

INSPECTION REPORT

CHATER JUNIOR SCHOOL

Watford

LEA area: Hertfordshire

Unique reference number: 117158

Headteacher: Mrs M E Priggs

Reporting inspector: Mr Malcolm Johnstone
21114

Dates of inspection: 21st – 23rd May 2001

Inspection number: 190882

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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
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Sohbat Ali
Date of previous inspection:	2 nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Christopher Farris 19426	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?
Christine Canniff 18703	Team inspector	Special educational needs. Mathematics History Music	How good are the curricular and other opportunities offered to pupils?
David Matthews 18505	Team inspector	Science Information and communication technology Art and design Design and technology	
Susan Macintosh 20368	Team Inspector	English as an additional language Equal opportunities English Religious education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community junior school situated in West Watford in Hertfordshire. It is an attractive modern building surrounded by terraced housing. The characteristics of the school have changed little since the previous inspection. The area served by the school has features of socio-economic disadvantage and many of the pupils' families are on low incomes. The school is a little smaller than other junior schools and has 228 pupils on roll with 110 boys and 118 girls. This is a little more than at the time of the previous inspection. Sixty-two per cent of the pupils have English as an additional language and 41 per cent of these are at the early stages of English language acquisition. The main language spoken is Pahari, although other languages include Punjabi, Gujarati, Bengali, Turkish and Portuguese. There are a few children of black African origin who speak a variety of dialects. On entry to the school, attainment is below average and a significant minority of pupils lack fluency in English. Sixty-eight per cent of the pupils have special educational needs. This is well above the national average. Most of these pupils have moderate learning difficulties and one has a statement of special educational need. The percentage of pupils who claim free school meals (13 per cent) is broadly average.

HOW GOOD THE SCHOOL IS

The school is effective in most aspects of its work and is developing well. Whilst still not high enough, standards in English, mathematics and science are improving steadily. Pupils are making more consistent progress and their achievements are at least satisfactory overall. Pupils have good attitudes to work and behave well. There are very good relationships in the school and a very high degree of racial harmony. Teaching and learning are at least satisfactory in almost all lessons, and are good in just over a half. The headteacher, staff and governors are working well together to move the school forward. There has been good improvement since the previous inspection and the capacity for further improvement is good. The school is inclusive in its policies, outlook and practice, and is led in a cost-effective way, providing satisfactory value for money.

What the school does well

- The headteacher, staff and governors are working well together to move the school forward and there is a strong commitment to improvement.
- There is a caring, safe and supportive environment for pupils' learning.
- The very good range of activities outside lessons enriches pupils' learning.
- There are very good relationships and a very high degree of racial harmony.
- The different cultures represented in the school are celebrated and valued.
- Additional teaching support for pupils with special educational needs is very effective.

What could be improved

- Standards in English, mathematics and science.
- The effectiveness of monitoring of teaching and pupils' learning.
- Teachers' knowledge of what pupils already know and can do in order to plan what they do next.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement in most aspects of the school's work. Good policies and schemes of work have been developed for all subjects and there is a sound planning structure that is supporting pupils' learning effectively. Good whole-school assessment procedures have been developed in key subjects and there is now a good marking policy. There has been a good programme of teacher training, and better support for pupils who have special educational needs and those with English as an additional language. These factors have led to greater consistency in the quality of teaching. Although there have been a number of staff changes, the role of the subject co-ordinators has been extended satisfactorily and all have clear job descriptions. More pupils are now achieving the national average in the National Curriculum tests.

STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	A	E	E	D	Well above average A Above average B Average C Below average D Well below average E
Mathematics	A	E	D	D	
Science	C	E	E	D	

In the 2000 National Curriculum tests, standards were well below the national average in English and science and below in mathematics. Standards were not as high as those in similar schools. Despite a significant jump in 1998, standards have risen steadily year on year and improvement has kept pace with the national upward trend. The gap between the national and school's results, however, has not closed sufficiently. Inspection evidence indicates that the work of the pupils who are now in Year 6 largely reflects this situation. The work in all three subjects is improving but remains below the national average and is not yet high enough. Pupils enter the school with attainment that is below average and in English, mathematics and science, their achievements are satisfactory over their time in school. The school has set realistic targets for English and mathematics over the next two years. Where there is additional teaching and support for pupils who have special educational needs and those pupils at the early stage of English language acquisition, progress is good and pupils achieve well. Standards in almost all other subjects are similar to those expected for the pupils' age and the achievements of all pupils are at least satisfactory and often good. Standards in music are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes, are keen to come to school and enjoy what they do. They work and play well together.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils are polite and well mannered and there is a very high degree of racial harmony. The high standards of behaviour occasionally slip during some whole-school assemblies.
Personal development and relationships	Relationships are very good and pupils show good respect for the feelings, values and beliefs of others. Pupils' personal development is satisfactory. There are not enough opportunities for pupils to take responsibility for their own learning and develop initiative.
Attendance	Satisfactory. The attendance rate is a little below the national average but is affected by some minority ethnic families who take extended holidays during term time.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years
Lessons seen overall	Satisfactory

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

Teaching and learning are satisfactory overall. Of the 53 lessons and teaching of small groups observed across the school, two per cent were excellent, four per cent were very good, 47 per cent were good and 45 per cent were satisfactory. Only one lesson was judged to be unsatisfactory. Teaching has improved since the previous inspection in 1996 when there was more unsatisfactory teaching and not as much good teaching. Improvement has come about because planning is better, and there is greater consistency and improved teaching of the basic skills of literacy and numeracy. Teaching meets the needs of all pupils satisfactorily. Teaching in English and mathematics is satisfactory overall, although there is a higher percentage of good teaching in English. There is no significant difference in the quality of teaching and learning across the year groups. The teaching and learning for pupils who have English as an additional language and those with special educational needs are satisfactory overall. Where there is focused additional support for small groups and individuals, it is good. All teachers and support staff work together well and there is a strong commitment to improvement. All teachers have very good relationships with the pupils, high expectations of behaviour, and manage their lessons well. This ensures that pupils are well motivated, enjoy their learning and show respect for one another. Teachers use a good range of teaching methods to help pupils learn. They make good use of time, support staff and resources.

There are some common weaknesses in teaching that slow down the rate of pupils' learning. Pupils learn at a slower rate when they work in small groups independent of the teacher. Teachers are not always clear about what pupils already know, understand and can do in order to plan what they do next. Consequently, in some lessons work is not matched as effectively as it might be to the needs of all pupils. This means that above average pupils are not always sufficiently challenged and below average pupils do not always understand what they need to do. Whilst there are instances of computers being used well in some subjects, they are not used sufficiently to support work in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good and meet statutory requirements. There is good emphasis on literacy and numeracy and worthwhile experiences across all subjects are provided. The range of activities outside lessons is very good and enriches pupils' learning and achievements.
Provision for pupils with special educational needs	There is good provision to meet the needs of pupils who have special educational needs. Additional teaching support for individuals and small groups of pupils is very effective.
Provision for pupils with English as an additional language	Pupils with English as an additional language who are considered to be underachieving are given effective additional support by the Ethnic Minority Achievement staff in the school, as are pupils who are in the early stages of learning English. This enables pupils to make at least satisfactory and often good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is good overall. Pupils' moral and social development is well promoted and their cultural development is very good. Spiritual development is satisfactory. Assemblies do not make a strong enough contribution to this aspect of provision.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare and safety are good. Pupils know that any concerns will be listened to and their comments valued. There are good systems for finding out how well pupils are doing in English, mathematics and science but these are underdeveloped in other subjects.

The school has developed a good partnership with parents. Parents' views of the school are good. The quality of information provided for parents is good and includes translations into other languages.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is satisfactory overall and developing well. The headteacher and all staff work hard and have helped to create a school where there are very good relationships, racial harmony, good teamwork and a strong desire to improve. They share a clear commitment to raise standards and have taken steps to make their work more effective. Most staff with subject responsibilities are developing their role satisfactorily but do not focus strongly enough on how teaching and learning can be improved.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well and give good support to the school. They are holding the school more accountable for its work and have a good understanding of its strengths and weaknesses.
The school's evaluation of its performance	There are good systems for monitoring how well pupils are doing and for finding out if there are any differences in the performance of different groups of pupils. However, the use of the good information that is being collected is not rigorous enough to bring about significant improvements in standards.
The strategic use of resources	Resources are used well overall. Teachers are beginning to use computers to support work across all subjects and this should be extended further. Governors have a sound awareness of best value principles and have set targets to raise standards. They manage the resources delegated to them effectively.

There is an effective match of teachers and support staff to the demands of the curriculum. The accommodation is very good and the external environment and facilities are excellent. Learning resources are good and support the curriculum well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Behaviour is good and the school is helping their children become mature and responsible. • The teaching is good and children are expected to work hard and achieve their best. • They are kept well informed about how their children are getting on and would feel comfortable approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • More homework and greater consistency in the amount set across the school.

Inspectors are in general agreement with parents' positive comments. The amount of homework set during the inspection and scrutiny of the school's homework policy suggest that the position is similar to that found in many junior schools. Evidence indicates that all year groups take reading home regularly and some form of homework is set weekly in most other subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the year 2000 National Curriculum tests for eleven year olds, standards were well below the national average in English and science. They were below average in mathematics. In all three subjects, standards were below those in similar schools. Standards on entry to the school are below average. About a quarter of the pupils are at the early stages of English language acquisition when they enter school and well over a half are subsequently put on the register of special educational needs. Taking all these factors into account, pupils' achievements are satisfactory overall. There was a significant jump in standards in 1998. The group of pupils in Year 6 at that time included a higher percentage of above average pupils and fewer pupils with special educational needs. An analysis of trends over the past three years indicates that whilst the performance of boys and girls varies in some years, for example, boys did markedly better than girls in mathematics in the 2000 tests, there is no significant difference overall. The work seen during the inspection broadly reflects these standards. Pupils' work, although still below average, is improving at a steady rate. Standards in all three subjects are still below the national average and although increasing at a steady rate, they are not yet high enough. There was no significant difference in the work of the boys and girls seen during the inspection. The school has set realistic targets for English and mathematics over the next two years.
2. The school has increased the proportion of pupils attaining the national levels and above year on year since the previous inspection. In 1996 about a third attained the national average in all three subjects. In 2000, this had risen to three-fifths in English and mathematics and three-quarters in science. This has kept standards rising steadily in line with the national trend, although the gap between the national results and schools results has not closed sufficiently.
3. There is significant variation in the standards reached in national tests by pupils who have English as an additional language from other pupils in the school. Attainment in English, mathematics and science in the national tests in 1999 for pupils with English as an additional language was well below average. As a result, to increase pupils' ability to read and understand the tests so they could achieve in line with their ability, the school targeted reading as a priority. In the 2000 tests, while still well below average, the results for pupils with English as an additional language showed an increase of at least ten per cent in mathematics and science and overall in English. The test results in reading increased 20 per cent from the previous year, 1999, bringing them close to the national average. There was no increase in the test results in writing and they remained very low. As a result, the school's emphasis this year has been to improve the range and quality of pupils' writing. Inspection evidence indicates satisfactory improvement in this aspect of pupils' work.
4. The attainment of pupils with special educational needs is well below average. However, they make sound progress in their learning. Their needs are clearly defined and teachers and learning assistants support them satisfactorily in the classroom. When pupils are withdrawn for support, they make rapid progress towards achieving their targets. This is due to very good teaching at these times.
5. In English, standards in speaking and listening are below average, but pupils' achievements are satisfactory as they move through the school. By the age of eleven, many average and above average pupils listen with concentration to the teacher and each other and talk confidently. In reading, standards are below the national average but the majority of pupils achieve well. Above average readers are reading at a standard higher than that expected for their age. Most pupils enjoy reading, and average readers read with good expression and

fluency, taking careful note of punctuation. Research skills are below average, for example, in locating words in a dictionary, but improve as pupils move up the school. For developing readers who have English as an additional language, the unfamiliar cultural context and vocabulary of some books make it more difficult for them to make sense of what they read. In writing, standards are below the national average but improving. By the age of eleven, average and above average writers show increasing ability to use language for a wide range of purposes. Below average pupils also write for a range of purposes; however, their writing shows little understanding of punctuation and there are errors in the spelling of frequently used words. The writing of average writers is technically accurate but repetitious with little variety in the structures used, particularly by those pupils with English as an additional language. Below average writers sequence stories accurately and apply their growing knowledge of basic skills to improve their spelling. For those below average writers in the relatively early stages of learning English as an additional language, there is a lack of structure in their story writing with little awareness of the difference between speech and writing.

6. In mathematics, pupils' achievements are satisfactory. They have a sound understanding of number. Above average pupils know that the position of a number affects its value (place value) and are able to multiply and divide whole numbers and decimals accurately by 10 and 100. Some average and below average pupils do not always apply their understanding of place value when setting out their work and this leads to errors. Most pupils are improving their ability to solve problems mentally. However, not enough emphasis is placed on informal written methods to reinforce their knowledge, or on the use of mental calculation strategies. This slows down the rate of learning in pupils' use and application of mathematics. In work on shape, most pupils develop a sound understanding of area and perimeter. In data handling, they represent and interpret data in charts and graphs satisfactorily.
7. Pupils use their literacy and numeracy skills satisfactorily to support work in other subjects. For example, pupils' speaking and listening skills help them contribute to discussions in all subjects. Reading and writing skills contribute to work in history, geography and religious education. Numeracy skills support work in science investigations, map work and in design and technology. The below average standard of pupils' literacy and numeracy skills, however, pose some limitations on the effect these skills have in supporting work across the curriculum.
8. In science, pupils have sound knowledge of life processes and living things, materials and their properties, and physical processes. Their achievements in these aspects of science are satisfactory. However, achievements in scientific enquiry are unsatisfactory. Their conversations during practical work highlight a lower than expected level of scientific thinking. This weakness is recognised and teachers are now beginning to place greater emphasis on this aspect. Evidence from the inspection points to better progress in the lessons seen.
9. Pupils' achievements in Information and communication technology (ICT) are satisfactory and standards are similar to the national expectation. Pupils have sound keyboard and mouse skills and use these with developing confidence through the school. They use e-mail to exchange ideas and combine different forms of information, including sound and pictures, when working on multi-media presentations. Pupils do not use their ICT skills effectively enough to support their work in other subjects. In religious education, standards meet the requirements of the locally agreed syllabus. Pupils' achievements are satisfactory. They develop a sound understanding of the world's major faiths, and particularly the faiths represented in their school and local communities.
10. Standards in design and technology are similar to those expected for pupils' ages. Pupils' achievements are satisfactory. This represents good improvement since the previous inspection when standards were below national levels and progress was unsatisfactory.

There is now better planning and use of a good scheme of work. In art and design, the work is also similar to that expected for pupils' ages and pupils' achievements are good. Pupils' achievements in history and geography are good and standards are similar to those expected for pupils' ages. Use of a good scheme of work has improved the development of skills from year to year.

11. The standards achieved by eleven year olds in music are not as high as expected for their age. On the basis of the work seen during this inspection, standards are not as high as reported at the time of the previous inspection when they were judged to be average. Pupils' achievements have been adversely affected by inconsistent opportunities to develop their skills from year to year. This is now being addressed successfully by the introduction of new materials to help teachers to plan appropriate activities. In addition, teachers and pupils are benefiting from the skills of a specialist teacher. As a result, pupils' achievements are improving and are now satisfactory overall. Standards in physical education are similar to those expected for pupils' age with some pupils showing good games' skills. Most pupils are able to swim at least 25 metres by the age of eleven.

Pupils' attitudes, values and personal development

12. Pupils throughout the school have good attitudes to learning. Most are very well motivated and want to learn. They listen attentively, both to the teacher and to their peers. They enjoy answering questions and being involved. Most remember to put their hands up before answering. Pupils generally settle down quickly to work and show good levels of concentration. They are particularly well motivated by practical activities, such as a map-reading lesson in Year 6, and they enjoy a new challenge. They readily participate in discussions and show increasing confidence in airing their views. When required, they work together in class co-operatively in pairs and groups, although there is some loss of concentration when group work fails to stimulate them sufficiently. Pupils show increasing independence in their use of the Internet for individual research during lessons. Pupils with English as an additional language and those who are at the early stages of English language acquisition have positive attitudes towards their learning. Working with support staff has helped pupils to improve their concentration and confidence. There are good relationships between support staff and pupils. The pupils relate well to each other and co-operate well when carrying out specially chosen activities and games.
13. The behaviour of the pupils, both in and out of the classroom, is good overall and pupils generally move around the school in an orderly way. The only occasion when the good behaviour slips is during assemblies when whispered conversations and lack of concentration reduce the opportunities for reflection. Pupils show appropriate respect for property and treat books and equipment with due care. The pupils are pleasant and friendly, for example, when wishing inspectors a cheery 'Good morning'. They are interested in everything that is going on. They have a well-developed sense of right and wrong and know the school rules. Behaviour on the playground is also good. No oppressive behaviour or bullying was seen during the inspection and parents and pupils do not see it as a particular problem. There has been one fixed period exclusion during the past year.
14. Relationships at all levels are very good. Pupils know they will be listened to and that their efforts will be noticed and praised. There is good mutual support between pupils and they are quick to comfort a classmate in distress. More able pupils willingly help those who are having difficulties and pupils happily work with any partner. New pupils are quickly made to feel at home and are included in friendship groups. Pupils listen to the views of others and celebrate their successes with them, often with spontaneous applause. All ages mix well together at playtimes and lunchtime is a pleasant social occasion. The pupils themselves initiated the Kindness Carton, recognising friendly actions by pupils.

15. Pupils respond well to the school's provision for their personal development, including opportunities to assume responsibility. For all pupils this includes tidying up activities and taking the register to the office. The duties increase as pupils move through the school and by Year 6, pupils have a range of responsibilities. These include acting as library and wet playtime monitors and lunchtime playground buddies. Such duties are undertaken willingly and help in the smooth running of the school. Pupils have shown initiative in organising charitable collections for disaster and refugee funds. However, there are not enough opportunities provided for them to take responsibility for their own learning and develop initiative, for example, to plan their own investigations in mathematics and science and undertake independent research.
16. Attendance is satisfactory. During the last reporting year the attendance rate was 93.7 per cent, which is a little below the national average. Unauthorised absence was low. The attendance figures are significantly affected by extended overseas holidays by some of the Asian families. A survey of such holidays taken by 20 pupils in 1999/2000 shows that without this the school's attendance would be broadly in line with the national average. Punctuality at the start of the day is satisfactory and most lessons start on time.
17. Overall, the pupils' good attitudes, behaviour and very good relationships contribute to the effectiveness of their learning and the standards they attain. This is a similar situation to that reported at the time of the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching and learning are satisfactory overall. Teaching has improved since the previous inspection in 1996 when there was a higher percentage of unsatisfactory teaching and not as much good teaching. A number of staff are relatively new to the school and are settling in well to meet the diverse needs of the pupils. Teachers' planning is now better and there is greater consistency and improved teaching of the basic skills of literacy and numeracy. There is no significant difference in the quality of teaching and learning across the year groups. Of the 53 lessons and small group teaching observed, two per cent were excellent, four per cent were very good, 47 per cent were good and 45 per cent were satisfactory. Only one lesson was judged to be unsatisfactory.
19. The teaching and learning for pupils who have English as an additional language are satisfactory overall. Where there is focused additional support for small groups and individuals, it is good. At the time of inspection, the regular teacher and co-ordinator for the provision of English as an additional language was absent. In her place was a supply teacher on a temporary contract. She works mainly with groups of above average but underachieving pupils in Years 5 and 6, to raise their standards in literacy and numeracy. Ethnic Minority Achievement teachers and support assistants working with small groups provide appropriate activities and visual aids which help pupils understand and achieve well. The general classroom teachers are aware that the majority of the pupils in their classes are not operating in their first language. Consequently, their explanations to pupils are clear so that they understand what they need to do. They provide satisfactory opportunities for pupils to discuss their work, with the teacher and with each other, to reinforce what they have learnt
20. Teaching and learning for pupils with special educational needs are satisfactory overall. It is very good when individuals and small groups of pupils are withdrawn for additional support. At these times, work is very well planned and specifically matched to pupils' needs and stage of development. A very good range of well-focused activities keeps pupils motivated; for example, pupils learn about word patterns to help them read and spell correctly. Learning assistants support pupils effectively in the classroom. The learning targets set out in pupils' individual education plans are specific and ensure that pupils' successes can be measured. Work in English and mathematics for pupils with special educational needs is, for the most

part, matched to pupils' needs and they make good progress. However, this does not happen as well in other subjects of the curriculum and pupils' progress, at these times, is only satisfactory.

21. Teaching and learning in English and mathematics are satisfactory with a higher percentage of good teaching in English. All teachers have a secure knowledge of the subjects and have developed the literacy and numeracy hours effectively. All lessons have a recommended structure of whole-class, group and individual work. Teachers make good use of introductory and concluding sessions for each lesson to ensure that the pupils know what they are about to learn, and can make judgements about whether they have been successful in doing so. In literacy lessons, pupils are taught letter sounds effectively in order to help them read unfamiliar words. This helps them develop confidence in their reading. However, reading assessment opportunities are sometimes missed in group reading sessions where there is no particular focus or target and no record made. Teachers give good examples of different writing styles to encourage and show pupils how writing might be structured and this is leading to good improvements. There are not enough opportunities, however, for pupils to use and develop their writing in subjects such as history and geography. Despite being satisfactory overall, the group sessions, particularly in the numeracy lessons are not as effective as the whole-class sessions. The pace tends to slow when pupils are required to work independently of the teacher. For these groups the work given does not always offer sufficient challenge for the above average pupils and below average pupils are not clear what they need to do. In numeracy lessons, opportunities for pupils to explain how they reached their answers are missed. This limits the development of pupils' mathematical reasoning skills and their learning and use of mathematical vocabulary. Not enough opportunities are provided for pupils to develop their literacy and numeracy skills in other subjects. For example, in ICT, computers are not used enough to develop pupils' drafting, editing and number skills. In the scrutiny of pupils' history and geography work there is little evidence of a sufficient variety and quantity of writing.
22. Teaching and learning in science are satisfactory. The teaching of scientific knowledge is stronger than the teaching of investigative science. Whilst inspection evidence indicates some improvement, there has been some lack of consistency in developing pupils' investigation skills from year to year and this has resulted in uneven progress. In mathematics and science, teachers do not provide enough opportunities for pupils to plan their own investigations and undertake their own lines of enquiry. The teaching and learning in ICT are satisfactory, with some good features. Teachers have a sound knowledge and understanding of the subject and this helps them develop pupils' skills securely. Teaching in religious education is good. Teachers use the pupils' experiences to promote discussion effectively and develop speaking and listening skills well. Teaching in art and design, design and technology, history and geography is good and pupils' achieve well. In music and physical education, teaching and learning are satisfactory.
23. Across all subjects, there are key strengths in teaching. There has been effective in-service training, self-evaluation and the use of nationally approved subject guidelines to develop teachers' planning, confidence and knowledge in most subjects. There are weaknesses remaining in some teachers' expertise in music and dance. In all subjects, teachers use good questioning to extend pupils' thinking. For example, in a physical education lesson the teacher asks, "What is the best way to throw the ball for accuracy?" In a literacy lesson, the teacher asks, "What words can we use to make our argument more persuasive?" All teachers have high expectations of pupils' behaviour and almost all pupils respond well to these by behaving well and respecting the views of others. Relationships are very good and impact well on pupils' learning by ensuring there is a pleasant learning environment in which all contributions are valued. Time, support staff and resources are used effectively and make positive contributions to the pupils' learning in all subjects.

24. Teachers' planning has improved since the previous inspection and is now satisfactory. All lessons have a general statement of what pupils will learn and this is shared with the pupils. Weekly planning in English and mathematics is consistently based on the National Literacy and Numeracy Strategies and there is a brief outline of what is to be learnt in all other subjects. Teachers assess pupils' understanding well through good questioning and there is some effective marking of their work. Teachers have begun to set individual targets for literacy. These impact well on learning by developing pupils' knowledge of their own learning and by giving them clear goals to aim for. Homework is used satisfactorily to extend pupils' learning with some good examples in all subjects. For example, in a geography lesson, pupils were asked to think of three questions that they would ask to help them conduct a survey into litter.
25. There are some common weaknesses in teaching that slow down the rate of pupils' learning across all subjects. There is lack of pace in learning, usually when pupils work in small groups independent of the teacher. This is usually because pupils are unclear about what they need to do or the work fails to motivate them sufficiently. Teachers are not always clear about what pupils already know, understand and can do in order to plan what they do next. Consequently in some lessons work is not matched as effectively as it might be to pupils' needs. This means that some of the work set at these times is either too difficult or too easy and progress slows to a satisfactory level. This limits the effect of assessment information as a tool for developing pupils' learning. Teachers are beginning to use computers in work across all subjects but this is not yet sufficient to have a marked impact on pupils' learning.

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

26. Overall the curricular and other opportunities offered to all pupils are good. The school has made good improvement in the issues that needed to be developed since the previous inspection. The school now provides a good range of worthwhile learning experiences for all its pupils. There is a clear focus on the development of language skills. This is appropriate since a significant number of pupils have English as an additional language and, on entry to the school, many lack fluency in English. The proportion of pupils who have special educational needs is well above average. Their needs are carefully assessed and their progress is carefully tracked.
27. The school is strongly committed to equal opportunities and works hard to meet the needs of all its pupils. The range of cultural backgrounds represented in the school is recognised positively within the curriculum. Pupils with special educational needs or those at the early stages of English language acquisition receive an appropriate mix of support in lessons and specialist teaching. The pupils with special educational needs, who are withdrawn from class for specialist teaching, receive very good support through a well-managed programme of learning. This is structured effectively to the specific needs identified in their individual education plans. These plans have improved since the previous inspection and the targets and action being taken to meet them are now more specific. Government funding is used effectively in the support of basic skills' learning, for example in booster groups for literacy and numeracy.
28. Ten pupils with little or no English have been admitted to the school during this school year. As well as receiving additional support in the classroom during literacy and numeracy lessons, these pupils receive additional support in small groups out of the classroom where their individual language needs can be met more easily. This focused additional support contributes well to the good progress that such pupils make, enabling them to understand the curriculum and take part in the life of the school.
29. The National Literacy and Numeracy Strategies have been fully implemented in the past two years and are beginning to contribute to the gradually rising standards seen in English and mathematics. Curricular planning in these subjects has improved since the previous

inspection and is now satisfactory overall. It clearly indicates what the pupils are to learn in a particular lesson. The school has identified the need to develop pupils' understanding and use of technical vocabulary associated with each subject of the curriculum, particularly mathematics. However, planning does not always identify the vocabulary pupils are to learn and use. Consequently opportunities for pupils to extend their vocabularies and put into practice what they learn are missed.

30. Although there is strong emphasis on English, the school has established a mostly well-balanced timetable which ensures that an appropriate amount of time is allocated to all the National Curriculum subjects and religious education. There has been insufficient regular emphasis on developing aspects of some subjects, for example, investigative work in science and mathematics, but this is improving. Since the previous inspection, the school has put into place agreed policies for each subject and guidance for teachers to show what the pupils will be taught in each year group. Most of these are based on national guidance, which the school has adapted to meet the needs of its pupils. It provides a clear framework within which teachers plan their work. Year group teams of teachers plan together, ensuring that pupils within the same year group receive the same curriculum coverage.
31. The very good range of extra-curricular opportunities enriches the quality of the curriculum. The school also makes good use of visitors and visits. These make a significant contribution to pupils' personal and social development. There is particularly good use made of theme days, for example a Victorian day, which provide opportunities for pupils to experience life in other times. Visits provide good opportunities for pupils to learn about aspects of history, religious education, music and drama. Lunchtime and after-school clubs include opportunities to take part in sport, music, drama and homework clubs. The school has established strong links with other schools enabling pupils to take part in competitive sporting events. They also benefit from study support clubs run by local secondary schools, some of which focus on computerised learning.
32. The school makes good provision for pupils' personal, social and health education. A good policy and programme has been drawn up. In addition to focused personal, social and health education lessons, aspects of the work are appropriately integrated into other subjects of the curriculum. For example, sex education and drugs education are taught as part of the science curriculum. There are regular opportunities for pupils to discuss a wide range of issues during personal, social and health education discussion sessions (circle time). These sessions give pupils the chance to reflect upon matters that directly concern them, such as recognising the benefits of friendship and issues relating to loyalty and disloyalty.
33. In the previous inspection, the school's provision for pupils' social, moral and cultural development was good, while the provision for their spiritual development was sound. The school's current provision is similar, with the exception of cultural development. This aspect has strengthened and it is now very good. The school's vision to have a reputation as an excellent multi-ethnic school is clearly evident in its social, moral and cultural provision, and in the resulting very good relationships between pupils from all backgrounds. The headteacher and staff value every member of the school family. This acts as a good example to pupils and it ensures that they all feel fully included in the school community.
34. The provision for pupils' spiritual development is satisfactory. The school provides pupils with sound knowledge and insights into the values and beliefs of others through its religious education teaching. Other subjects sometimes provide pupils with moments when they experience the joys and mysteries of the world. For example, the pupils in Year 5 were enthralled by their work on the movements of the earth, sun and moon, while pupils in Year 3 were fascinated by the beauties of nature when pond dipping. Because of the wide range of pupils' religious backgrounds, the law does not require the school to provide a daily act of collective worship of Christian character. The school provides daily assemblies that sometimes focus on social and moral issues that help pupils to develop their self-knowledge.

However, assemblies do not always capture pupils' interest and imagination sufficiently and as result, some pupils become restless and miss important points. Teachers sometimes miss opportunities to tell stories in animated ways to engage the pupils, rather than reading them. Assemblies do not contribute to pupils' spiritual, social and moral development as much as they should. Their contribution to cultural development is successful. For example, teachers played Chinese music for pupils to listen to, and three boys in Year 6 competently performed music on wind instruments.

35. The provision for pupils' moral development is good. All staff help pupils to understand the difference between right and wrong, using incidents that occur in school effectively and also through a planned programme of personal and social education. This ensures that time is set aside for pupils to discuss moral issues. In one such discussion, the teacher skilfully led pupils in Year 5 to reflect on what kind of moral decision they would make in a situation where a pupil had damaged someone's necklace. This led to one pupil suggesting forgiveness and another saying, "I would just want her trust back". The school very effectively provides a moral code as the basis for behaviour that is promoted through the life of the school. There are three simple rules. These are extended well by enabling pupils to devise their own class rules that are frequently reconsidered and revised, using the pupils' own considered views. As a result of the school's successful strategies, pupils build up their own personal principles that they can apply to new situations.
36. The provision for pupils' social development is good. There are ample opportunities for pupils to work in pairs and in groups, when all adults strongly encourage them to co-operate well. For example, above average pupils competently act as tutors when new skills are taught in ICT in Year 4. In Year 6, pupils work well together in groups when map reading. Pupils learn to consider others when taking part in the residential visit, and the school enables them to suggest charities that they wish to support. They meet other people when taking part in activities in the community such as the cricket competition between local schools. There are opportunities in all year groups for pupils to take responsibility, for example by being a monitor in the class, and carrying out simple tasks. The Kindness Carton enables the pupils to record incidents of consideration, and this heightens their awareness of this aspect of their social development. Pupils' views were effectively taken into consideration when the 'bully box' was dispensed with.
37. The provision for pupils' cultural development is very good because of the extensive range of opportunities for broadening their knowledge and understanding of the diversity and richness of their own and other cultures. This is supported very well through the subjects of the curriculum. In history, for example, they appreciate the effects of World War 2 and in art they learn about western and non-western artists. Some pupils talk about black female authors whose work they have read. They experience a wide range of educational visits from theatre and music groups and from artists. Further very good cultural enrichment comes from the school's extra-curricular activities that include sport, art, choir, drama, dance and orchestra. Because the school successfully teaches pupils to understand the need for a mutual respect in a diverse society, pupils from all cultures and traditions represented work and play constructively together.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school cares for the pupils well and there are appropriate procedures in place to ensure their safety and well-being. This is a similar situation to that reported at the time of the previous inspection. At a practical level, the school is a warm and friendly place in which pupils are happy and secure and able to learn without fear in a caring environment. Staff provide a high level of affectionate support. Pupils say they are able to talk to staff about any worries or problems they may have and the relationship between adults and pupils is relaxed. Child protection is effectively managed. The co-ordinator has designated

responsibility and has undergone relevant training. Staff are briefed well on child protection procedures.

39. The school has an appropriate policy for health and safety and the management of it is good overall, but there are a few omissions. Regular inspections are carried out and any safety concerns are dealt with as they arise. Fire drills, however, are not held as regularly as they should be. Testing of portable electrical appliances is up to date and appliances are marked accordingly. First-aid procedures are good.
40. The procedures for monitoring and promoting attendance are good. The school works hard at promoting attendance and follows up the reasons for absence, using a range of strategies. These include letters with translations into other languages for non-English speaking parents.
41. The system of rewards and sanctions is well understood by the pupils and this helps to motivate them to behave well. Staff have very high expectations of pupils' behaviour and provide good role models for them. Parents recognise and applaud the effectiveness of the discipline in the school, and see behaviour as having improved since the time of the previous inspection. The school has very good procedures for minimising any bullying. Midday supervisory staff provide good support in the hall and on the playground during lunchtime. This has a positive effect on behaviour and safety.
42. The school's support for the pupils' personal development is good overall. Teachers know the pupils well and any concern over a pupil's development is quickly recognised and followed up. There is a good programme of personal, social and health education, which helps to develop pupils' self-knowledge and social awareness and this, together with the constant encouragement and support from all staff, helps to build independence and self-confidence in the pupils. This is recognised by parents as a strong feature of the school.
43. Assessment procedures are good in English, mathematics and science, but underdeveloped in other subjects. In English, mathematics and science, they include careful analyses of the statutory tests in Year 6, as well as optional National Curriculum tests taken by pupils in Years 3,4 and 5. Further additional reading tests and mathematics tests taken by pupils early in the school year provide good information on pupils' attainment, as well as the teachers' own assessments, particularly in science.
44. Information gained from the national tests is used well by the teachers to set a projected level of attainment for each pupil, in each of the three subjects. It also enables comparisons of the performance of individual pupils to be made from year to year. Additionally, the information enables the school to look at areas of the curriculum where teaching or learning needs to be improved such as pupils' writing in English, and understanding of shape and space in mathematics.
45. To help pupils reach their projected levels in writing and mathematics, the school has recently introduced a good system of individual learning targets. Pupils have easy access to them either in their books or on card. They remind the pupils what they need to do to improve their work. For example, in writing, one comment to improve a pupil's spelling in Year 3 is, "Can you see any words that don't look right?" or to improve a pupil's writing in Year 6 a comment is "Paragraphs – when do I need to start a new one?" This promising development is in the initial stages of implementation. Consequently, there is little reference to these targets in teachers' marking of pupils' writing, to help them improve.
46. To increase teachers' confidence and reliability in assessing National Curriculum levels in writing, teachers now meet in pairs to compare their assessment of pupils' work. This is planned to lead to a portfolio of pupils' assessed work at the different levels and is resulting in greater accuracy in teacher assessments.

47. Assessment procedures for pupils with English as an additional language are good and thorough so that pupils' progress is monitored regularly throughout their time at the school. Pupils are selected for additional support on the basis of these thorough assessments.
48. There are good arrangements to establish the extent of pupils' special educational needs and to check their progress. The special needs co-ordinator makes use of a good range of assessments to help identify pupils' needs. Where appropriate, external agencies for education and health work closely and effectively with the school. Reviews of statements of special educational need are well organised and the provision clearly outlined. Pupils' individual education plans are regularly updated and reviewed each term.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has a good relationship with the parents and works closely with them on the education of their children. Overall, this is a similar situation to that reported at the time of the previous inspection. The views of parents, expressed at the pre-inspection meeting and in the questionnaires, were mostly strongly supportive of the school. Parents see the school as being very caring and having a positive work ethic. They see their children liking school, being well looked after and making good progress as they grow and develop. Parents find the school extremely welcoming and say that they are kept well informed of their children's progress. The inspection findings confirm these positive views. On a less positive note, one in five of the responses to the questionnaire expressed concern at the amount of homework given. The inspectors judge that the school's homework arrangements are broadly satisfactory and note that the school intends to clarify with parents its expectations of the time given to homework.
50. The school provides parents with a good level of information about their children's progress and about general matters. There is a regular newsletter from the headteacher that includes details of topics and the curriculum for each term. The prospectus and governors' annual report both contain a wealth of information but omit a small number of details statutorily required and the headteacher has been made aware of these. Pupils' annual reports give good details of their attainment and progress, particularly in the core subjects of English, mathematics and science. The report format is being modified this term to include targets for improvement as well. New parents are provided with information on how they can help support their children's learning at home. Much of the important documentation going home is also translated for parents. There are consultation evenings each term and parents are able to talk to their children's teacher after class. Workshops have been held to bring parents up to date with developments, for example in literacy, and translation for non-English speaking parents is made available at such events. Parents of pupils who have special educational needs are kept well informed. They are given copies of individual education plans, which are reviewed each term at parent-teacher meetings.
51. Parents make a satisfactory contribution overall to the learning of their children and to the life of the school. The headteacher firmly believes that parents have a significant part to play in the education of the child and seeks to involve them at all levels. A few parents help in the school and on outside visits and provide valuable assistance that the school itself could not afford. Some parents provide help to their children at home with their reading and other homework. The school's homework policy provides a structured programme that extends the pupils' abilities and helps them develop good learning habits. There is a very active Friends' Association that raises significant funds that are used to improve the school environment and to purchase learning resources. Particular efforts are made to arrange events that non-English speaking parents can enjoy, such as a Kashmiri week. Regular courses are held in family literacy, aimed at helping those with English as an additional language. This helps such parents support their children's learning more effectively at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher came to the school as deputy headteacher in September 1997, was appointed as acting headteacher for a year and took over the post permanently in 1999. A new deputy headteacher was appointed in June 2000. Seven new teachers have joined the school since the previous inspection.
53. The leadership and management of the school are satisfactory overall. The headteacher has successfully maintained the strengths identified in the previous report whilst bringing good improvements to almost all the areas where weaknesses were identified. She has developed a very caring community in which all pupils are equally valued. She has good knowledge of the strengths and weaknesses in the school, and priorities for improvement in

the good school development plan provide clear educational direction. There are very good working relationships in the school. Teachers and support staff are dedicated, supportive of one another and work hard to improve the quality of their teaching. The school has an appropriate set of aims focused on raising standards, respect for cultural diversity, care and support. These aims are reflected in the life and work of the school.

54. The deputy headteacher has settled into the school well and gives good support to the headteacher and staff. Bearing in mind the length of time he has been in school he is developing his role satisfactorily. He is not yet sufficiently involved in influencing improvements in the quality of teaching and learning. Curriculum co-ordination has been affected by the staff changes. All co-ordinators monitor teachers' planning, organise resources and some work sampling and specific management training have taken place. However, the roles of most co-ordinators are not sufficiently rigorous in focusing on improvements in teaching and learning in their subject. Consequently, overall standards in English, mathematics and science are not rising as quickly as they might.
55. From a very low starting point, the headteacher has made good progress with the development of monitoring systems to find out how well pupils are doing and how well teachers are teaching. For example, there is good analysis of the results of national and school tests. This has shown up weaknesses in aspects of mathematics, writing, and the reading of boys. There has been good analysis of the relative performance in national tests of the pupils who have English as an additional language. This information has been used to improve these aspects of pupils' learning satisfactorily. However, this is not rigorous or consistent enough to bring about significant improvement in standards. The headteacher has seen all teachers teach but there is no systematic programme of regular observations by the headteacher, deputy headteacher and key co-ordinators in order to press home the importance of the new initiatives that have been put in place.
56. The special educational needs co-ordinator and teacher work well together and the provision is well managed. Learning support assistants have been trained to use the special needs teaching and learning strategy and their work helps to reinforce what pupils are learning in the withdrawal sessions. At the time of inspection, the co-ordinator for the provision of English as an additional language was absent but the systems in place reflect good management. The two Ethnic Minority Achievement teachers are appropriately deployed across the school, one in Years 5 and 6, and one in Years 3 and 4. The bilingual language assistant works effectively with recent arrivals with little English. The school is flexible in its arrangements for supporting pupils, in that different arrangements are considered if these will be more effective in helping pupils to learn.
57. The governors fulfil their statutory duties well and help to shape the direction of the school effectively. They have a good committee structure that allows for appropriate delegation. They have good understanding of the school's strengths and weaknesses and are beginning to hold the school accountable for its work. Critical questions about, for example, pupils' performance in national tests are asked. They are aware of the difficulties that pupils who have English as an additional language have with regard to their understanding of the technical language needed to do well in national tests. As a result, they are working towards funding further support to help these pupils. Well-conceived performance targets have been set for the headteacher. The chair of governors is in frequent contact with the school and visits as often as his work allows. He works well with the headteacher and has a good overview of the work of the school. He has a strong determination to raise standards for all the pupils.
58. Overall, the management of the school's finances is good and educational priorities are well supported through careful planning. This is a similar situation to that reported at the time of the previous inspection. The finance committee keeps an effective overview of all spending including reviews of special grants. The school has been successful in acquiring funding for

some of last year's development projects and in consequence a larger surplus than expected, around eight per cent, has been carried forward into the current year. This is earmarked for further improvements to school security, building refurbishment and additional support for pupils who have English as an additional language. The school development plan is properly costed and the cost details included in the budget. Thought has been given to priorities and developments through to the end of 2003, but these are in broad outline only and there are no cost details. The school takes some account of likely pupil numbers in future years but does no financial modelling using this information.

59. Day-to-day administration and financial management are very good. The school was audited very recently and received a very complimentary report on its financial administration. There were a few minor recommendations in the audit report and these have already been dealt with. The school secretary has a firm grip on the day-to-day finance and administration and provides a welcoming first point of contact for all visitors. The use of new technology by the school is satisfactory. The school is well equipped with computers within classrooms, with two in each networked and linked to the Internet. Useful new software is being installed on the office computer for pupil records.
60. There are sufficient appropriately qualified and experienced teachers for the age groups in the school. Newly qualified teachers receive good support from a colleague acting as a mentor and have sufficient opportunities for further training. Teachers and other staff new to the school are properly briefed and supported. Appropriate training needs are identified well through the development plan coupled with staff appraisal. Support staff are well trained and work effectively alongside the teachers both in the classroom and when working with pupils withdrawn from class. They provide good support to all pupils, particularly those with special educational needs and English as an additional language.
61. The accommodation is very good and enables the curriculum to be delivered effectively. Classrooms are sufficiently large and are light and airy. Corridors provide additional space for withdrawing pupils and for group work. Classrooms and corridors feature attractive displays of pupils' work. The building, which is in good condition internally and kept clean and tidy, provides an attractive environment for learning. The school has excellent outdoor facilities. The playground area is very large, with the major part having an excellent all-weather surface. This is used well for the development of pupils' skills in games. There are plenty of quiet areas with seating, including some with sunshades. The playground is well marked out for sports and games and there is a large chessboard that is popular at lunchtime. The school has a good wildlife area that is used well to develop pupils' knowledge of natural science.
62. The school's learning resources are good, both in terms of quality and quantity. They are well stored, clearly marked and are easily accessible to staff. The school makes good use of the local area as well as visits to museums, theatres and other places of interest.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(It is recognised that the school is already aware of these issues and has begun to take some relevant action.)

63. In order to raise standards further and build on the improvements that have taken place since the previous inspection, the headteacher, staff and governors should:

- 1) improve standards in English, mathematics and science by
 - a) in English, ensuring that the good new initiatives to improve pupils' speaking and listening, reading and writing are developed consistently in all lessons;
 - b) seeking more opportunities for pupils to use their literacy skills in all subjects;
 - c) in mathematics, placing greater emphasis on developing pupils' own strategies for solving problems;
 - d) encouraging pupils to try out their own ideas and use informal written methods more to reinforce their knowledge;
 - e) ensuring that pupils always use the correct mathematical vocabulary in their oral and written work;
 - f) in science, continuing to develop pupils' scientific enquiry skills by ensuring pupils have more opportunities to investigate for themselves, explore their own ideas and draw conclusions for themselves.

(These issues are discussed in paragraphs 1, 5, 6, 8, 21, 64, 66, 67, 68, 74, 76, 77, 83, 84 and 85)

- 2) develop the monitoring and evaluation of teaching and pupils' learning by
 - a) implementing a systematic programme to evaluate the strengths and weaknesses in teaching and learning across all subjects;
 - b) ensuring that this includes an extended role for the deputy headteacher and key co-ordinators;
 - c) ensuring that any issues identified are consistently followed through by all staff.

(These issues are discussed in paragraphs 54, 55, 89, 94, 98, 102, 107, 114 and 131)

- 3) develop assessment in order to improve pupils' progress by
 - a) improving teachers' day-to-day assessment skills in order to plan more effectively the next stages of learning for individual pupils and groups of pupils;
 - b) devising and implementing manageable systems to record pupils' achievements in subjects other than English and mathematics, where they are good.

(These issues are discussed in paragraphs 25, 43, 70, 81, 88, 94, 98, 101, 106, 113, 119 and 123)

In addition to the key issues above, the following less significant weaknesses should be considered for inclusion in the plan.

Make more use of computers to support pupils' work across all subjects. (Paragraphs 9, 25, 68, 77, 87, 97, 101 and 112)

Raise standards in music by continuing to develop pupils' skills regularly from year to year. (Paragraphs 11, 115, 117 and 118)

Improve the pupils' spiritual development through the provision of better quality assemblies. (Paragraphs 13 and 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	4	48	44	2	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	228
Number of full-time pupils known to be eligible for free school meals	30
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	156
English as an additional language	No of pupils
Number of pupils with English as an additional language	139
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	18	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	18
	Girls	12	8	14
	Total	26	26	32
Percentage of pupils at NC level 4 or above	School	60 (58)	60 (56)	74 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	15
	Girls	12	12	14
	Total	24	29	29
Percentage of pupils at NC level 4 or above	School	56 (51)	67 (44)	67 (56)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	5
Black – other	2
Indian	10
Pakistani	107
Bangladeshi	6
Chinese	0
White	87
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11.9
Number of pupils per qualified teacher	19
Average class size	28.5

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	95

Financial information

Financial year	1999/2000
	£
Total income	450046
Total expenditure	442971
Expenditure per pupil	2100
Balance brought forward from previous year	36019
Balance carried forward to next year	43094

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	5	0	3
My child is making good progress in school.	43	51	3	2	2
Behaviour in the school is good.	43	52	2	0	3
My child gets the right amount of work to do at home.	28	48	15	5	5
The teaching is good.	48	49	2	0	2
I am kept well informed about how my child is getting on.	46	48	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	44	46	2	0	8
The school expects my child to work hard and achieve his or her best.	49	43	5	2	2
The school works closely with parents.	38	51	2	0	10
The school is well led and managed.	39	46	5	0	10
The school is helping my child become mature and responsible.	44	49	2	0	5
The school provides an interesting range of activities outside lessons.	31	54	5	3	7

*Percentages may not equal 100% due to rounding

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

ENGLISH

64. Standards in English are improving over time in line with the national trend. In the 1996 national tests a third of the pupils were attaining the national average or above. By the year 2000 in the national tests well over half of the pupils (60 per cent) attained the national average or above. However, even though steadily improving, standards are still well below average in national tests, as they were at the time of the previous inspection. When compared with results in similar schools, overall standards are below average and are not yet high enough.
65. In the 1999 national tests, boys' results were very low, and much lower than the girls' results, in both reading and writing. In the same year the results of pupils with English as an additional language, 62 per cent of the school population, were very low. As a result of this analysis of the national test results, the school targeted boys' reading. The national tests in the year 2000 saw a big improvement in the percentage of boys attaining the national average in reading. This was on a par with the girls, with more than a quarter of both girls and boys attaining the higher level. Results in writing also improved, but were still well below the national average. There was also a big improvement in the percentage of pupils with English as an additional language attaining the national average in reading. Standards in writing, however, remained very low. This year, the school has been targeting particular areas of writing to increase the range and standard of pupils' writing.
66. Inspection evidence confirms that these initiatives are improving the standards of pupils' reading and writing and their achievement. Standards overall are now below the national average, rather than well below the national average, as they were in the recent national tests. Standards remain higher in reading than writing.
67. Standards in speaking and listening are below average, but progress is satisfactory as pupils move through the school. In Year 3 the majority of pupils listen respectfully when others speak, but their speaking skills are below average, particularly for pupils with English as an additional language. Teachers' good questioning techniques and expression encourage pupils' interest and involvement. As they move up the school, pupils' ability and confidence in speaking English increases. In Year 4 average and above average pupils read out their poems to the class who then offer constructive comments on their performance, using appropriate vocabulary, such as "projecting their voices". By the age of eleven, many average and above average pupils listen with concentration to the teacher and each other and talk confidently. For example, when the teacher is devising a form on the board, they suggest alternatives and additions, joining in well and asking for explanations when they are not sure. Below average pupils are reluctant to contribute in lessons, but do so with the effective encouragement of the teachers and support assistants. Pupils develop their speaking and listening skills satisfactorily in other subjects, such as when comparing art in Islam and Christianity in religious education.
68. In reading, standards are below the national average but the majority of pupils achieve well. In Year 6, as in other years, above average readers are reading at a standard higher than that expected for their age. They know what kind of books they like and which authors. As confident readers, if they do not understand anything in a book, in the words of one pupil they "just read on, and either it's not important, or it's explained later in the book". They enjoy reading at home and at school. Other pupils enjoy reading, and average readers read with good expression and fluency, taking careful note of punctuation. They begin to make deductions about how the characters might change and how the story might end. They have satisfactory knowledge about the features of non-fiction books. Research skills, for example

locating words in a dictionary, are below average in the early part of the juniors, but improve as pupils move up the school. By Year 5, average readers apply their knowledge of the library system to locate books successfully. In Year 3 average pupils read competently with reasonable accuracy and expression, sounding out unfamiliar words to help them read. Below average readers, however, have a limited range of words they recognise and guess unfamiliar words rather than work out what they are from the letters or the pictures. For developing readers of English as an additional language, the unfamiliar cultural context and vocabulary of some books, such as 'outing' and 'cocktails' in Year 4, make it more difficult for them to make sense of what they read.

69. In writing, standards are below the national average but improving. By the age of eleven, average and above average writers show increasing ability to use language for a wide range of purposes. Pupils also work hard at improving their story writing, planning and drafting. This is supported well by the teacher's written comments at every stage of the process. The final version is improved as a result. They use a wide vocabulary, correct punctuation and paragraphs. Pupils create interest for the reader with a good plot and ending, building up suspense. Below average pupils also write for a range of purposes, such as instructions and reports. However, their writing shows little understanding of punctuation and there are errors in the spelling of frequently used words. In Year 3 the majority of pupils join their writing consistently by this stage in the year. Average and above average writers match the style of what they write appropriately to the purpose, with basic spelling and punctuation in place. The writing of average writers is technically accurate but repetitious, with little variety in the structures used, particularly of those pupils with English as an additional language who also confuse verb tenses in their writing, such as 'eat' for 'ate'. Below average writers sequence stories accurately and apply their growing knowledge of basic skills to improve their spelling. For those below average writers in the relatively early stages of learning English as an additional language, there is a lack of structure in their story writing with little awareness of the difference between speech and writing. Insufficient use is made of computers to help all pupils develop their writing skills.
70. Teaching overall is satisfactory with good features and planned opportunities for pupils to learn. In the lessons seen, teaching was good in half the lessons and satisfactory in the rest. One lesson was very good. In the most effective lessons, teachers explain clearly to pupils what they expect them to do and learn. They use questioning to good effect so pupils are keen to contribute. Lessons follow the recommended structure of the literacy hour. Pupils share their work at the end of the lesson, presenting it to the class and commenting on others' work and performance. This helps to develop confidence in speaking and attentiveness in listening. Teachers review what has been learnt at the end of the lesson. They link it to the following lesson so pupils understand and anticipate with interest. Pupils are taught letter sounds effectively in order to help them read unfamiliar words. This helps them develop confidence in their reading. Teachers model ways of writing such as how to write an acrostic poem or how to design a form, so pupils see a good example and how to set about the task. They plan frequent opportunities for pupils to work in pairs, as well as individually and in groups, so pupils talk about their work and develop their ideas and confidence. Good relationships in the classroom mean that pupils know teachers will listen to them and value their responses. Consequently pupils' attitudes and behaviour are good. They work well independently in their groups.
71. Teaching is not as effective where there is insufficient pace to learning and no time targets or reminders for the group work. This means that above average groups, particularly, do not achieve as well as they could. In most lessons there is a good match between the task for the group and their ability. Where this is not the case, lack of assessment of pupils' strengths and weaknesses leads to a task being insufficiently challenging for a group, while in another class a task is too difficult. Reading assessment opportunities are missed in group reading sessions where there is no particular focus or target and no record made. In

the most effective lessons, however, teachers make good use of day-to-day assessment in their planning as the week progresses.

72. In literacy lessons there is effective support for pupils new to English from the Ethnic Minority Achievement teacher. This enables targeted pupils to contribute in the whole-class session, and achieve well, completing their tasks successfully. Similarly, pupils with special educational needs are well supported by learning support assistants. This enables them to contribute effectively, work well together and at the end of the lesson feed back to the class what they have achieved. This they do with enthusiasm and pride. Some pupils receive additional support in a structured 20-minute daily programme designed to develop their basic literacy skills. These sessions are very well taught and pupils learn well as a consequence. They become more confident learners as a result.
73. Underachieving pupils with English as an additional language receive additional literacy support, working in small groups with the bilingual language assistant. She maintains a lively pace throughout the sessions and uses first language well to explain. This helps the pupils achieve well. The pupils work hard and enthusiastically, due to the assistant's own enthusiasm, encouragement, praise, and knowledge of the pupils. She builds well on pupils' existing knowledge of spelling patterns to extend their knowledge so all achieve a good rate of success.
74. Leadership and management of the subject are good. All the recent initiatives to raise standards in English, supported by training from the local authority, have led to effective development in the subject. For example, the school has adopted a consistent approach to the teaching of spelling; they have targeted reading to raise standards, particularly the need to motivate boys' interest in reading. More recently they have targeted pupils' writing and introduced individual literacy targets to improve pupils' writing. As an effective consequence of the co-ordinator monitoring teachers' planning, all classes have incorporated a weekly learning objective, specific to speaking and listening. This operates well. Building this into planning is particularly important where the majority of pupils are learning English as an additional language. The co-ordinator has also researched boys' attitudes to reading and writing in the school, and put in place several initiatives to encourage them, such as 'free writing' books and single gender reading groups, and purchased group readers that particularly appeal to boys. These initiatives are beginning to have a positive effect on raising standards.

MATHEMATICS

75. The results of the national tests for eleven year olds in 2000 showed that standards were below average in comparison with all schools. When compared to similar schools, they were also below average. However, this judgement does not take account of the low attainment on entry to the school, or the very high proportion of pupils with English as an additional language. These pupils make sound progress in their understanding and use of social language, but there are weaknesses in their understanding and use of technical mathematical language. As a result, some pupils, who have English as an additional language, do not perform so well in the tests. The school has made it a priority to encourage pupils to use mathematical vocabulary and to explain the methods they use to solve problems. However, this aim is not consistently applied in lessons and opportunities to extend pupils' skills in this aspect are missed. Analysis of the 2000 test results shows that boys attain higher standards in mathematics than girls. However, this is specific to the year group and boys and girls are evenly distributed between the ability groups.
76. At the time of the previous inspection, standards were well below those expected nationally. Since then they have gradually risen and reflect the 2000 results. This reflects the school's commitment to raising standards. Whilst there is clear improvement, standards are still not high enough. Pupils are organised into similar ability groups for mathematics for most

lessons and this is proving successful. Below average ability groups and pupils who are at the early stages of English language acquisition work in smaller groups and are well supported by a language assistant or learning assistants. The National Numeracy Strategy has been effectively managed and issues for development from the previous report have been taken into consideration. These are beginning to have a positive impact on standards, and most pupils, including pupils who have special educational needs and those with English as an additional language, achieve satisfactorily in the subject.

77. By the age of eleven pupils' achievements in their understanding of number are satisfactory. Above average pupils know that the position of a number affects its value (place value) and are able to multiply and divide whole numbers and decimals accurately by 10 and 100. They use standard written methods to solve problems such as 385×26 and $425 \div 17$. Some average and below average pupils do not always apply their understanding of place value when setting out their work and this leads to errors. Most pupils have a satisfactory understanding of fractions but do not apply this knowledge as a matter of course, for example, when representing data on a pie chart. Below average pupils have a sketchy knowledge of fractions.
78. Most pupils are improving their ability to solve problems mentally. However, not enough emphasis is placed on developing pupils' own strategies for solving problems and pupils have little experience of trying out ideas of their own. They are not confident in using informal written methods to reinforce their knowledge. As a result, on some occasions, particularly in test conditions, some average and below average pupils make mistakes or are unable to complete some questions in the time allowed. In work on shape, pupils develop a sound understanding of area and perimeter of rectangular shapes. They represent and interpret data in charts and graphs. Pupils' numeracy skills give satisfactory support to their work in other subjects. In science investigations, for example, they plot line graphs using information on the temperature of water in pots wrapped in different materials. In design and technology, they use measuring skills to draw plans for their designs. Not enough use is made of computers to develop pupils' numeracy skills, for example in consolidating skills and exploring number patterns.
79. The quality of teaching and pupils' learning is satisfactory overall. Forty per cent of the lessons seen were good and there was no unsatisfactory teaching. There are some consistent teaching strengths but also some inconsistencies in approach and expectations. Relationships with pupils are very good. Teachers are encouraging and supportive. As a result, pupils behave well and have positive attitudes towards mathematics. Teachers understand the requirements of the National Numeracy Strategy and lessons are well structured. Teachers explain the purpose of the lesson at the beginning of the session so that pupils know what they are about to learn and do by the end of the lesson. They make good use of demonstration, involving pupils in discussion through effective questioning. They set good examples in the correct use of mathematical terms but do not always make sure that pupils themselves use them.
80. In most lessons teachers plan work, on the same topic, for the different ability groups within the class. Where teaching is good, the activities are appropriately challenging for all groups. For example, one boy whose knowledge and understanding of mathematics was well above that of other pupils was set a challenging problem-solving task. However, not enough use is made of what teachers know about pupils' learning and some group tasks are too difficult or too easy. Learning support assistants are used effectively to support pupils with special educational needs and English as an additional language, especially in group tasks. Language support assistants explain vocabulary and clarify what the teacher is saying. This helps them achieve well at these times
81. Despite being satisfactory overall, the group sessions in some of the numeracy lessons are not as effective as the whole-class sessions. The pace of learning tends to slow when pupils

are required to work independently of the teacher. Pupils are not set time targets sufficiently in order to help keep them focused on the task. Opportunities for pupils to explain how they reached their answers are missed. This limits the development of pupils' mathematical reasoning skills and their learning and use of mathematical vocabulary. For example, in a mental mathematics session, pupils recorded their answers to multiplication questions on individual white boards but were not asked to clarify their answers. Consequently the pupils who wrote '26' for 6×4 did not know the answer was incorrect.

82. There are inconsistencies in assessment and there is little indication that any difficulties encountered in lessons are recorded to inform planning the next stage of pupils' learning. Marking is satisfactory and sometimes includes useful guidance to help pupils' improve their work. However, in some classes pupils often mark their own work. Although the total correct answers are recorded, the nature of any difficulties individuals may have met are not identified. Computers are used in a few lessons to support work but overall they are not used sufficiently to develop learning.
83. Management of mathematics is satisfactory. The subject co-ordinator has recently taken on the role and is developing a good knowledge of mathematics within the school. She is keen to raise standards in the subject. There is sound analysis of test results and this has revealed areas of weakness and identified groups of pupils who require additional support either in the form of booster classes or additional adult support in lessons. The information is used well to set whole-school targets and help identify strategies for supporting and improving the work of pupils who have English as an additional language. However, the school does not yet make use of assessment information to set individual pupil targets.

SCIENCE

84. When the pupils leave the school their attainment is below the national average. However, standards of work in science are steadily improving year on year. There are above average numbers of pupils with special educational needs in the school, and the proportion of pupils with English as an additional language is very high. The pupils with poorer communication skills are less able to interpret and understand written questions and as a result they perform less well in tests. This is reflected in the 2000 statutory assessment results, which indicate that standards at the end of Year 6 were well below those found nationally. The school's lack of consistency in developing pupils' investigation skills from Year 4 to Year 6 in recent years also contributes to the below average standards that they attain.
85. By the time pupils leave the school at the end of Year 6 most have poor investigative skills. Their conversations during practical work highlight a lower than expected level of scientific thinking. For example, they do not routinely discuss with one another what might happen in their group investigations when testing materials for amounts of friction. Only the higher ability pupils competently describe how to alter one variable while keeping the others the same, in order to make a test fair. Most pupils have satisfactory science knowledge. They know about a range of forces, such as gravity and wind, and higher ability pupils understand that two opposite equal forces "cancel each other out". All pupils are all aware of the need for healthy eating and the importance of exercise. They use keys based on observable features to identify and group living things such as plants. Most pupils show satisfactory knowledge of materials and their properties, including the nature of solids, liquids and gases, and they are familiar with correct terms such as soluble and insoluble.
86. Pupils' recorded science work indicates that teachers too frequently lead the investigations themselves, over-directing them and giving pupils insufficient opportunities to use their own ideas and initiative. For example, opportunities are missed for pupils to raise questions, plan their investigations and select what they consider to be suitable methods and resources, drawing conclusions for themselves. Although the school has adopted national guidance for planning science, it has not consistently implemented the practice of enabling pupils to learn

the skills of scientific enquiry through their involvement in collecting evidence and investigating within the other three areas of the subject. However, during the inspection, some good examples of this approach were seen. One very effective lesson in Year 6 fostered the development of pupils' skills well. The class was effectively organised to enable the pupils to use their own original ideas to design an investigation to test the amount of friction caused by different materials, and to decide how best to record their findings. However, because teachers' planning from Year 4 to Year 6 does not provide consistent and regular opportunities for pupils to develop investigative skills their progress is unsatisfactory in this aspect of science over their four years in the school. The school's development plan indicates that this as an area for improvement. Pupils who have special educational needs and those with English as an additional language make satisfactory progress.

87. Teaching, particularly of scientific knowledge, is satisfactory throughout the school and as a result pupils make satisfactory progress in acquiring information. During the inspection there were a number of strengths in teaching, when teachers successfully taught good levels of science knowledge by providing pupils with practical opportunities that engaged them and fostered their skills of conducting investigations. One lesson in Year 4 made very good use of the school pond and adult support to develop learning about how different creatures are adapted to various habitats, and how they move in their environment. The very positive way in which teachers relate to pupils results in good behaviour which is further enhanced when opportunities are well chosen to capture pupils' interest and imagination. For example, in one Year 5 lesson, the teacher gave the pupils a clear understanding of the phases of the moon by combining very good use of resources with a lively pace and an effective explanation. This resulted in pupils being interested, very well behaved and eager to take part. They worked hard, even when not directly supervised by the teacher. Sometimes the teaching pace is too slow and this has an adverse effect on pupils' attention spans and their attitudes. As a result they sometimes miss important teaching points, and their learning is restricted. Teachers take care to use correct scientific terms so that the pupils become familiar with them and incorporate them in their own talk and work.
88. Teachers make insufficient use of ICT to enhance learning. Pupils in Year 5 used the Internet effectively to seek information about the moon, but teachers miss opportunities to enable pupils throughout the school to communicate the findings of their investigations through ICT. Teachers skilfully use discussion to clarify pupils' knowledge and understanding, and they carefully choose questions that probe and extend the pupils' thinking. Tasks that are set for pupils do not always develop their scientific learning sufficiently. For example, in Year 3 their designing of magnetic games and fridge magnets did not contribute enough to their science knowledge, skills or understanding for the time spent.
89. Teachers record what pupils have achieved, and not achieved, but they do not systematically and consistently record the development of pupils' investigative skills. As a result, lessons are not always planned to extend work in this area. This reduces the progress of the above average pupils who could achieve more.
90. Management of the subject is satisfactory. The co-ordinator's well-established role in monitoring pupils' work and teachers' planning is an improvement since the last inspection. However, her impact on raising standards is limited. For example, she has not been able to observe a range of teaching through the school to remedy weaknesses swiftly, and to share with colleagues what is working well and what is not

ART AND DESIGN

91. Standards when the pupils leave the school reflect those expected for this age group. Although only two art lessons were observed during this inspection, from looking at pupils'

developing ideas, their planning and their finished work, it is clear that their achievements are at least satisfactory and in Year 6 there are examples of good achievement.

92. Pupils in Year 6 are well informed about the work and distinguishing features of a range of western and non-western artists. This makes a strong contribution to their cultural development. Teaching successfully enables them to look in a discerning, sensitive way at artists' styles and techniques. As a result, one pupil wrote of Oskar Kokoschka, "He swishes and swashes with the paint brush". Teachers effectively build on pupils' understanding of how artists explore ideas, by providing opportunities for pupils to express their own originality. Pupils achieve this by exploring ideas using a range of media. For example, they use graphite, charcoal, pencil and biro to produce portraits through line, blur and smudge techniques. All pupils share their ideas through their knowledge of materials and processes, although limited in range. They use media, materials and methods with expected accuracy for their age. The good quality finished headwear in Year 6 is imaginatively completed and shows good levels of originality.
93. Insufficient teaching was seen to judge its quality through the school. However, examples of effective, well-focused teaching are clear from the good quality of some of the work produced by the Year 6 pupils, notably the headwear. The teaching in the two lessons seen in Years 4 and 5 was good for several reasons. The Year 4 teaching featured a clear explanation of how pupils should start to build up a collage. It provided vivid experiences of different textures by, for example, enabling pupils to walk on different surfaces such as gravel, asphalt, concrete and grass. The teacher gave the pupils much encouragement and effectively fostered their use of imagination. She ensured that the below average pupils and those with English as an additional language were well supported, so that all pupils made good progress. As a result of the good teaching, all pupils, including those with special educational needs, were fully engrossed in the task. Teaching in the Year 5 lesson was good because of the clear explanation to pupils of what they should do, the skilful use of questions to test pupils' reasons for their choices and the way the teaching motivated the pupils. The teacher was successful in enabling pupils to think in terms of texture and how to build it up. The good teaching resulted in pupils being keen to succeed, trying hard and behaving well.
94. Attractive displays around the school celebrate pupils' efforts and achievements in their art and design work. One such display shows the contribution of a visiting artist in enabling pupils to make and finish kites imaginatively. The strong profile of art in the school is supported effectively by a lunchtime club.
95. Although teachers record pupils' achievements, their comments sometimes refer to what pupils have completed, rather than the extent to which they have acquired or developed skills. These records are of limited use in planning since they do not indicate particular strengths and weaknesses in the learning of particular groups or individual pupils. Leadership and management of the subject are satisfactory. The co-ordinator has an effective role in monitoring teachers' planning and pupils' work, but her overview of the subject is not extended to observing teaching. This makes it difficult for her to share with teachers what is working well and what is not in teaching and learning.

DESIGN AND TECHNOLOGY

96. During the inspection only one design and technology lesson was observed. On the basis of this lesson and a scrutiny of teachers' planning and pupils' work, standards are as expected for pupils' ages. Pupils' achievements are satisfactory. This represents good improvement since the previous inspection when standards were below national levels and progress was unsatisfactory. Improvement has been brought about by the introduction of national guidance in planning what the pupils learn as they progress from year to year through the school. This supports teaching well, giving a clear focus on the skills, knowledge and

understanding that pupils are expected to acquire and develop. Although teachers have selected only a limited number of units of work for pupils from this guidance, each project ensures that pupils are well challenged and they develop their skills satisfactorily. The school suitably intends to evaluate its planning for all year groups to identify any weaknesses in the development of pupils' skills caused by its omission of certain units of work. The new planning has also effectively addressed teachers' poor command of the subject noted at the time of the previous inspection.

97. Pupils, including those special educational needs and English as an additional language, build their skills appropriately as they work with different materials and techniques through the school. In Year 3, they plan and make monsters operated by pneumatic power. The sound teaching and good planning result in above average pupils producing well thought out designs and models of monsters. For example, one pupil illustrated precisely how he would make the joints, and this in turn led to a good quality robot with folded paper joints. In Year 4, pupils learn to produce ideas by making prototypes, for example, of pop-up cards, showing realistic intentions of what they want to make. All pupils learn to use scissors and rulers with sufficient accuracy to cut and shape card, for example, to make a lever. They are sometimes unsure of why they are making a particular product, however. For example, some were not clear about who would read the story books that they had made. This limited their ability to take into account the preferences of the user when designing. Pupils in Year 5 develop sound food technology skills by making biscuits. By the time pupils leave the school they use sketches to show their designs and they employ a range of methods to join different materials effectively. Because they carry out their tasks carefully and accurately, pupils' finished products show a good level of detail. The Victorian houses that they made, for example, were well proportioned and showed sensible choice of materials to give a realistic appearance.
98. Insufficient teaching was observed to make a judgement about its overall quality, but there were a number of strengths in the lesson seen. The teacher provided opportunities for pupils to develop their ideas effectively through making prototypes. This raised the quality of their finished work. She guided the pupils' choice of materials well, for example in suggesting that transparent sticky tape might look unsightly. As a result, the pupils considered the look of the final product more carefully. Her good relationship with pupils resulted in good behaviour, and helped them to feel confident enough to suggest ideas. Pupils' work throughout the school indicates that teaching is satisfactory overall. Skills, such as scoring card, are taught, and in Year 6, teaching provides opportunities for pupils to investigate methods of joining using different materials including wood, straws, card, elastic bands and pipe cleaners. This gives them the knowledge, understanding and skills that they can apply to future situations. Although teachers are trying new ways of supporting the subject using ICT, it is too limited to develop learning significantly.
99. Teachers record comments about pupils' attainment and progress in the subject. However, these statements are too general to be of real use in planning how pupils' skills need to develop. Although the co-ordinator plays a strong role in monitoring teachers' planning and pupils' work, he does not monitor teaching, nor does he have a sufficiently clear knowledge of the usefulness of teachers' assessments of pupils' progress in the subject. This limits the effectiveness of support that he can give to raise standards further.

GEOGRAPHY

100. On the basis of a scrutiny of pupils' work across all year groups, teachers' planning and observations in three lessons, standards are similar to those expected for pupils' ages and are the same as at the time of the previous inspection. However, there have been improvements in some aspects of the subject. There is now a good policy and scheme of work that provide a sound base for planning pupils' work from one year to the next. All pupils, including those who have special educational needs and English as an additional

language, are supported effectively and this helps them achieve well in their understanding of maps and their importance to the subject.

101. By the age of eleven, pupils are able to use evidence satisfactorily from a variety of sources in order to help them understand aspects of their environment and issues that affect it. Pupils in Year 4, for example, hold a good discussion about the effect of rubbish on the school environment after looking at plans of the school that show the location of waste bins. They use their numeracy skills well to produce charts and appropriate graphs in their work. The topic makes a good contribution to pupils' moral and social development by raising their awareness of environmental issues. Pupils' mapping skills develop well. For example, in Year 3, pupils look at imaginary maps and locate places with simple grid references. In Year 4, they make their own real maps of the playground using a simple scale. In Year 5, they work on real large-scale maps of their town, and in Year 6 pupils work with Ordnance Survey maps and use six-figure grid references to locate places and features. The technical language of the subject poses some difficulties for pupils who have English as an additional language and the below average writing skills of the pupils places some limitations on their recorded work. There is little evidence of any extended writing in the scrutiny of pupils' work across the year groups.
102. In the three lessons seen, the teaching was good. The teachers have a sound knowledge of the subject and this helps them introduce and consolidate the correct geographical vocabulary. Effective opportunities for discussion are provided in lessons. In a Year 4 lesson, for example, rubbish was strewn around the classroom prior to the pupils entering. This created good discussion and got the lesson off to a flying start. Teachers provide good opportunities for pupils to work collaboratively and this has a good effect on their enthusiasm and enjoyment of the work. All pupils, including those with special educational needs and English as an additional language, work well together at these times. Some good links are made between subjects; for example, pupils in Year 3 make good three-dimensional maps of the pyramids and surrounding area in their topic on the Ancient Egyptians. Resources are used well to stimulate pupils' interest and help their understanding; for example, a good range of maps, books and photographs is used across all year groups. There are no whole-school assessment systems for the subject and this makes it difficult for teachers to plan effectively from what pupils already know. Consequently, the work given to groups of pupils does not always match their particular needs. This means that consistently good progress cannot be guaranteed. Computers offer sound support to work in the subject but their use is not as extensive as it should be.
103. Leadership and management of the subject are satisfactory. The co-ordinator has managed to maintain appropriate emphasis on the subject during a period when all of the school have concentrated very much on the development of literacy and numeracy. This has meant that pupils have been given meaningful experiences of the subject in each year group. The co-ordinator monitors planning and displays and holds discussions with staff. However, she does not have a clear overview of teaching and learning across the school since there has not been no opportunity for her to observe teaching in other classes.

HISTORY

104. It was only possible to observe one history lesson during the inspection. However, other information was gained from pupils' previous work, teachers' planning and discussion with pupils. On the basis of this evidence, standards are similar to those expected for pupils' ages. The achievements of all pupils, including those who have English as an additional language and special educational needs, are satisfactory. These are similar judgements to those made at the time of the previous inspection.
105. By the age of eleven, pupils have a sound knowledge of key aspects of Britain in the Victorian period and life at the time of World War 2. They know about the characteristic

features relating to education and the industrial revolution in the lives of Victorian children and compare them with their own. They speak confidently about the reasons children were evacuated during World War 2. When investigating photographic evidence they make good use of their knowledge to explain how the war affected people's lives. Pupils' comments and writing shows that they understand the difficult conditions under which people had to live and above average pupils are able to empathise with the children and families of the times. For example, a pupil in his account of the visit to the Imperial War Museum wrote, "There were lots of posters and clips of the war which gave the person who saw it a sad, lonely feeling full of suffering". All pupils, including those with special educational needs and English as an additional language make sound progress in the development of the knowledge and skills as a result of the well-organised curriculum and the appropriate emphasis on practical work.

106. In the lesson seen pupils were fully involved in exploring photographic evidence. The lesson was carefully planned to reinforce pupils' previous learning. Pupils co-operated well together in pairs, discussing and recording ideas in response to the questions posed by the teacher. Pupils are interested in the subject and demonstrate positive attitudes to their work.
107. History is planned satisfactorily and the units of work are based on the national history guidelines. This planning has been developed well since the previous inspection. The units have been organised chronologically to develop pupils' understanding of how things change over time and to develop their understanding of how the past helps them to understand their own times better. There are very good planned opportunities for pupils to develop their understanding of life in different times through role-play in Roman, Tudor and Victorian theme days. Pupils in their written work use a limited range of writing styles and this restricts the overall quality of their work. Much of the work is teacher directed and pupils do not always have enough opportunities to carry out research for themselves. Assessment procedures are underdeveloped and this makes it difficult for teachers to plan securely from what is already known.
108. Leadership and management of the subject are satisfactory. The co-ordinator has a sound overview of the history curriculum through regular scrutiny of teachers' planning. Although pupils' work is monitored through looking at books and displays of work, there is no monitoring of teaching to improve the delivery of the subject in the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

109. Pupils' attainment, by the time they leave the school, is in line with national expectations. Throughout the school, pupils gain an appropriate range of skills across all areas of the subject. This is because the school has sensibly adapted national guidance for the subject to the current levels of pupils' attainment in the different year groups.
110. Younger pupils develop good familiarity with the computer keyboard, increasing their speed and accuracy in Year 4 through practice on 'dummy keyboards'. They use their skills with developing confidence through the school. Pupils discuss their work with each other, showing good levels of interest, self-reliance and confidence. They concentrate well, and they are prepared to 'have a go'. When things go wrong, such as when text seems to have been lost, they persevere. A key feature of the school's approach is the way that pupils take on the role of 'adviser' to others as they work in pairs, for example when receiving and sending e-mail in Year 4. Pupils take this role seriously and it helps them to clarify their own understanding as well as making a positive contribution to their good personal development. They co-operate well, share skills and knowledge and are confident in trying suggestions made by the teacher and their peers.
111. Pupils in Year 6 increase their skills in accessing information satisfactorily. For example, they learn the importance of phrasing questions carefully in order to obtain the desired data.

They combine different forms of information including sound and pictures when working on multi-media presentations. They add to and combine a range of information from a website, for example, a picture and their own text, though they are less aware of considering the needs of the audience. They have a satisfactory knowledge and understanding of terms, such as 'favourites' when using the Internet.

112. Teaching and learning are satisfactory, with some good features. Teachers have a sound knowledge and understanding of the subject and this helps them develop pupils' skills securely. They have very good management strategies that contribute significantly to pupils' learning. At the end of lessons, they use questions skilfully to encourage pupils to reflect on the extent of their own learning using a 'traffic light' code that pupils understand well. Teaching in the Year 5 lesson seen was good because it fully involved all pupils in making decisions in an adventure program in which commands made a character select different options and routes. Pupils particularly enjoyed the imaginary creatures that appeared. Girls as well as boys from all ethnic backgrounds confidently suggested possible ways to solve the challenges posed by the program. Teachers sometimes miss opportunities for pupils to use their own ideas to compose questions when using the Internet for research, for example, in history.
113. Teachers are making efforts to link pupils' experiences in ICT to their work in other subjects. This is sometimes effective in developing pupils' knowledge; for example, pupils in Year 5 use the Internet to find out about the phases of the moon, and pupils in Year 6 research World War 2. As at the time of the previous inspection, however, planning for the use of computers across the range of curriculum areas is still too limited. For example, pupils do not use computers often enough to support the recording of evidence and the presentation of results in science. When pupils do use their ICT skills in other subjects the tasks that teachers give them do not always support their learning in these subjects. For example, in one Year 6 literacy lesson, the pupils recorded their work on the computer, but the task did not extend their literacy skills sufficiently.
114. The school uses the Internet well, both for exchanging ideas in the form of text, and for research. As a result, pupils have good skills in organising and communicating their ideas. The information kept about what pupils can and cannot do as they progress through the school is sometimes too general and does not give sufficient support to planning of the next step in pupils' learning.
115. Leadership and management of the subject are satisfactory. The co-ordinator monitors teachers' planning and pupils' work effectively and provides useful feedback to teachers about these. However, he does not systematically observe teaching in order to identify effective practice and to remedy weaknesses. This limits the opportunity for key developments in the subject in order to drive up standards further.

MUSIC

116. The standards achieved by eleven year olds in singing and in the other aspects of performance are not as high as expected for pupils' ages. On the basis of the work seen during this inspection, standards are not as high as reported at the time of the previous inspection when they were judged to be average. Pupils' achievements have been adversely affected by inconsistent opportunities to develop their skills from year to year. However, the introduction of new materials is helping teachers to plan appropriate activities in line with the nationally recognised guidance. In addition, teachers and pupils are benefiting from the skills of a specialist teacher, particularly in the development of singing and understanding of the musical elements. As a result, pupils' achievements are improving and are now satisfactory overall.

117. A number of pupils receive tuition on woodwind and brass instruments from a peripatetic instrumental teacher. They make good progress and are developing good ensemble skills as members of the school orchestra. The orchestra meets regularly for rehearsals and often performs in concerts. There is a small choir and numbers increase for school productions and performances. Professional musicians occasionally visit the school and pupils sometimes have an opportunity to attend concerts. This enhances their love and enthusiasm for the subject.
118. Overall, pupils' singing is not up to the standard expected. For example, in the singing assembly pupils match their voices to the rise and fall of the melody but there are significant discrepancies in their ability to match the different pitches within the songs. They have difficulty in controlling variations in the dynamic range and tend to shout instead of sing. They have difficulty in maintaining an independent line when singing a two-part round. However, in the Year 6 lessons observed the quality of singing was better. The singing was rhythmic and voices were more accurately matched to the melody. This was due to the good model demonstrated by the teacher who set the starting note at a more appropriate pitch for pupils' voices. Pupils are becoming familiar with rhythmic notation and can perform simple patterns based on words but lack confidence in playing the pattern on tuned percussion instruments.
119. The quality of teaching and learning are satisfactory overall. Planning for pupils' learning is sound, but does not take sufficient account of those pupils who have more advanced instrumental skills developed through instrumental tuition. Opportunities are provided for pupils to experience a good range of music from different parts of the world and representing different styles. They show a balanced and respectful attitude to the music of other cultures. Pupils clearly enjoy the songs and in one lesson joined in enthusiastically singing and dancing to an African song. Although the content of lessons is generally appropriate to the different age groups, some teachers do not always have a secure knowledge and understanding of music and, as a result, pupils' progress is limited. In all lessons some activities go on too long with no significant development in learning. Opportunities to develop pupils' understanding and use of a musical vocabulary, through the evaluation of their own and each other's work, are missed. This has not been improved since the previous report. Teachers' positive attitudes to music motivate pupils who respond well in lessons. Pupils' personal development is enhanced through their participation in a range of musical experiences.
120. Teachers work well with the music specialist and value her support. She works with each class for a period of time. Class teachers work alongside and this is helping them to develop their own skills in the teaching of music. Teachers carry out assessments of lessons but these do not clearly focus on what pupils are able to do and the skills they have learnt. This makes it difficult for teachers to build successfully on what is already known or remedy any weaknesses. Leadership and management of the subject are satisfactory. A good policy and scheme of work have been developed and an appropriate action plan for the further development of the subject has been devised.

PHYSICAL EDUCATION

121. Physical education is taught in appropriate units of work that cover gymnastics, games, swimming and dance. Only lessons in games were seen during the inspection. By the age of eleven, standards of work are similar to those expected for pupils' ages with some pupils showing good skills. There is no difference in standards between boys and girls who achieve at a similar level. All pupils, including those who have special educational needs and English as an additional language, make sound progress. This is a similar judgement to that made in the previous report, although there have been improvements. There is now a good policy and scheme of work that help teachers plan to a common format and develop key skills more effectively from year to year. Pupils in Year 6 have the opportunity to participate in

regular weekly swimming. Records indicate that most pupils achieve the expected 25 metres by the time they are eleven.

122. By the age of eleven, most pupils develop their hand-eye co-ordination satisfactorily. Pupils in Year 3 demonstrate sound throwing and catching techniques. These skills are developed effectively so that in a Year 5 lesson, for example, pupils use them to practise cricket skills well. Above average pupils hit the ball on the volley and half volley with good accuracy and control. In another Year 5 lesson, above average pupils use tennis racquets and balls to complete good rallies, demonstrating secure control and technique. Average and below average pupils enjoy the activity and try hard but do not have the same level of control. In a Year 6 lesson, most above average and average pupils pass and control a football well using the inside and outside of the foot. Above average pupils are able to transfer this control to an activity where they dribble in and out of a line of cones. Other pupils try hard and make satisfactory attempts to complete this task.
123. In the lessons seen teaching was satisfactory in three and good in one. Lessons are planned well to a consistent format that includes appropriate warm-up, skill practice, game and cool-down activity. All teachers change for their lessons and involve themselves actively in the sessions. This sets a good example for the pupils and motivates them well. Enjoyment and challenge are key features of the lessons and contribute well to pupils' achievements. Teachers have a secure knowledge of games and this helps them demonstrate the correct techniques and remedy any weaknesses in the pupils' performance. For example in a Year 5 lesson, the teacher showed pupils the correct way to hold the bat and this helped them make sound progress in the lesson. Pupils' good techniques are used effectively at times to show other pupils how their performance might be improved. This good teaching point is not used as often as it might be. Whilst there are good periods of activity in all the lessons seen, there are occasions when the teachers' explanations and instructions are too long and this restricts the time for physical activity.
124. Teachers have high expectations of behaviour and this is reflected in the pupils' good response in all lessons. Teachers make general evaluations of lessons and there are plans this year to use video evidence to track progress in gymnastics. However, there are no whole-school assessment systems in the subject and this makes it difficult for teachers to plan from what is already known. Consequently, the impact of assessment on pupils' progress is not as strong as it should be.
125. Leadership and management of the subject are satisfactory and have helped maintain standards since the previous inspection. A very good range of extra-curricular activities such as football, netball, cricket, gymnastics and dance enhance pupils' skills and enthusiasm for sport well. Pupils in Year 6 have opportunity to go on an adventurous residential outing where they participate in climbing, orienteering and archery. There are good resources for games and gymnastics and these are used well to develop pupils' skills. There are fewer resources for dance but these are being built up. The outdoor facilities are excellent and are used well to develop pupils' learning.

RELIGIOUS EDUCATION

126. By the time pupils are eleven, standards in religious education are in line with the requirements of the locally agreed syllabus. The achievements of all pupils, including those who have English as an additional language and special educational needs, are satisfactory. Pupils develop a sound understanding of the world's major faiths, and particularly the faiths represented in their local and school communities. Visitors to school from different faiths, and visits to a variety of local places of worship, as well as artefacts and resources used in lessons, add effectively to pupils' knowledge and understanding. Additionally, members of the appropriate faiths in the school community celebrate festivals in assembly, such as Eid and Diwali, as well as those of Easter and Christmas.

127. Teachers make satisfactory use of a scheme of work that incorporates the locally agreed syllabus and the recent national guidelines. In addition to covering work on broad themes such as celebrations, pupils study several aspects of the major religions and compare them, such as the importance of fasting, and how people of different faiths express their beliefs.
128. Due to the numbers of pupils with English as an additional language and the different faiths represented in the school, there is an appropriate emphasis on teaching the subject through discussion, drama and acting out stories, which helps pupils understand and encourages them to contribute well.
129. During the inspection three religious education lessons were observed. Teaching was good in two lessons and satisfactory in the third. One of the main features of the good teaching is the very effective organisation and pace of the lessons. This leads to the quick involvement and response of pupils. Good links are made with previous lessons. For example, in a Year 5 lesson, the teacher used the story of the prodigal son to help pupils explore their feelings, looking at it from the point of view of different characters. They then worked well in pairs to discuss where forgiveness occurred in the story. One pupil contributed, "I don't think the dad was worried about the money. He was just glad to see him (his son)". This shows good understanding of the father's feelings. Another key feature of the teaching is the good use of questioning to probe and develop pupils' responses, such as in a Year 6 lesson when the class discussed the differences between mosques and churches. The teacher also made very effective use of the knowledge of Muslim pupils in the class when discussing how art is represented in mosques and churches. The pupils contributed from their own experience, such as going on Haj, which enhanced the interest and effectiveness of the lesson. In these lessons the pupils' attitudes and behaviour were good throughout and made a significant contribution to their listening skills and readiness to learn.
130. Teachers provide good opportunities in these lessons for pupils to develop their speaking and listening skills and their thinking. In a lesson with younger pupils, however, the language and ideas in the story from the Bible about talents were too unfamiliar for most pupils to understand. As a consequence of this, the teacher had to work hard to make the story more relevant to pupils and their progress was not as rapid as in the other lessons.
131. In some of the work in pupils' books, there is evidence of a lack of subject knowledge where the religion is different from the teachers' experience. However, an examination of the work in pupils' books, and the teachers' planning, as well as the lessons observed, indicates that over the longer period of time, teaching in religious education is at least satisfactory.
132. Leadership and management of the subject are satisfactory. The co-ordinator has worked hard to incorporate the recent national guidelines into the existing scheme of work and to have it in place by September 2000. The present scheme of work will be looked at again in the light of locally produced guidelines published this year. At the time of the last inspection, there was no policy or scheme of work. The co-ordinator monitors teachers' planning but does not have the opportunity to observe colleagues teaching the subject. This makes it difficult to bring about fundamental improvements in the quality of teaching and learning. Resources are satisfactory although there is a shortage of appropriate resources to help teachers gain further knowledge of some of the major religions.