average levels. Taking English, mathematics and science together standards are broadly average by the time pupils are 11 years old. Pupils' attainment on entry is slightly below average, with few pupils achieving above average levels in both science and mathematics. The provision the school makes, specifically in the high quality of teaching and the organisation of the curriculum, are major factors in the standards which pupils achieve by the time they leave the school.
2. When compared to similar schools, pupils achieve good results in English and average results in mathematics and science. The inspection team concluded that the data was inaccurate in its comparison to similar schools, and amended the benchmark data accordingly. Performance data received by the school indicated that standards in the school were lower than similar schools but the data, based on the free school meal indicator, did not truly reflect other socio-economic indicators at the school. It is particularly relevant as the local education authority does not provide a school meals service, so numbers of pupils identified as eligible for free school meals is, therefore, low.
3. There are particular strengths in English where the results this year exceeded the appropriate targets set by the school for 2000. The high quality of teaching in English, particularly the technical aspects of punctuation and spelling, makes a major contribution to these high standards. The school's successful implementation of the National Literacy Strategy is also helping to maintain the standards that pupils achieve. Pupils enter school with some weaknesses in the standards that they attain. These are most notably in writing, at the end of Key Stage 1, where few pupils reached the higher levels. Pupils make substantial gains in their learning during Key Stage 2, as demonstrated by the high quality poetry written by higher attaining pupils in Year 6. The pupils' achievements overall are good. However, the English core curriculum team has rightly identified for improvement the standards of handwriting and presentation, which are too variable across the school.
4. The National Curriculum Test results in mathematics broadly maintain standards that are in line with those found nationally both this year and over the last three years. This includes suitable numbers of pupils reaching the higher levels, and reflects the school's recognition of, and appropriate provision for, the needs of these pupils. This, in itself, is noteworthy. It represents an improvement in standards, as few pupils reached the higher levels on entry to the school. The inspection judged pupils' achievements in mathematics to be high, with pupils making significant gains in their learning. This represents an improvement on those standards from previous years, and indicates that pupils are benefiting from the implementation of the National Numeracy Strategy and from the school's own recent initiative, of setting all pupils in ability groups for mathematics. This helps teachers to provide suitably challenging work and to support pupils effectively.
5. The National Curriculum Test results in science are just about average, and the school's provision for potentially higher attaining pupils is not as effective as in English and mathematics. These pupils do not achieve quite so highly, although the school makes particularly good provision for all pupils in the study of forces in science. Pupils' achievements in science are appropriate overall. There are now also many more opportunities for pupils to carry out

investigations, an improvement since the last inspection, and pupils cover all aspects of science throughout the school. However, despite only gaining average results in National Curriculum tests, the proportion of pupils gaining average levels has increased steadily since the last inspection, reflecting the steady improvement in teachers' skills in this subject.

6. The school has addressed other subjects recently, giving priority to improving pupils' progress in information technology, and in this subject standards have clearly risen substantially and are above national expectations by the end of Key Stage 2. This is a considerable improvement since the last inspection. Pupils' achievements are good. There are considerable strengths in the teaching of information technology, which enables pupils to learn well. The specialist teaching which each class receives each week, in a system of class exchanges, ensures that all pupils are getting good opportunities to learn. Pupils' skills are developed well in these structured lessons, and the use of technology notebooks ensures that pupils remember what they need to do from one lesson to the next. The computer workstations, although spread out, ensure that best use can be made of the machines, either for a whole class or for groups of pupils. This is effective in promoting good learning.

7. Standards in religious education are satisfactory overall, but pupils' progress is limited by lack of subject knowledge by teachers. The scheme of work is insufficiently clear to help teachers with their planning. This results in some lessons which do not substantially extend pupils' learning, particularly for those pupils who learn more quickly.

8. The school sets appropriate targets for pupils. The standards that pupils achieve are rising each year and are broadly in line with national trends, showing an improvement since the last inspection. Pupils with special educational needs, and those for whom English is an additional language make good progress in line with their prior attainment. The planning done by the co-ordinator for special educational needs, to provide work that meets the needs of these pupils, is a valuable support.

9. Standards in other subjects are satisfactory overall, and pupils' achievements are mainly appropriate. There are strengths in the quality of learning in design and technology, where a broad curriculum is offered and taught well, using an improved range of resources, which enhances pupils' learning. There are strengths in art, with an emphasis on art from other cultures, and the recognition of women artists, such as Vanessa Bell. However, there is insufficient emphasis on the planning for pupils with special educational needs and for higher attaining pupils, in lessons other than English and mathematics. The work set for these pupils is too often similar to the rest of the class. For potentially higher attaining pupils there is too little challenge in the activities provided in many lessons. These pupils do not achieve highly enough. Pupils with special educational needs make significant gains in their learning when they receive planned and focused support from the co-ordinator, or when attending withdrawal groups with the co-ordinator or learning support assistants who are well briefed. This is as a result of the very clear planning which meets their needs and the clear focus of the teaching. However, sometimes in class their progress is slower as the planning does not take into account their targets. These pupils make less effective gains in their learning where teachers do not plan sufficiently for them, and where classroom support assistants and other adults are not sufficiently well briefed to offer good support.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are very good. Their enthusiasm for school life is evident throughout the daily routines. They are eager to come to school and keen to be involved in a range of activities. Pupils of all ages were keen to discuss not only their work but also their responsibilities in school, for example, the house captains spoke enthusiastically about their duties as monitors at break and after assembly, reflecting very positive attitudes to their school life.

11. In lessons, pupils respond very well to the good teaching, for example in a Year 4 literacy lesson, pupils concentrated, listened well and worked with great enthusiasm whilst studying 'Prince Caspian'. Pupils show a high level of independence in their work, working productively on their own or in groups. In a Year 3 history lesson, pupils researching Egyptian life chose suitable books and worked with great concentration, producing a group report. These very good attitudes are fostered well through links with home as parents help follow up research carried out at school. The school appreciates the commitment of parents to support their children.

12. Behaviour throughout the school is good, and this is appreciated by parents. Pupils move around the school in an orderly manner, they are open, polite, courteous and confident whilst talking to visitors. In lessons and at breaktimes, pupils show respect for property and equipment. They use resources with care. Pupils have a clear understanding of the behaviour code and the whole-school expectations of good behaviour. They respond very well to the rewards they are given, for example the team points. This was evident in the celebration assembly when the winning team was announced. Parents commented positively on this aspect of the school in the meeting prior to the inspection. There are no exclusions and there was no evidence of bullying during the week of the inspection. Records show that there have been a few instances of bullying and very occasional racial harassment, but these are quickly and effectively dealt with by the headteacher. There are few instances of unsatisfactory behaviour and these are only minor matters of fidgeting and restlessness. In a few lessons, pupils became too noisy. This was due to the teacher's ineffective strategies in managing the pupils.

13. The school encourages pupils to consider how their actions affect others, both on an individual level, and in society. This was observed during a Year 6 science lesson where pupils were looking at habitats and how they are affected by the actions of others. They show a good level of respect for one another's views, for example, in a Year 3 science lesson pupils worked well in pairs whilst constructing circuits.

14. Pupils' initiative and personal responsibility are excellent. This is a considerable strength of the school and has a very positive effect on their learning and personal development. There are a great number of opportunities for pupils to take on extra responsibilities as monitors and class representatives for the school council. Pupils spoke with enormous enthusiasm about their roles and demonstrated maturity in their response. Older pupils support younger ones around the school, particularly at breaktimes. Pupils also show initiative in helping keep the school tidy and supporting each other. For example, a group of Year 6 pupils volunteered to help a teacher prepare for an afternoon lesson by colouring maps.

15. Relationships between pupils and all adults are very good and contribute well to the progress that pupils make in lessons. Pupils get on well with each other in lessons and around the school. They are keen to answer questions in class and show enthusiasm for their teachers. They work very well in groups and willingly share ideas. This reflects the school's continuing high priority in this aspect, and maintains the high standards found in the last inspection.

16. Attendance is good. Levels of attendance are broadly in line with national averages and there are few unauthorised absences. Pupils are keen to come to school and almost all pupils arrive at school on time, which allows registration to take place quickly and lessons to start promptly. This has a positive effect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good. In the lessons observed the quality of teaching was satisfactory and better in 97 per cent of lessons. A substantial amount of teaching was good, 39 per cent, and 18 per cent was very good. This maintains the high quality of teaching found in the last inspection, with some improvements also evident. The best teaching occurred in English and mathematics, where over half the teaching observed was at least good, and in Year 6 where all teaching was consistently satisfactory and better. However, in all year groups, a substantial proportion of

teaching was good. Teaching in information technology throughout the school was consistently good, and often very good. The good quality of teaching has a significant and positive effect on the standards achieved by pupils. The best teaching relates clearly to the subjects where pupils achieve most highly.

18. With few exceptions teachers have good subject knowledge in the subjects they teach. This is particularly true in English, where teachers are effective in teaching the technical skills of punctuation and spelling, which in turn leads to effective learning by pupils. Teachers are well-prepared for lessons, and ensure that resources and equipment are carefully chosen and prepared. This means that little time is wasted in lessons, and the pace of lessons remains brisk. Teachers also have good subject knowledge in mathematics and information technology, and the school meets the needs of pupils particularly well in these subjects. In a small number of subjects some teachers' knowledge is less established, notably music and religious education, and this means that pupils learn less effectively overall. Good use is made of teachers' particular subject skills to teach across all classes in the year group. These lessons are often particularly effective, in information technology for example, which enhances pupils' equality of access to the curriculum.

19. Teachers' planning is detailed and particularly effective in English, mathematics, and information technology. In other subjects it is less effective. It does not always take sufficient account of the needs of the range of abilities in the class, so pupils who learn at different rates are not challenged appropriately. Planning for pupils with special educational needs is inconsistent: the planning undertaken by the co-ordinator is thorough and takes into account the individual learning targets of the pupils, however, class teachers' planning does not always take into account individual targets and sometimes the work set is inappropriate to the pupils' needs. The role of the classroom support assistant is not sufficiently defined in the planning. Where pupils have classroom support, other than that provided through the special educational needs support assistants, the impact of the support is variable. Where classroom assistants are not given sufficient information and detail about what the pupil should be doing, the pupil's rate of learning is less effective. Where it is successful the assistant is able to adapt the task appropriately, but this has an impact on how well the pupils learn and make progress towards their own targets. For example, in a Year 4 class the pupil's targets involved developing vocabulary and comprehension using picture clues but the task given was to plan the first of four chapters of a story. The support assistant was able to talk to the child and scribe for her and she made satisfactory progress in telling the story.

20. Teachers are careful to engage all pupils in the lessons, and to ensure that in the material prepared there is no imbalance which could lead to stereotyping such as by gender or race. Teachers also ensure that all pupils are enabled to participate in lessons, for example, through the support they give and in their questioning which is carefully managed to allow pupils of differing abilities to give appropriate answers. This illustrates the careful informal assessments teachers make of their pupils, and which they use as each lesson progresses, enabling them to offer support to pupils who need it effectively.

21. Teachers begin almost all lessons by sharing the lesson objective with pupils. This is often written on the board and pupils look carefully when this is read out at the start of the lessons. This is effective in focusing pupils on the subject matter and in listening to what they have to do. At the start of the lesson, teachers often introduce the objective and then cross-reference it to previous learning, sometimes in other subjects. In religious education, for example, a discussion took place about the Egyptians, which pupils could reference to their history lessons. This is again effective in linking together what pupils learn, enabling them to bring their own knowledge into the lessons. In the best teaching the objective is referred to throughout the lesson, but most significantly at the end where pupils evaluate what they have learned during the lessons.

22. Teachers use a range of methods to help pupils to learn effectively. These include working in groups and pairs, giving information and targeting pupils to find things out. In information technology in Year 6, for example, pupils work well in pairs to build a multi-media program incorporating a range of devices, such as a 'secret page' for interest and enjoyment. Teachers use questioning well, adapting their questions for the range of attainments in the class, and allowing sufficient time for pupils to answer. Pupils gain confidence in their own knowledge and in sharing it. Teachers have high expectations of pupils in learning to work independently and give pupils many opportunities, as in the example above, to extend these skills. They actively encourage pupils to manage the resources they need, find equipment and be responsible for being ready to learn. This significantly enhances pupils' independence, and has a positive impact on their learning.

23. Pupils are generally well behaved through the effective systems established in the school which most teachers use appropriately to manage their class. This results in a smart working atmosphere in most classes, and an atmosphere of mutual respect. For example, in a Year 6 religious education lesson, pupils understood the solemnity of the role-play supper, but also responded to the teacher's light-hearted remarks appropriately. The learning in this lesson was enhanced through this positive response from pupils, allowing the teacher to impart information and not to be distracted by any misbehaviour. In a small number of instances, where behaviour is not managed so effectively, there is too much noise and pupils become distracted easily. Sometimes teachers' techniques for gaining pupils' attention are limited and the behaviour of pupils then deteriorates as they become bored by monotonous activities and information presented in an uninteresting way.

24. There are some aspects of teaching which are weaker, even where teaching is satisfactory overall. The pace of some lessons slows as they progress, either because there is too much content or more often, because the exposition is insufficiently dynamic, causing pupils to become bored. Sometimes plenary sessions are too short and the lesson finishes in a rush, without sufficient time for pupils to reflect on what they have learned, and whether they have met the objective of the lesson.

25. There are examples of helpful and detailed marking by some teachers, particularly in Year 6. However, pupils' work is not marked consistently throughout the school. Generally the wide variations in marking do not ensure that pupils could improve the work they do through reflection and further effort. Homework is set throughout the school in varying amounts, and supports the work done in lesson time. Parents are very keen to support their child at home.

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

26. Since the last report there have been significant improvements in the curriculum provision. Schemes of work are now in place for all subjects. Teachers' medium-term planning links well with the National Literacy and Numeracy Frameworks. The medium-term planning for science is based on a two-year rolling programme which ensures all pupils cover topics twice within the school, and knowledge is developed at a higher level the second time it is taught. The curriculum for information technology has been broadened while the design and technology curriculum has been reduced in response to increased time allocations for literacy and reading and writing lessons, in line with the school's priorities, in a determined effort to improve standards. The school now teaches French to all its pupils from Year 3 upwards, developing the programme originally aimed at older pupils. Parents are very supportive of this inclusion in the curriculum for all pupils. The planning for religious education generally follows the locally agreed syllabus but is very brief and does not always give teachers enough guidance. This is under review currently with a new agreed syllabus now in draft form. The literacy and numeracy strategies have been implemented appropriately.

27. The school also makes good use of individual teachers' specialisms in organising the curriculum. The use of specialist knowledge enables the parallel classes within a year group to be taught effectively in subjects such as information technology and music.

28. Policies have been created for all subjects and many aspects, and these are regularly updated. The school ensures that policies are used effectively by including them in the staff handbook of which all teachers have a copy. The science policy is at present being improved to include a detailed list of success criteria. A home-school agreement was sent to parents in September 1999 and a 'Link Book' is now used well in the vast majority of cases. Parents appreciate this means of communication and stated that it was an effective way of communicating informally with the class teacher.

29. The school offers a broadly balanced curriculum which includes all the subjects of the National Curriculum and religious education. Statutory requirements are met in all subjects, but some time allocations, for religious education especially in the lower age classes, and physical education in Year 6, are slightly low. In information technology, there is sufficient coverage of the curriculum, including control technology, however, monitoring is limited by a lack of resources. Information technology control in the wider world, such as in libraries, supermarkets, banking and home appliances is satisfactorily studied. In physical education, the school is able to implement all aspects of the curriculum and has designed orienteering activities making good use of the extensive grounds surrounding the school, ensuring that pupils successfully experience adventurous and outdoor activities. The time allocated to physical education in Year 6 is low in the first two terms, to allow the complete science curriculum to be taught before the National Curriculum Tests in the summer term. This allocation is then redressed in the Summer term. However, there is no check on whether this system, implemented for sound strategic reasons, has had an adverse effect on the development of games or gymnastics skills for pupils in the Year 6 classes.

30. The curriculum suitably reflects the school's aim 'to encourage children's innate curiosity and desire for learning through meaningful experiences which will develop a positive attitude towards the acquisition of skills and knowledge.' The school brochure, which all parents receive, outlines in detail the policy for all pupils to have equal access to the whole curriculum. Examples of this in practical terms include in art and history respectively an emphasis on women artists such as Vanessa Bell, and on the role of women in World War Two. Other positive features include the analysis of test results for gender bias. The school makes very good provision for personal, social and health education, for example, where circle time is used to discuss issues suggested by the class teacher and pupils. The 'Good Health' scheme is followed by Year 5, enabling the school to appropriately cover drugs education with sex education in Years 5 and 6. It also successfully underpins pupils' moral, social, spiritual and cultural development. All staff actively encourage pupils' personal development.

31. There is a good selection of extra-curricular activities, including a variety of sports activities such as football, netball, and rounders. Activities take place both at lunchtime and after school. Music activities take the form of two recorder groups, choir and concerts, with other opportunities being offered in chess, dance, drama and environmental clubs. There are annual musical productions, with 'Annie' currently in rehearsal, and class assemblies during the year to which parents are invited. Parents stated at the meeting with the registered inspector that they very much appreciate the wide range of activities, including non-sporting, which are offered to their children.

32. The school makes good provision for identifying pupils with special educational needs. The co-ordinator for special educational needs works well with individual and groups of pupils, and is particularly skilful in identifying their needs, ensuring that all pupils have high quality individual education plans. Some adult support is used to good effect, such as the learning support assistants, where work is planned in conjunction with the co-ordinator and the pupil's individual education plan. The class teachers' provision for pupils with special educational needs

can be variable. This leads to ineffective use of other support staff who are not always sufficiently well planned for, and only satisfactory use is made of them in some lessons, notably English. Adult support is used to good effect in information technology, design and technology and science. The school arranges withdrawal groups where pupils receive intensive individual and small group support matched to their particular needs, mainly with the co-ordinator, who skilfully interprets the needs of these pupils. Pupils are often withdrawn during the word level work to concentrate on phonic targets and then return to the class with their peers for the remainder of literacy hour. This is most appropriate and enables pupils to make good progress towards their literacy targets.

33. There are good links with the community. Pupils visit places of interest, such as Hampton Court, Kew Gardens and the Swan Theatre, in connection with the curriculum. Visitors to the school include well-known figures, such as the athlete Kriss Akabusi who came and spoke to the school with a message of 'do your best.' A past pupil, the artist Michael Paine, spoke to the pupils about how much he had enjoyed art lessons at the school and inspired them by saying 'everyone can be an artist.' Special groups also visit the school. For example, a travelling planetarium allowed pupils to develop their knowledge of the sky at night and the star constellations. Special days are organised to enhance the curriculum, where pupils dress up as Tudors, produce an assembly for the school and take part in Tudor dancing wearing authentic costumes. Parents give valuable support to these events, ensuring they can go ahead by providing resources or supervision. Pupils are involved in the wider world by use of the Internet in the Net Club. They have written to and received replies from school children in America. A school journey to the Isle of Wight for Year 6 pupils enhances the geography, history, science and physical education as well as encouraging pupils' social and personal development. These events enrich the curriculum greatly and contribute to giving pupils inspiration for their work in lessons.

34. Local businesses have contributed money for the relining of the pond. The school would like to develop further links with the local commerce and business sector but has had only limited success despite the efforts that have been made.

35. Relationships with partner institutions are good. The school works hard to ensure all appropriate information is transferred from the infant school and on to the secondary school. Pupils take part in cluster group sports days and curriculum cluster groups support teachers on subject developments, developing good relationships and communication systems. Parents are appropriately involved in the transfer from the infant school through meetings and information prior to the children beginning in Year 3.

36. Since the previous inspection there have been considerable improvements in the provision for spiritual, moral, social and cultural development. It is now good overall, with very good moral and social aspects. The school has written a policy for this aspect to make staff more aware of the ways to promote pupils' understanding.

37. Spiritual development is promoted well through opportunities offered to pupils in lessons, particularly religious education, literacy and personal social education. Collective acts of worship offer good opportunities for pupils to reflect on questions such as 'What does it take to make a hero?' Pupils respond appropriately, by saying their parents are and one said that a particular member of the staff is their hero. The school is a caring place where the ethos showing compassion, love and respect for one another is evident. One of the school's aims supports this well, being 'To instil in the children a respect for and tolerance of all people, regardless of race, religion, class, gender, age or disability.' Pupils sing uplifting songs and hymns, pray and reflect in assemblies. Pupils act out the story of David and Goliath and his heroic deeds, giving others the opportunity to understand the message of the story. Awards that raise pupils' esteem are given in assembly for many foci such as team points, the best class, swimming achievements and first aid courses completed. Pupils are encouraged to explore the grounds and appreciate the wonders of nature, both at breaktimes and in lessons. For example, in a science lesson pupils

were amazed at the feel of a live newt found in the environmental area. Pupils are guided thoughtfully through self-evaluation in their reports to parents, gaining greater knowledge of their personal strengths. Since the previous inspection Circle Time has been introduced, which offers pupils greater opportunities to develop self-awareness. There are also social skills groups where pupils deepen their understanding of relationships.

38. Very good provision for moral development is evident throughout the school, maintaining the quality of provision found in the last inspection. All staff provide very good role models and set high expectations for pupils' moral guidance in religious education lessons. Teachers assist pupils to see good and evil messages from stories of Christian and other religions. The school's aim, 'To encourage self-discipline, the development of independence and initiative and the acceptance of the need for responsibility, honesty, trustworthiness, reliability, perseverance and determination' permeates the whole school. Suitable contributions are made through other subjects. Debates in connection with speaking and listening projects have explored sensitive moral issues such as smoking and drinking. Issues connected with unemployment in the 1930's have been written about thoughtfully by Year 6. The classroom rules are often well displayed.

39. Social development is very well provided for. The school council is a strength of this provision, with pupils given very valuable opportunities to develop citizenship skills. All pupils have the opportunity to formulate questions and place them in a class suggestion box. Current ideas discussed in the school council meetings concern 'mufti days' for various charities, as well as ways to develop the use of the playground. Lunchtime in the hall offers pupils the chance to sit with all age groups and socialise informally. Good opportunities for social development are offered in the playground, with all sorts of different areas for pupils to play in, including large shelters to provide shade, although there is no climbing equipment and the games markings are rather faded.

40. The personal and social education programme which has been developed since the last inspection has tackled many relevant issues, such as racism. Pupils learn about the lives and needs of others through fund-raising. They have raised money for a wide range of charities; Cancer Research, RSPCA, Premature babies, RNLI, Guide Dogs for the Blind, Help the Aged and UNESCO. The pupils in Year 6 organise and run stalls for the Summer Fayre, enabling them to appreciate what is involved in fund-raising, and enhancing their organisational skills. The proceeds of the fair are used to buy items to support the school community, such as picnic benches and a computer to help organise the library. The pupils have many opportunities to undertake responsibilities, such as collecting in hymn books sensibly and checking equipment, such as whether torches work, for their teacher. Some classes have colourful displays, which show that all pupils are monitors and children from each class vote for the pupils who are class representatives on the school council. The extra-curricular clubs contribute to pupils' social development well, as pupils become involved in a diverse number of topics from sports clubs to musical activities and chess clubs. The Tudor club, a senior citizen group, attends many school functions, enabling pupils to appreciate other members of the community.

41. Provision for pupils to understand their own culture is good. A history topic on the Tudors enabled pupils to learn about clothes, homes and past monarchs of England. Visits to the local community and to places such as the Natural History Museum enhance pupils' knowledge of British culture. Aspects of work in music, geography, science, art, religious education, literacy and dance offer good opportunities to explore our own and other European cultures. For example, pupils enjoy learning country dancing. Music from other countries is used in some lessons and assemblies, and this broadens pupils' awareness of musical styles. Literacy lessons allow pupils to learn about major poets and authors. French is now taught throughout the school, and Year 6 use France as the subject of their multi-media study in information technology lessons. Art activities enable pupils to study European artists well. The Drama Club produced a play based on Shakespeare's tale of Macbeth which pupils appreciated. The programme of religious education includes some teaching of some major world faiths, but there are few projects for pupils which study other faiths or non-European cultures in depth, so that they are well

prepared for the multi-cultural society in which they live. There has been some development of this aspect since the last inspection, where it was a key issue, but much more remains to be done.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Overall, the school has good procedures for child protection and ensuring pupils' welfare. The school provides a safe and caring environment for its pupils. The headteacher is the nominated member of staff with responsibility for child protection and she has undertaken appropriate training and has a good knowledge of the agencies involved. Most staff have received training in child protection issues although midday assistants were not included. The welfare assistant provides good support to children for first aid. There are good systems in place for the administration of medicines such as asthma inhalers and clear records are kept of accidents. The school places a strong emphasis on health and safety, for example, in physical education lessons where safety issues are discussed. A suitable health and safety policy is in place. Regular safety checks are carried out by the headteacher and governors, enabling early identification of problems.

43. Teachers have very good relationships with the pupils and this underpins a supportive environment. The close communication between all staff helps to ensure that all pupils are well known and their individual needs are monitored successfully. This is a further development of the good quality found in relationships in the previous inspection.

44. There are good systems in place for monitoring and promoting good attendance. The office staff have clear systems to record and monitor attendance and the school liaises well with the Education Welfare Officer. Good attendance is promoted through the award of team points, which pupils appreciate.

45. The procedures for monitoring and promoting good behaviour are good. The behaviour code is actively and consistently implemented. Many classes have drawn up their own rules with the involvement of the pupils, which gives them a good sense of self-discipline. In lessons most teachers are very successful at managing discipline and ensuring good behaviour but in a few lessons observed, the teacher was less successful. This led to the small amount of fidgeting and restlessness which slowed the learning in the lesson. Class teachers monitor behaviour in the first instance and more serious matters are referred to the headteacher. The few reported incidents of bullying and racial harassment are quickly and efficiently dealt with. Parents in the meeting with the registered inspector expressed great appreciation of the speed with which any inappropriate behaviour is monitored and resolved.

46. The school has good assessment procedures and has made good progress since the last inspection in implementing these, when this was identified as a weakness. There are very good systems for assessment in English and mathematics and the systems for assessing science are good, although they are not yet fully implemented. The teachers make accurate assessments of pupils' results in end of key stage tests and the range of tests carried out throughout the school. These tests clearly identify progress made by individual pupils and groups of pupils or classes and the headteacher is now starting to use these results to predict end of key stage results for all pupils. Assessment results are monitored for differences in background, gender or race, and year group teachers meet to compare levels between classes to ensure consistency. This is useful for teachers, enabling them to reflect on their practice in the classroom and make appropriate adjustments if necessary to ensure all pupils learn effectively.

47. Test results have been suitably used to inform curriculum planning and pupil groupings. Results showed that pupils were not achieving highly in their writing and the school timetable now includes further opportunities for pupils to develop their work. In English and mathematics setting has been introduced to ensure the needs of all pupils are met and the groupings within lessons are appropriate and based on assessment data. These groupings are frequently reviewed in the light of test results. The success of these procedures is appropriately reflected in the

improvement in standards in National Curriculum Tests in English and mathematics. As yet assessment results are not consistently used by teachers for monitoring individual pupil progress or planning for pupils' different needs in their planning for all other curriculum subjects. The work set is therefore too hard or too easy for certain groups of pupils in some lessons and this slows learning for these pupils.

48. The monitoring of the performance of pupils with special educational needs is rigorous. They are regularly assessed against their targets and new targets are prepared which build effectively on their previous learning. Reviews are regularly carried out and well documented. The relevant staff and other adults concerned with the pupil's progress attend the annual review. Targets are set for individual pupils in English and mathematics, and pupils needing extra support are monitored regularly. Parents are very complimentary about the special educational needs provision for their children.

49. Teachers monitor individual pupils' personal development well. They have a good understanding of pupils' individual needs and some teachers make full and detailed assessment of personal factors, liaising with parents where necessary. The very good relationships contribute significantly to the effective personal support provided by teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are generally very supportive of the school and value the attitudes and values that the school promotes. The school makes good links with parents. The homework diaries or 'link books' are generally used well both by pupils to write in homework, and by parents and teachers to maintain a useful contact, to mention concerns or to say how their child has done at home. A number of parents supports the school by helping in class with hearing children read and other activities, and supporting on school trips. This means that the school can plan trips with confidence knowing that levels of supervision will be sufficient. The school makes good use of parental expertise, for example, a parent with experience with children with special educational needs helps support these pupils. Parents are involved in their child's work and offer good support with homework. In a recent Tudor day, parents were very involved in providing Tudor costumes for their children. This contributed to the creation of a good learning experience for pupils.

51. The quality of information provided by the school is good. There is a clear and useful prospectus and regular newsletters keep parents informed about day-to-day events at school. Good curriculum information is given to parents at the start of the year with useful guidance on how parents may help their children at home for example with reading and trips to places of interest. There are good opportunities for parents to discuss their children's progress with teachers, at least once each term at parents' evenings, and informally at any time. There are two written reports during the year, which parents appreciate. Targets are set at the interim report which are then discussed in the summer to see how much progress the child has made. Many parents at the meeting valued the reports but there were a number responding to the questionnaire who were concerned about the information they received about their child's progress. The reports are detailed and useful for English, mathematics and science but there is no personal comment given for other subjects of the curriculum and this may be of concern to parents.

52. A small number of parents had some concern over the work their children were given to do. Nearly all parents responding to the questionnaire felt their child was making good progress and felt happy about approaching the school. While there is room for more challenge in some subjects for some groups of pupils, in English and mathematics, to which the school has appropriately given priority, setting has given pupils high levels of challenge resulting in good standards.

53. The school works hard to involve parents in annual reviews for pupils with special educational needs, changing interview times as necessary. Parents' opinions are taken into consideration when planning for their child. There is a well-structured, established working relationship with visiting specialists. Parents commented very favourably on the provision for pupils with special educational needs in the meeting with the registered inspector.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher is an effective leader who promotes high standards and has high expectations of both staff and pupils. This is effectively shared with the deputy headteacher who works closely with the headteacher, and also undertakes specific management responsibilities. The ethos of the school is friendly and very positive, which clearly reflects the school's aims. The senior and middle management teams work exceptionally well together, sharing a common ethos of high achievement and improving standards. They provide a good foundation for planning and evaluating the quality of education the school provides. Together with the headteacher the senior management team leads by example, and inspires staff effectively.

55. Innovative new management systems have recently been implemented which ensure that all staff play a full part in the development of the school. Core curriculum teams for English, mathematics and information technology have been developed, which meet regularly and involve all subject co-ordinators linking individual subjects into the core team. This system is still fairly new but is already beginning to be effective in raising all staff's awareness of the links between their subject and the rest of the curriculum and clearly focusing the teams on the priorities which the school has set. Responsibilities for those areas are clearly delegated. Staff are enthusiastic about their involvement in the development of the school, and staff morale is high. The provision of set groups for mathematics, and booster groups for English in Year 6, has enabled teachers to concentrate on the needs of pupils more effectively. Other effective management decisions include the use of teachers' subject specialisms and skills across the classes within a year group, to give pupils the maximum benefit from good quality teaching. This is very effective in some cases, for example information technology, and generally effective overall.

56. The leadership of the co-ordinator for special educational needs is good. She has a high level of commitment to the post and has attended a number of courses to extend her expertise. Record keeping is meticulous and she works hard to involve all staff and the parents and carers in planning the most appropriate provision for each child. Special educational needs support staff are well briefed by the co-ordinator, to give specific support to individuals or groups of pupils. However, where teachers plan activities for whole-class teaching and do not include specific planning for classroom support staff, they are ill-prepared to meet the needs of children with specific learning targets. The budget for special needs pupils is monitored effectively and spent appropriately.

57. The governing body has a very clear view of the management of the school. The chair of governors devotes a substantial amount of time to the school, both to meeting regularly with the headteacher and in supporting staff in classes. This ensures that there are very good working relationships with the headteacher, and a clear understanding by the chair of governors of the strengths and weaknesses of the school. Other governors are equally committed, and new governors are particularly enthusiastic. Financial matters are very well organised, and the governing body has a clear long term view about finances, for example, it has planned carefully for the impending shortfall of pupils in one particular year group. The governing body sets appropriate targets for the headteacher and deputy headteacher, which are evaluated, now with significant thought given to appraisal and pay reviews. Previously a joint governing body with the infant school it was recently reconstituted following the decision to separate,. Governors are clear that this decision will allow greater efficiency at meetings, with a single school focus. There are some issues that the governing body has yet to resolve, particularly the need for induction for new governors, and for vacancies on the governing body to be filled. However, governors are very dedicated and committed to the school. They are keen to fulfil their role successfully, and, in

this aspect are particularly well led and supported by the chair of the governing body. New governors are currently absorbing documentation and arranging attendance at relevant courses, showing high levels of commitment to the responsibilities of the role.

58. The school seeks to improve through the school development plan. This focuses clearly on improving standards and sets priorities for the year. It is used as an effective tool to bring about agreed improvements. These are appropriately centred around the core subjects of English, mathematics and information technology, but they also link with the other curriculum subjects and aspects of the school. The core curriculum teams carry significant responsibility for implementing the school development plan and they evaluate progress at regular meetings.

59. Subject co-ordinators carry out significant monitoring of the school's work during their negotiated curriculum release time. They record their findings in detail and this is used effectively to promote further developments in aspects of planning and teaching. Both planning and the standards of pupils' work are effectively monitored in this way, but there are only small amounts of classroom observations. The headteacher carries out monitoring of teaching, mainly in core subjects, and provides effective support to enable teachers to improve. More could be done in further direct observation of teaching to help teachers to continue to improve their skills in the classroom, particularly in subjects other than English and mathematics.

60. Subject co-ordinators and other staff are suitably supported in their work by the senior management of the school. The staff handbook, recently completed by the deputy headteacher as one of her key tasks, is a particularly comprehensive and useful document. It is well laid out and includes all current policies and other reference documents, so it is a useful reference point for all staff. Staff are well-informed about courses, this again being a specific responsibility of the deputy headteacher, and there are suitable induction arrangements for new staff.

61. The governing body has suitable performance management strategies in place, and already sets targets for both headteacher and deputy headteacher. It is particularly well placed to initiate and implement national systems when these are necessary. The school and the governing body are well aware of its responsibilities for performance management and appraisal strategies.

62. The governing body has a clear and straightforward view of the principles of best value, and this is clearly demonstrated by the careful consideration of future funding, in relation to a predicted short-fall of pupils in one year group. The finance committee has already considered appropriate options to absorb the impact of a decline in funding. Similarly, the school has responded to the success of French for older pupils in the school by introducing it to the rest of the year groups, a decision which parents have welcomed. It clearly considers what parents want for their children as well as implementing the standard curriculum required.

63. The school carefully considers attainment and constantly seeks to improve standards. It looks carefully at benchmark figures and expectations of free school meals percentages. While taking a view that there is too little evidence to ensure the current figures, indicating a low percentage, are correct, the school has not used this as an excuse, and has continued to pursue ensuring the best standards for all pupils. The need to ensure good standards has led the school to very carefully consider the current timetable, especially in order to ensure that pupils have covered the required curriculum prior to National Curriculum Tests in Year 6. This has necessitated some careful decisions, resulting in changes which the school has now implemented in Year 6, and in some subjects, such as science, physical education and design and technology. Using teachers' specialisms has also been considered and implemented in order to ensure that pupils are taught consistently well.

64. The school has made good use of the funds available to it, including grants and specific funds, such as those for pupils with special educational needs, booster classes, and for information technology. This is particularly noticeable in the use of the new technology resources, which the school originally sited in the school library. However, to make better use of

this resource, the school has adapted the original plan and sited banks of computers outside classrooms, for groups of pupils or for one class lesson. This is already proving to be effective in raising standards. Where financial decisions have to be made the school carefully considers the options available. It is currently considering the provision of school meals, and seeking quotes from catering companies accordingly to ensure best value in spending. Overall, the school gives good value for money.

65. There are good numbers of teachers and support staff for the curriculum and numbers of pupils at the school. Effective use is made of non-class based teachers to provide non-contact time for subject co-ordinators. The school does not always provide sufficient information for support staff to enable them to provide the best support to pupils. The accommodation enhances the quality of education which the school is able to provide. Although some classrooms are small, a factor criticised in the previous inspection report, there are other spaces for many activities. For example, there are useful rooms, which can be used for extra groups of pupils withdrawn from class or in booster classes. The extensive school grounds allow a wide range of environmental work to take place, and an orienteering trail is in place to engage older pupils in outdoor and adventurous activities. However, it is also clear that the pupils enjoy coming to school, and the positive effect of a bright, spacious and inviting building, and surrounding grounds, creates good conditions in which pupils want to learn. This is enhanced through the spectacular effects in the main reception area. The large carved wooden eagle standing on a branch is quite entrancing and many pupils, and occasionally adults, can be seen smoothing it as they pass. Other three-dimensional figures add to the general interest, particularly the model of a child lying reading. Two round stained glass windows, completed using pupils' designs, also add to the positive impact of the entrance area.

66. Learning resources are adequate to meet the needs of the pupils but there are some shortcomings. Pupils' progress in information technology is slowed at the higher end, because of the lack of some equipment, although this is compensated for well by teachers. Similarly the provision of books in the class libraries and the main library is only just adequate, and in some classes the choices appear limited. Many books are nearing the end of their usefulness. The school is aware of the need to replenish stocks, but also mindful of the need to conserve the budget in view of the restrictions of lower pupil numbers in the incoming year group.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to continue to raise standards, and maintain the good quality of education that the school provides, the headteacher, staff and governing body should;

- (1) Build on the success of the planning for different abilities in English and mathematics, to ensure that the needs of all pupils are consistently addressed in planning for all subjects in the curriculum; (paragraph 19)
- (2) Improve the teaching of religious education* and music by;
 - increasing teachers' subject knowledge;
 - considering the use of subject specialisms where possible;
 - ensuring that the scheme of work in religious education gives teachers sufficient support in their planning;
 - giving pupils greater opportunities in religious education to study faiths in depth;
 - extending teachers' practical music skills. (paragraph 121)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Finding ways of improving the presentation of pupils' work, which is variable across the school, and handwriting which lacks style; ** (paragraph 71)
- Improving the unsatisfactory variation in the provision of books in both the class book corners and the school library; (paragraph 66)
- Giving further priority to multi-cultural education, to enable pupils to learn more about beliefs and cultures other than their own. (paragraph 41)

*The school recognises the need to update the scheme of work in religious education and has already looked carefully at the new draft of the LEA syllabus for religious education.

**The English curriculum team has identified the need to improve handwriting.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	39	39	3	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		384
Number of full-time pupils eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		88

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	59	36	95

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	45	39	48
	Girls	32	28	31
	Total	77	67	79
Percentage of pupils at NC level 4 or above	School	81	71	83
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	43	46
	Girls	28	28	28
	Total	69	71	74
Percentage of pupils at NC level 4 or above	School	73	75	78
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	0
Black – other	0
Indian	17
Pakistani	0
Bangladeshi	0
Chinese	7
White	350
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	26.3
Average class size	32

Education support staff: Y3 – Y6

Total number of education support staff	9.6
Total aggregate hours worked per week	165

Exclusions in the last school year

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

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

Financial information

Financial year	1998/99
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	£
Total income	662,029
Total expenditure	656,562
Expenditure per pupil	1,710
Balance brought forward from previous year	52,885
Balance carried forward to next year	58,352

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	384
Number of questionnaires returned	146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	52	5	0	0
My child is making good progress in school.	42	52	3	1	2
Behaviour in the school is good.	38	58	2	1	2
My child gets the right amount of work to do at home.	24	54	18	3	1
The teaching is good.	35	58	6	1	1
I am kept well informed about how my child is getting on.	26	45	25	3	1
I would feel comfortable about approaching the school with questions or a problem.	52	44	3	1	1
The school expects my child to work hard and achieve his or her best.	51	47	1	1	3
The school works closely with parents.	29	53	13	2	3
The school is well led and managed.	49	47	1	1	3
The school is helping my child become mature and responsible.	43	50	3	1	2
The school provides an interesting range of activities outside lessons.	29	49	11	3	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

68. In the latest National curriculum Tests in 1999 the percentage of pupils attaining the expected standard of Level 4 was above the national average, and overall attainment was above that found in similar schools. The percentage of pupils reaching the higher Level 5 was well above that found nationally. Test results over time have risen steadily showing an upward trend in standards since the last inspection. The school has already exceeded the target set for the year 2000, and inspection evidence confirms that overall standards in all aspects of English are above average, and that pupils are achieving well.

69. Pupils have above average speaking and listening skills by the time they leave the school. There are many good, planned opportunities for pupils to take part in class or group discussions and to present their work to the class. Pupils also have occasional opportunities to speak to a larger audience during assemblies. Teachers promote good speaking skills by reminding pupils to speak audibly and ensuring that others listen. Pupils are eager to share their ideas and most listen attentively, although there are occasions when a few pupils have to be reminded to listen and this slows the pace of lessons. Year 6 pupils listen carefully to others in class, and most speak clearly, developing their ideas thoughtfully. Higher attaining pupils respond confidently in more formal situations, and demonstrate good skills in conversation.

70. Standards in reading are above average by Year 6. Most pupils are supported well at home, and many have the valuable opportunity to read regularly in school with parent helpers. Reference skills are developed well. Pupils understand how to use the school library and to retrieve information. Individual reading books are organised in a structured system and are generally matched accurately to pupils' reading levels. However, with a few exceptions, the class libraries are uninviting and some books are outdated or worn. Pupils are taught how to use the school library, but there is scope for the school to review the shelf layout and book stock and to make the library more welcoming for pupils. Most pupils enjoy reading, but a few pupils find the choice of reading books in school uninteresting and are not motivated to read independently. Reading skills are taught during the literacy hour, and pupils are introduced to a good range of modern and traditional literature. In some lessons, for example in a Year 4 class, pupils' interest is engaged very effectively by the teacher's lively and enthusiastic presentation. Pupils enjoy reading an extract from C.S.Lewis and are excited at the prospect of reading 'The Iron Woman.' In general pupils read accurately and with increasing fluency. Younger pupils appropriately attempt to work out unfamiliar words by using their phonic skills. However, some average and lower attaining pupils currently in Year 3 do not have a sufficiently secure grasp of phonics, and of vowel sounds in particular. Pupils with special educational needs make good progress in gaining phonic skills when they have specific support from the special needs co-ordinator, because she uses resources effectively and has good subject knowledge. By Year 6 most pupils reach the expected standard in reading. They read fluently and with expression, and when talking about their books, most support their opinions by referring to the text to support their views. Formal comprehension skills are taught well, and Year 6 pupils in 'Booster' classes make good progress as a result of focused teaching.

71. Standards in writing are above average when pupils leave the school. Pupils write for a wide range of purposes and audiences and the development of non-narrative writing is particularly good. Basic skills are taught well, and most pupils make good progress in developing accurate spelling and punctuation. Although pupils write poetry and imaginative stories, vocabulary choices are generally limited and somewhat unadventurous. There are exceptions. Higher attaining Year 6 pupils wrote poems of high quality entitled 'Autumn Dragon', with words chosen very precisely and effectively. Pupils are taught to recognise and use the characteristics of different types of writing. Year 3 pupils learn how instructions are organised, and Year 5 pupils identify the features of myths. Where teaching is best, activities are carefully varied to match

pupils' needs. In an unsatisfactory lesson the same activity was given to all pupils. Many pupils did not understand what they were required to do, and the text they were asked to analyse was too complex for them. As a result little progress was made. A scrutiny of pupils' books indicates that work is not always sufficiently varied for pupils of different abilities, particularly in Years 3 and 4. When pupils understand the tasks, they settle quickly and generally work with concentration. Pupils are taught a joined handwriting style, but standards of presentation vary. The curriculum team have appropriately identified the need to improve the standards of handwriting across the school.

72. The literacy hour has been introduced successfully across the school. In addition to the daily literacy period, pupils undertake a further two hours of reading and writing. Literacy skills are used well across the curriculum. Pupils write and use research skills in most subjects. Displays of pupils' work include writing in science, history, geography, religious education, music and art. Pupils understand that they can use computers for research, and many do so, both in school and at home. The quality of teaching is good overall, and a notable feature is that teachers always share the specific learning objective of the lesson with the pupils. This ensures that pupils and teachers are clear about the focus of the lesson. In the best lessons, learning is reinforced in the final plenary, and teachers refer back to the learning objectives. Classroom assistants generally give good support, although their role is not always clearly defined. Teachers do not always plan sufficiently for pupils with special educational needs, depending at times too much on classroom assistants to adapt the task for the pupil.

73. The system of subject management has been changed, and a recently formed curriculum team now manages English. The team is beginning to work effectively although it has not yet developed a full overview of current practice. The group has monitored pupils' work and appropriately identified priorities for raising standards, for example improving handwriting. This is an improvement since the last inspection when the role of the co-ordinator was a key issue. Procedures for assessment in English are very good, and this is a good improvement since the last inspection. These assessments are not always used effectively in other subjects to plan work for pupils of differing attainments. Target setting is good and targets are discussed with pupils so that they understand which aspects of their work should be improved. The school library is a useful, well-organised resource, but stocks are limited and some are quite old. The current stock is just adequate for pupils in the school.

MATHEMATICS

74. Levels of attainment in mathematics are good at the end of Key Stage 2. This is due to the quality of teaching that is generally good generating interest and a good pace of learning by pupils who bring positive attitudes to their work. As a result progress is good. National Curriculum Test results for 1999 are close to the national average. In comparison with similar schools, test results are average. However, the inspection judged that the standards which pupils now reach are above average. The school has made improvements in the provision for mathematics, since the previous inspection. This is reflected in results which show that pupils achieve well, particularly at the higher levels by the end of Key Stage 2, despite few pupils achieving above average levels on entry. The setting of pupils for mathematics has had a positive effect in meeting the needs of pupils particularly where work is appropriately matched within the set to the pupils' abilities. The school has identified pupils who are capable of achieving more highly at Level 6, and has met their needs well in specific small-group teaching. The National Numeracy Strategy has been implemented effectively and has had a significant impact on the pupils' oral and mental work, while maintaining the breadth of the mathematics curriculum. Teaching is good, with no unsatisfactory teaching observed, indicating that all pupils make at least satisfactory and generally good gains in their learning.

75. By the end of the key stage pupils carry out a range of investigations and problem solving. They convert metric measures into smaller and larger units placing the decimal point appropriately and measure angles accurately with a protractor. They round numbers to the

nearest thousand or hundred and explain their reasons for rounding up or down. They convert fractions and percentages to decimals and can round decimals to two places. They check their answers using different strategies, deciding if it is a reasonable answer and checking with a calculator. They calculate the areas of regular and compound shapes and can name the properties of regular three-dimensional shapes. Higher attaining pupils can calculate rough metric equivalents when converting measures and money from decimals to Imperial measure. Some pupils study foreign currency and calculate exchange rates. Pupils plot coordinates in four quadrants when making graphs and compute using negative numbers. Pupils learn to present their work using a variety of graphs appropriately, such as bar graphs, pictograms, tally charts and pie charts. They interpret information from graphs and can find averages of data. The pupils in 'Booster' classes in Year 6 make good progress towards their targets and, while some pupils still have difficulty, the firm support in well-planned sessions is having impact upon the standards they achieve and the overall standards of the school.

76. Sixteen lessons were observed during the inspection of which the teaching in seven was satisfactory, good in five, and in a further four, very good. This has a significant impact on the standards achieved. Most teachers have at least a satisfactory knowledge of mathematics, with a few exceptions where the terminology of digits and numbers was incorrectly used. Overall teachers' planning is good. It is appropriately constructed in line with the National Numeracy Strategy and relates clearly to the medium and long term plans. Mental and oral sessions are often taught with time limits applied, setting challenges for the pupils. Where the quality of teaching is better, the teachers plan appropriately for the differing ability groups within their set. The special educational needs co-ordinator and the headteacher provide purposeful and entirely appropriate lessons for the pupils with special needs and the pupils who are working towards Level 6. This ensures the needs of pupils are appropriately met. Teachers set clear learning objectives for their lessons and share these with their pupils, often referring to them during the lesson and in the plenary session. This enables pupils to clearly understand their learning for each lesson and reinforces their targets. The teachers' use of questioning challenges pupils' thinking appropriately. In Year 6 pupils were asked to explain how they interpret a line graph, and in Year 4 pupils were asked which multiplication tables always end with even numbers and why.

77. Time in lessons is often used well to ask pupils to explain their thinking so that they can help each other and for the teacher to check for misconceptions. Where the quality of teaching is better pupils are given clear time limits for tasks. Teachers have high expectations of their pupils' behaviour and generally manage their pupils well. Everyone understands the clear routines of the 'numeracy hour' and this minimises the time spent on management in the lesson and maximises the teaching time. However, the use of classroom supports is less well planned and there is often no mention on teachers' planning of the deployment of support staff. This means that sometimes their time is not used sufficiently well. Resources are used effectively and teachers prepare them in advance of the lesson. Classroom displays are colourful and interesting, so pupils are aware of the importance of mathematics and can use the display as a resource in their learning. This represents an improvement on the quality of displays found in the last inspection.

78. Teachers use questioning to assess pupils and often walk round in lessons checking and supporting pupils while they are working. However, the marking of pupils' work is inconsistent and while some teachers make encouraging remarks there are few examples of teachers giving constructive comments in books detailing the next steps for improvement. Pupils are very aware of their own learning and needs as they write targets at the front of their books which have been decided with teachers and pupils are encouraged to refer to these. This is an effective strategy. More formal assessments of pupils' progress are rigorous in this subject. Work is accurately levelled and records are kept of pupils' achievements with reasonable targets set for the end of year based on previous learning. These are shared with pupils and parents and give a clear picture of pupil progress. There is a common format throughout the school and teachers' mark books give detailed records of pupils' achievements. Homework is sent home regularly and

enables pupils to consolidate their work from lessons. The home-link diary acts as a good reminder to pupils to complete their work.

79. Pupils generally have positive attitudes to the subject and enjoy the routines of the lessons. They are responsive to their teachers and often eager to answer questions. They persevere with tasks and often help each other if there is a problem. Many of the lessons require collaborative work that enables pupils to share their ideas in pairs or in groups and contribute to their social development. Pupils undertake this effectively.

80. The curriculum is broad and balanced and covers the full range of National Curriculum targets. Teachers are also aware of cross-curricular links where mathematics plays a meaningful part in the development of other subjects. Pupils use data handling to record the outcomes of experiments. For example, in Year 3 pupils make tallies of the number of cars in a locality near school in relation to their study of the local environment and use string to measure the length of a winding road on a map. In history pupils make personal time lines at Year 6, and in Year 5 make symmetrical patterns based on the gardens at Hampton Court. They use a range of data handling techniques such as pie graphs, tallies, and bar graphs to identify the favourite part of a day out and calculate the percentage of time spent in travelling. In information technology, pupils use programs in Year 3 to extend their mathematical and computing skills. These links have a significant impact on pupils' attainment, enabling them to practise their knowledge in a range of meaningful circumstances. Most teachers and pupils use the vocabulary correctly, but often insufficient emphasis is placed on the learning and use of the new vocabulary in the lessons. In Year 4, where a teacher encourages pupils to use technical vocabulary in all their answers, pupils use the language of mathematics well.

81. The subject co-ordinator and the subject team provide strong leadership for the subject and demonstrate the shared commitment to the raising of standards. This core curriculum team is relatively new, but represents a significant improvement on the co-ordinator's role as found in the last inspection. They enable good practice to be spread throughout the school and have ensured the effective implementation of the numeracy strategy. Criteria for the monitoring of its implementation have been clearly recorded and effectively shared with staff. Although the team has tackled differentiation, pupils' attitudes, and pupils' books, and resources, the quality of teaching of individuals has not yet been addressed. This would further develop the sharing of good practice that is available in the school. The budget for the subject is appropriately spent and the resources are sufficient for the curriculum needs. Resources are tidy and well stored in classes.

SCIENCE

82. The findings of the inspection confirm that at the end of Key Stage 2 standards are in line with national expectations and with similar schools. The percentage of pupils achieving above average results was slightly below the national average.

83. A strength of pupils' knowledge is in forces. They write good predictions about which objects will be the easiest to move by blowing. They write clear conclusions showing a high level of understanding such as 'I only got a couple of predictions wrong, but mostly they were right. The heavy things are harder to blow and push. The lighter things are much easier to blow and push, like a feather.' The pupils carry out investigations systematically, discovering if the size of the parachute affects the speed of falling to the ground. They investigate how the number of bulbs in a circuit affects the brightness of a bulb. They have a good level of knowledge about life and living processes. They list the different methods of dispersal. They write and draw diagrams of the life cycles of the trout and human. They carry out interesting experiments to see what happens to bread if left in two different conditions. They write about the functions of the parts of a plant in detail. They can draw diagrams of healthy meals and label diagrams of cross-sections of a tooth. They can order the stages of digestion in the human intestines. They understand materials to a satisfactory level. They use Venn diagrams well to record hard and soft materials,

where a ruler is written in the inter section zone because it is both hard and soft enough to flex. They write well about the properties of solids, liquid and gases, describing a liquid as 'sloppy, slimy, smooth running, spirals and splashes.'

84. Pupils make satisfactory gains in their learning throughout the school and their achievements are satisfactory in all aspects of science. The best learning is found in lessons where there are tasks designed for all ability groups of pupils, and questioning is appropriately managed so all pupils learn at their own rate. For example, in Year 5 in a lesson on awareness of drugs usefulness and misuse, teachers ensure that all pupils learn well by providing a chart for lower attaining pupils complete, rather than a written task.

85. Pupils respond satisfactorily to science topics. They show a suitable interest in practical and knowledge-based activities and particular interest in practical challenges. They show enthusiasm for exploring the environmental area and its habitats. They co-operate with each other and work well in pairs. The pupils have good relationships with their teachers and listen to them carefully on the whole. However, a few pupils behave rather immaturely in some lessons. Pupils show respect for equipment and handle magnets carefully. They make thoughtful observations about where the water goes when a few drops are released onto a variety of rock types due to the teachers' sound management skills.

86. The teaching observed during the inspection was good and linked with the progress which pupils make, and their achievements, it is satisfactory overall. Where it is good teachers share their learning objectives with pupils and explain clearly their expectations to the pupils. Teachers' short term planning is not consistently structured to provide for the needs of the more able or pupils with special educational needs. Teachers have improved their subject knowledge, criticised in the last inspection, which is now good on most areas. Teachers use pupils' work well to model desirable outcomes for other pupils. However, their oral and written feedback to pupils does not consistently inform them what exactly they have done well, nor does it tell them how to improve. In many classes the teachers manage pupils to good effect, however, in some classes there are no systems to put an end to silly behaviour. A considerable number of teachers use time efficiently, telling pupils how long they have to complete a task, which encourages pupils to work efficiently.

87. The curriculum covers targets twice during the four years pupils are in the school and ensures it is broad and balanced. Management of science in the school is good. The policy is being reviewed to include a detailed list of success criteria. There is a scheme of work, which informs teachers about the topic areas to be covered by each year group, but it does not have levels of attainment. Annual tests are used to assess pupils' progress and achievement. Teachers' assessments are recorded on assessment sheets, but levels of attainment are not always recorded. National Curriculum tests are analysed annually to discover which areas of the curriculum are not well understood and feedback is prepared for the staff. This is particularly helpful for staff in assessing how to plan for the next year. The curriculum is soundly monitored by an analysis of pupils' books and resources. However, there have been no classroom observations of teaching and little monitoring of teachers' medium term planning. In-service training for the staff was provided in the last year. Resources are good. There is little direct use of information technology in science lessons, and there are few CD-ROMs related to the subject and there are no temperature probes or light sensors. Pupils use their literacy and numeracy skills effectively, for example, through the introduction of a science vocabulary and through written reports of scientific investigations, data collection and the drawing of graphs.

88. Since the previous inspection there have been considerable improvements in the provision for science. The school has focused on the provision for science investigations and pupils now complete a wide variety. Standards in National Curriculum Tests for 11 year olds have improved over the last three years in line with national standards. The teaching of forces has been enhanced due to increased teacher knowledge and the use of a dedicated science book for pupils' work. Planning for continuity and progression has been developed incorporating the new

national scheme of work, which supports teachers' medium term planning well. Long term planning means that all programmes of study are covered twice, once in the lower school and once in the upper school. Teachers' planning always reflects the National Curriculum targets. The pond and environmental area have been developed with sponsorship from Toyota. These features combine to support the improvement in numbers of pupils achieving more highly in science but also in the provision of a broader and better balanced curriculum overall.

ART

89. There were few opportunities to observe art lessons during the week of the inspection. Judgements have been based on the lesson taught by the co-ordinator, the displays in classrooms and in the corridors, and discussions with the co-ordinator and pupils.

90. By the end of the key stage standards are in line with national expectations. Pupils benefit from a wide curriculum. They chose from an interesting collection of man made and natural resource materials to investigate texture by making rubbings. These are used to create frottage. They experiment with mark making using a range of pencils from 2H through to 6B in their study of line and tone. They create expressive patterns in response to different styles of music such as the waltz, Morris dancing and the Charleston. They develop mark making using hatching, lines, and dots to fill shapes with differing intensity. These aspects are also replicated using different media of charcoal, chalk and pastels. Pupils study a range of artists. They make designs in the style of Claris Cliff and study Art Deco patterns by painting and drawing plates and sketching architectural features.

91. The school has made improvements in the development of the subject since the last inspection, for example, the good use of sketch books at Year 6, showing an appropriate skills-based curriculum. This enables pupils to achieve appropriately and make satisfactory progress. Notebooks are being used in a similar way to the rough drafting found in some English books. Pupils use them to reject or develop ideas found through experimenting with different media. Entries are clearly labelled and provide each pupil with an individual resource that can be referred to when planning work. The quality of teaching in the Year 6 lesson was good. The co-ordinator teaches all Year 6 classes and the pupils benefit from her expertise and approach to the subject. Her enthusiasm and interest is reflected by the enjoyment shown by the pupils and their concentration on experimenting with media and resources. While pupils in other year groups also use sketchbooks these are less well developed as a design tool, or reference book. In Year 6 pupils have good attitudes towards the subject and they reflect on their own and others' work sensibly discussing how they have achieved different effects.

92. The school has also developed the multicultural aspect of the subject in response to criticism in the previous inspection. They have developed a worldwide approach covering African, Asian, and European art. The role of women in history and in recent times as artists is also well developed through their studies of Elizabeth Frink, Vanessa Ball and others, ensuring that pupils are aware of the importance of both men and women artists. The school also has a complete scheme of work, again an improvement since the last inspection. This now needs adapting to meet the particular needs of the school's time constraints while retaining the development of artistic skills. The curriculum covers the full range of media including three-dimensional work and textiles, although there is limited evidence for these areas in the school. They study a range of artists including Impressionists, and Aboriginal art. Art often makes firm links with other subjects. In history, pupils sketch Tudor artefacts in Year 5 and design safety posters for science in relation to electricity and health. In Year 5 the work of Vanessa Ball inspires some reflective and expressive writing about the moods created by her painting of 'The Bathers'. In geography in Year 6 pupils illustrate holiday brochures of countries they have studied. Pupils sketch a number of observational drawings such as a shoe, wooden objects showing the grain, and self portraits. These show an increasing degree of accuracy with shading used to depict form appropriate to their ages. Overall, the quality of teaching is satisfactory as demonstrated by the range of displays across the school.

93. Leadership of the subject is sound. The co-ordinator provides a good role model for the development of the subject and at present acts in an advisory role, as the priority for subject development is focused firmly elsewhere at present. By spreading the good practice in Year 6 of the use of sketchbooks as a design tool, all pupils could develop their skills and experiment with their ideas. The resources are good and support the subject well, and the budget is monitored effectively.

DESIGN AND TECHNOLOGY

94. Standards at the end of Key Stage 2 meet national expectations. However, pupils now make good gains in their learning throughout the key stage, indicating that standards will rise as these younger pupils reach Year 6. The main strengths are seen in the way pupils carefully draw up plans with labels, select appropriate resources and consider the importance of making good quality finished products. Another important factor is the use of a discrete design and technology book, which they use throughout the school.

95. The quality of teaching is good, which is an improvement from the last inspection when it was often good. Teachers plan activities thoughtfully and often share learning objectives with pupils, usefully writing them on the board. In the best lessons teachers have high expectations of pupils, for example, in creating a complex analysis of cereal products and mechanisms. Teachers' knowledge of pulleys is very good and their instruction on how to use tools safely is clear. Teachers' assessment is satisfactory, with the strengths and weakness of pupils' achievements being noted on the annual report to parents, but there is no system to record pupils' overall progress. Some teachers could make greater use of open-ended questioning, for example, in asking pupils to explain how they came to their conclusions, encouraging pupils to think more deeply about their work. Teachers' marking and on-going assessment in lessons does not always inform pupils what they do well, or say how they could improve. Teachers' short term planning does not consistently provide structured challenges for the more able or less able pupils. This means that some pupils do not achieve as highly as they could.

96. Pupils learn well in design and technology through the wide range of activities on offer, and the good quality teaching. Pupils' achievement is satisfactory overall but set to rise as the younger pupils build on their skills as they move through the school. Pupils in Year 3 learn well how to investigate which is the strongest method of joining card to a board. They then measure, mark, fold and cut card, which they use to make a prototype of a pop-up board game. They write suitable equipment lists and describe the methods they will use to make it. Year 4 make good progress when they learn how to draw clear labelled diagrams of vehicles using pulleys to bring about movement. They produce detailed plans giving step-by-step guidance on how to make the vehicle move. They learn how to follow instructions and make vehicles using Dacta Lego. They make good progress in Year 4 when they learn how to join pieces of wood with a glue gun and 'reinforced' corners. They make very good progress in Year 5 due to the teachers' good subject knowledge and use of resource sheets when they test different cereals and record their results on star grids. Pupils record their ideas about cereal tastes by grading them for flavours such as 'chewiness, sweetness, attractiveness and crunchiness'. Year 6 learn well about how different mechanisms can be used to bring about movement when they combine Lego Technics and gears, and when they disassemble commercial games, for example, 'Mousetrap'. This good progress is a result of the teachers' good management skills and attention to questioning pupils, encouraging them to verbalise their ideas and deepen their understanding. However, pupils do not regularly write evaluations of their work explaining the strengths and areas for improvement. Pupils with special educational needs are well supported and make good progress in design and technology lessons.

97. Pupils enjoy their making activities and are keen to design and make models. They are enthusiastic about using construction kits. They work well independently and in groups, supporting each other and sharing ideas. They are aware of the safety factors and use tools

carefully. Teachers' high expectations of behaviour mean that pupils behave well and remain focused on the tasks set in most lessons. The pupils are keen to show their work to others. They evaluate their own efforts orally and appreciate the work of others.

98. Improvements in teaching are due to the good leadership of the subject co-ordinator, who has worked hard to improve the range and storage of resources. The co-ordinator now offers support to colleagues in planning meetings for her year group. She has produced a good action plan and has set down her aims for the year. The long and medium term plans have been reviewed in the light of increased focus on the teaching of literacy and numeracy. A strength of the provision relates to that of the skills associated with use of mechanisms. Pupils have satisfactory opportunities to develop skills in structures and food technology, although there is little emphasis placed on areas such as fabric and electricity. The curriculum meets the requirements of the National Curriculum. The policy is clearly written and the success criteria are to be reviewed in the near future. Resources are good, but would be enhanced by the provision of a wider variety of materials for pupils to work with in their making of structures. There is some monitoring of the curriculum, but no classroom observations of teachers or pupils at work, which would be helpful to teachers in enabling them to reflect on their own strengths and weaknesses. The subject promotes literacy through the introduction of technical vocabulary and through the writing of step-by-step planning. Numeracy skills are consolidated through measuring materials. Information technology is under-used in most design and technology lessons.

99. There have been significant improvements since the last inspection in resources which have been developed, are now portable and easily accessible to pupils being housed in a moveable unit. The school now uses the nationally provided scheme of work and the co-ordinator has written an action plan aimed at providing balanced experience of design and technology across the whole school. There has been some in-service training for staff on skill development and tool handling. The co-ordinator has monitored the curriculum by sampling design and technology books which are used throughout the school. The improvements are a result of good support from the co-ordinator and increased teacher knowledge skill development. The resulting improvement of teaching from often good to good overall has had an impact on learning and standards.

GEOGRAPHY

100. Only one lesson was observed during the inspection. On the basis of this evidence together with the scrutiny of pupils' work and discussion with pupils and the co-ordinator, the attainment of the majority of pupils, including those with special educational needs, is in line with national expectations.

101. Pupils have a range of satisfactory opportunities in geography and they make satisfactory gains in their learning. Overall, pupils' achievements are sound. In Year 5, pupils studying St. Lucia as a contrasting locality identify the capital on the map, using clues like the proximity of the airport and map symbols. Higher attaining pupils know how to measure distance using a piece of string and explain some of the features of the island using a key. Lower attaining pupils receive more support, answering questions based on filling in spaces in a passage. In their study of rivers, pupils in Year 6 demonstrate in their written work knowledge of key features of the river Rhone, using key subject terminology like mouth of a river and tributary. They draw diagrams showing how rivers work, the effect of erosion and the transport of sediments.

102. Pupils apply themselves very well to geography, showing a positive interest and curiosity about places. They are keen to participate in lessons and persevere with tasks, show interest and are motivated to find out information. They behave very well and show appropriate respect

for the teacher and each other. This makes a positive contribution to the pupils' enjoyment of this subject.

103. The quality of teaching is mainly satisfactory. Planning in lessons is detailed and identifies clear objectives which are shared with pupils. This feature, and the fact that lessons are clearly linked to previous work, enables pupils to build appropriately on their existing skills. Tasks are generally matched to pupils' abilities although this is not always consistent. Resources and display are well used to develop and encourage pupils' research skills. For example, in the entrance a display of classrooms in other countries, compared with those at Field End School, engages pupils' attention and encourages comparisons. The co-ordinator carefully extended the original resource pack of photographs to include the school's own and this raises the appeal of this resource enormously.

104. Since the last inspection, there has been some improvement in matching work to pupils' abilities but this is not consistent across classes and has been identified by the co-ordinator as an area for further development. This has been the result of effective monitoring of pupils' written work by the co-ordinator, who is providing effective leadership in this subject. Provision for fieldwork is satisfactory where it is carried out in the vicinity of the school but is underdeveloped for older pupils. The co-ordinator has identified areas of development carefully but these are not yet a priority in the school's planned development.

HISTORY

105. A small number of lessons was observed during the inspection. The evidence from these lessons, together with the scrutiny of work and discussion with pupils and the co-ordinator, indicates that attainment for the majority of pupils, including those with special educational needs, is in line with national expectations.

106. Pupils' learning and achievements are satisfactory in history. In Year 3, pupils studying the unit on the Egyptians recall historical information on what was found in the tombs of famous kings. They use research skills to find out about traditions and beliefs and begin to recognise reasons for some of these features, for instance, the significance of certain objects and the importance attached to them. Pupils in Year 6 demonstrate factual knowledge of key changes in their work on Britain in the 1930s, use interviews with their parents and other sources to find out about key events like the evacuation of children, the role of women and the changes that have occurred since the war. Pupils achieve appropriately against their prior attainment and suitable progress in their learning is reflected in the consolidation and development of research skills. Some pupils write extensively on a range of topics, which demonstrates their increasing skills in presenting findings appropriately and effectively.

107. Pupils show very positive attitudes towards history. They listen attentively during presentations by teachers and are adept at working both independently and collaboratively, for instance, when researching, pupils work collaboratively and use resources effectively to complete tasks. They show positive working habits, concentrate well and show a high level of motivation and commitment in their work. Pupils are very well behaved and this enables teachers to concentrate on teaching, and giving all pupils suitable opportunities to learn.

108. Teaching is mainly satisfactory and occasionally very good. All lessons share the positive feature of identifying clear objectives which are written on the board and carefully shared with pupils at the beginning of lessons. In the best teaching, there is a clear focus on key concepts and sequence of activities which enables pupils to develop their understanding and build on their previous learning. Very good teaching was observed in one Year 3 class where resources were effectively organised and work was appropriately matched to pupils of different abilities. For instance, higher attaining pupils were challenged by using information from texts in different books, while those of average attainment used text and pictorial resources. This enabled pupils to make significant gains in their learning. Teachers generally intervene

effectively to monitor pupils' progress and support individuals, and pupils' learning is appropriately extended through suitable homework tasks.

109. Good use is made of learning resources. For example, in the study of the Tudors a range of interesting objects is displayed to generate interest for all pupils, and a visit to Hampton Court is made to enhance the curriculum. Teachers plan together effectively in year teams, which ensures a consistent approach across all classes. Pupils' learning is also enhanced by the use of questions which pupils brainstorm at the beginning of units, giving them a broad foretaste of the topic. The co-ordinator monitors pupils' work effectively through the scrutiny of a sample of books and this has led to identifying and implementing further improvements in the match of work to pupils' attainments. She has also identified other suitable areas for improvement in the subject, which will be developed as the subject becomes a priority in school planning.

INFORMATION TECHNOLOGY

110. The development of the provision for information technology has been a priority for the school since the last inspection. There has been good improvement and all the shortcomings identified in the previous report have been successfully addressed. By the time pupils reach the end of Year 6 their attainment is above national expectations.

111. All pupils benefit from a specific, weekly information technology lesson. In each year group, one teacher acts as a specialist teacher, in a system of exchanging classes. These teachers all have good subject knowledge and work confidently with each class. The variable attainment between pupils in different classes in some years, noted during the previous inspection, is no longer evident. Pupils now acquire good basic skills, and work confidently and independently. This is the result of systematic teaching, consistently high expectations, and a good focus on learning leading to high achievement.

112. Lessons have a brisk and business-like start. Teachers always make lesson objectives clear and demonstrate new skills carefully before pupils move to the computers. As a result pupils understand what they are doing and the majority work with sustained concentration. All pupils quickly and competently "log on" and access programs. Pupils in Year 3 worked sensibly as they started to use a simple control program. They entered a series of simple commands to draw shapes on the screen. All pupils made good progress because the teacher had structured the task well. Lower attaining pupils followed a guidance sheet, and benefited from support from the classroom assistant and from one of the governors. The teacher extended higher attaining pupils very effectively by introducing them to additional commands.

113. Skills are developed well as pupils move up the school. All pupils have information technology notebooks, which provide a very useful record and reference point. Teachers consistently use correct technical vocabulary, and lessons have a clear focus on skills. Activities are interesting and motivate pupils effectively, but are also chosen well to extend or reinforce pupils' learning. Year 4 pupils were very excited as they started an assessment activity to design a poster advertising the film 'Toy Story 2'. Many showed good word processing skills, and demonstrated a good awareness of their audience as they typed information about the film. Pupils develop the skills of entering, analysing and presenting data and learn to check for accuracy. Year 5 classes worked well as they examined 'scattergraphs' and quickly identified errors. By the end of the lesson all pupils could return to the database and amend errors. Year 6 pupils worked enthusiastically as they combined text, graphics and sound to create a multi-media package about France. The majority organised and refined their work competently. They enjoyed designing 'secret pages' accessed by hidden buttons, explaining happily to visitors the way they had constructed them. The teacher extended all pupils' learning through skilful questioning, matched well to individual pupils' competence.

114. The school is now on-line and pupils are able to access the Internet. Most pupils are aware of some of its uses. Many pupils have computers at home and use them to support their

work in school, for example in topic work. Pupils benefit from the good opportunity to use the Internet during an after-school club.

115. The quality of teaching is good overall, with examples of very good practice. Explanations are very clear, and reinforce learning, for example in a Year 5 lesson where the teacher ensured that pupils understood and recalled the features of continuous data before they began their task. Teachers have very good behaviour management skills, and they are effective at moving between the different workstations to ensure that all groups are making progress. The classroom assistant, technician and occasionally visiting governors give valuable support. Progress is at times slowed by equipment failures, for example when some Year 6 pupils could not incorporate sound, or where some computers do not have the multi-media program.

116. The newly formed curriculum team is enthusiastic but evaluative and has a clear action plan for development, for example, the group has appropriately identified the need to find suitable software to develop information technology in the foundation subjects. The new scheme of work, based on national guidance, ensures that skills are developed systematically. Staff are developing carefully designed activities to assess pupils' skills and knowledge.

MUSIC

117. Standards of work seen in music for the majority of pupils, including those with special educational needs, are broadly in line with national expectations.

118. Lessons are suitably planned and organised, and pupils make satisfactory gains in their learning. Achievement, overall, is sound. Pupils in Year 3 listen attentively and sing well together. They know that dynamics has to do with loud and quiet sounds and sing a number of popular rhymes in a game of 'hunting the cube,' changing dynamics in response to whether the player is near or far from it. In Year 6, pupils know that untuned percussion instruments do not produce a range of notes and give examples of such instruments. They play basic rhythm patterns successfully and practise three-part pieces using alternately clapping, their voices and untuned percussion instruments. In assemblies, pupils sing rounds in two-parts, which they practise thoroughly and strive to improve their singing in the process.

119. The majority of pupils make satisfactory progress as they are increasingly exposed to a range of opportunities for appraising and composing. However, because of the lack of some teachers' musical understanding and knowledge, progress for some pupils is slowed.

120. Pupils have positive attitudes to music and respond well to the rules for practical lessons established by teachers. They participate in lessons with real enjoyment and persevere in their effort to improve their performance. They work well together showing respect for each other, and pupils' behaviour is good. They treat instruments with care and readily help when they need to be moved or stored away.

121. The quality of teaching is mainly satisfactory except for one lesson where it was unsatisfactory. Where teaching is satisfactory, learning objectives are written on the board, shared with pupils and revisited at the end of lessons to check if they have been achieved. Clear guidance and ground rules are provided for pupils as to how to improve their singing and the elements of music are effectively integrated into appraising and performing activities. Ample opportunities are provided for pupils to practise and improve their performance for instance, when Year 6 pupils rehearsed three- and four-part pieces. Where teaching is unsatisfactory, this is due to a lack of subject knowledge particularly in the misinterpretation of key terms.

122. The provision for music is enhanced through the input of the specialist teacher for all Year 6 classes, the contribution of peripatetic teachers who provide a range of instrumental tuition to a significant number of pupils and the musical productions organised by the school. The co-ordinator is effective in providing guidance for class teachers with their classes. Although the

use of a commercial scheme of work is helpful, some teachers still need to update their own knowledge and understanding of the subject. Where the specialist knowledge of teachers is utilised across a year group, such as in Year 6, this ensures that all classes have equal opportunities for learning, but in other year groups, some teachers struggle in their own class with this subject. Assessment and monitoring in the subject are underdeveloped, although the co-ordinator is aware of the need to develop this aspect of the subject.

PHYSICAL EDUCATION

123. Standards in physical education reach those expected of pupils this age. Pupils experience an appropriate range of activities during their time in the school, including swimming and outdoor and adventurous activities. However, the time allocated to Year 6 pupils is too short. The pressure on the curriculum means that they only receive one forty-minute lesson per week, thus limiting the regular opportunities to build their skills and expertise, such as in field games and gymnastics. The school recognises the drawbacks to this arrangement, and plans to allow extra time for physical education after the end of key stage tests in the summer term.

124. During the inspection period pupils were observed taking part in dance, gymnastics and games lessons. By Year 6, pupils generally acquire a sound understanding of skills and strategies used in conventional games. A number of pupils represent the school in a wide range of team games, swimming and athletics. Many of these pupils attain good standards. The good range of extra-curricular activities gives pupils further opportunities to strengthen their skills and understanding. In gymnastics pupils acquire an appropriate range of skills in floor work and on the apparatus. The programme for dance includes traditional country dancing as well as opportunities for pupils to express themselves imaginatively. Some dance lessons are linked well with other curriculum areas for example geography, as in Year 5, where the teacher showed pictures of carnival time in St Lucia. Year 4 pupils attend swimming lessons, and records indicate that the majority are already confident in the water. The school reports that most pupils are able to swim the expected distance of 25 metres by the time they leave the school. A number of pupils pass the more challenging local authority tests achieving a good standard.

125. Most teachers explain and demonstrate skills clearly so that pupils are aware of what is expected of them. However, in a few lessons, these explanations are too long and consequently the time pupils spend working is limited. Demonstrations by pupils during the lesson are used effectively by some teachers to make specific teaching points thus encouraging pupils to refine and develop their performance. In a good gymnastics lesson in Year 3, pupils improved their sequences as a result of the teacher asking pupils to evaluate each other's movements and to identify good aspects. The overall quality of teaching was satisfactory, although three of the nine lessons observed were good and one was unsatisfactory. Where teaching is best, lessons have a good pace and pupils of all attainment levels are extended. Pupils make most progress where the teacher has clear expectations of performance and encourages the pupils to refine and improve their skills. The pace of the unsatisfactory lesson was slow and too many pupils did not participate fully.

126. Pupils' attitudes in games and gymnastics are generally good, and pupils work well in pairs and in small groups. Most pupils enjoy physical education and take part enthusiastically. However, in several lessons some pupils did not take part because they had forgotten their kit, and this had the effect of undervaluing the subject. The school is aware of this and in some classes pupils borrow kit where possible. It is difficult for teachers to provide suitable alternative activities for these pupils. Teachers pay good attention to health and safety factors during lessons, and most lessons begin with a suitable warm-up activity. Behaviour in lessons is satisfactory overall, although silly behaviour and giggling by a number of boys marred the dance lessons. Pupils with special educational needs are suitably catered for, and teachers show an awareness of individual capabilities. In some cases pupils are supported effectively by classroom assistants. Resources are generally in good condition, although the mats in the hall are in need of recovering or replacement.

127. The school has introduced a suitable scheme of work. This is an improvement since the previous inspection, although the scheme is due to be revised. Indoor and outdoor facilities are very good, and pupils benefit from the opportunity of using the extensive grounds for orienteering in the summer. This is a very good use of the facility. Almost all Year 6 pupils undertake a range of adventurous activities during the residential journey to the Isle of Wight, significantly broadening their range of experience of physical activities.

RELIGIOUS EDUCATION

128. The standards which pupils achieve at the end of Key Stage 2 are broadly in line with those in the locally agreed syllabus. This broadly maintains the standards found at the time of the last inspection.

129. Pupils, including those with special educational needs, have a satisfactory understanding of Christianity, and know that belief in God is part of being a Christian. Older pupils study Sikhism and Judaism. They effectively illustrate their understanding of the '5 Ks' and the Gurdwara. Overall, pupils achieve appropriately. However, opportunities for further development of an understanding of other religions and what people believe are limited. There are visits to a nearby church and the minister has a good relationship with the school, but visits to other places of worship are few, and visitors are not often invited to give pupils a broader understanding of any of the major world faiths.

130. Pupils learn most effectively when the teacher is able to relate the lesson closely to their own values. This was demonstrated well in the Year 6 lesson on the celebration of the Sabbath. The knowledge of the teacher and the inspiring role-play set up ensured that pupils remembered the content of the lesson effectively. However, in some lessons teachers clearly lack confidence in linking good activities into teaching about religions or what people believe. Daily acts of collective worship make effective contributions to pupils' learning in religious education, particularly their moral and spiritual development. Other effective contributions include the annual carol concert in the local church.

131. Teaching is satisfactory in the lessons observed and half the teaching is good. However, some teachers have insufficient understanding of the subject, and this limits opportunities to extend pupils' learning. These lessons sometimes lack vitality and inspiration, leading to boredom in lessons. Sometimes lessons are less effective through the lack of good classroom management. Where teaching is good, the use of resources and artefacts makes a positive contribution to the lessons. In other lessons resources are too small, such as small pictures which some pupils cannot see well, and this detracts from the lesson as pupils lose interest quickly. Where teachers lack subject knowledge and confidence themselves, the scheme of work is not sufficiently detailed and helpful to ensure that teachers can provide a good quality experience for the pupils. It is not sufficiently well linked to the syllabus and does not provide sufficient detail for teachers, to aid them in their planning. There is a new draft syllabus which the school has had sight of, which will eventually be linked to a new scheme of work.

132. Pupils mostly behave well. They enjoy the exciting lessons, and contribute confidently where they are able, to discussions. Pupils only begin to misbehave where lessons fail to catch their interest and they become bored and distracted. Only a very few pupils bring some experience of a faith into school with them. These pupils are keen to contribute to lessons, and their peers show good levels of respect for their knowledge and listen carefully to their contributions.

133. The co-ordinator is new to the role, but has already begun to establish the needs in the subject. She has undertaken part of the review of the new locally agreed syllabus, which is now in draft form, and has already given substantial thought to the implementation of a new scheme.