

INSPECTION REPORT

BROOKFIELD PRIMARY SCHOOL

Sutton

LEA area: Sutton

Unique reference number: 102977

Headteacher: Mr M Moore

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 4 - 6 June 2001

Inspection number: 192499

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Ridge Road
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Appropriate authority: The governing body

Name of chair of governors: Mr G Belcher

Date of previous inspection: 10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Mrs M Fitzpatrick	Registered inspector	History	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed?
9275	Mrs C Kalms	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22577	Mrs M Hall	Team inspector	Foundation Stage Art	
15023	Mr A Haouas	Team inspector	Music Physical education English as an additional language Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development.
27240	Mr W Hooper	Team inspector	English Design and technology	How good are the curricular and other opportunities offered to pupils?
27426	Mr T Aldridge	Team inspector	Science Information and communication technology Religious education Special educational needs	
20877	Mr D Pink	Team inspector	Mathematics Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has more pupils than the average primary school, with 300 pupils and slightly more boys than girls. The percentage of pupils eligible for free school meals is average. There is a much higher than average percentage of pupils with English as an additional language, several at the early stages of learning English, and the school has a diverse ethnic mix. The percentage of pupils with special educational needs is above average and the percentage of pupils with statements of special educational need is average. The majority of pupils with Statements of Special Educational Needs have moderate learning difficulties. The school has more pupils entering and leaving each year than average, some of whom are refugees. This has an impact on the levels of attainment found in different year groups. The attainment of pupils on entry to Year 1 covers the full ability range and is average, overall.

HOW GOOD THE SCHOOL IS

Brookfield School provides a satisfactory standard of education for its pupils. The standards achieved by pupils when they are 11 are below the national average, but comparisons show that they have made at least satisfactory progress since their national tests when they were seven. All teaching is satisfactory and teachers provide a very calm and secure learning environment. The headteacher provides sound leadership for the school and management is satisfactory, overall, though there is a need to expand the management role of subject co-ordinators. Pupils' steady progress, the quality of teaching and the promotion of good attitudes to learning support the judgement that the school gives satisfactory value for money.

What the school does well

- Its provision for pupils in the Foundation Stage is good and children achieve well
- It promotes good attitudes to learning, for example pupils enjoy reading.
- It promotes good behaviour, through a carefully planned and well-understood programme of rewards and sanctions.
- It promotes harmonious and supportive relationships at all levels; there is genuine racial harmony between the different cultures in the school.
- Financial planning and control are good.

What could be improved

- Standards in most subjects at both key stages, notably in English, mathematics, science and ICT.
- Assessment procedures and their use to improve standards.
- The time allocated for teaching at both key stages.
- The management role of co-ordinators.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was last inspected in March 1997. National test results for 11 year olds have risen in line with the national trend. The role of co-ordinators has improved and they are appropriately involved in planning and resourcing their subjects. However, their role in monitoring and evaluation is still too limited. Assessment procedures have been devised but are not yet being used effectively to raise standards. Provision for information and communication technology has improved in respect of both equipment and teachers' expertise in the subject, though standards have not yet reached average levels. Standards in music have improved at both key stages. Whole-school development and financial planning have improved. There is better communication with parents. As a result of these improvements and the increased awareness the school has of its strengths and weaknesses, it is in a sound position to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	D	D
Mathematics	A	C	E	E
Science	D	D	E	E

Key

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

The table shows that the results in the 2000 national tests were below the national average in English and well below average in mathematics and science. The picture was similar when the school's results were compared with those in similar schools. Results in English, mathematics and science have risen in line with the national trend in the last four years. Pupils who sat the tests made satisfactory progress from the standards they achieved when they were seven. Pupils currently in Year 6 are achieving standards below the national average in English and science and well below the national average in mathematics. Overall levels of attainment are affected by the high number of pupils with special educational needs and the high number of pupils who have joined the school since Year 5, including some who are just getting to grips with learning English as an additional language. In history, music and physical education 11-year-olds reach the expected standard: in all other subjects standards are lower than usual. In the national tests for seven-year-olds in 2000, pupils' performance was well below the national average and very low compared with pupils in similar schools. These results are in the lowest five per cent when compared with schools with the same percentage of pupils eligible for free school meals. These low results reflect the high proportion of pupils with special educational needs in the group who sat the tests. Standards are higher this year. Pupils currently in Year 2 are achieving standards in line with the national average in English and mathematics. In all other subjects, except science, information and communication technology (ICT) and religious education, they reach the standards expected of seven year olds. The lower attainment in science, ICT and religious education partly is because less time is given to teaching these subjects than others. Children achieve well in the Foundation Stage especially in literacy and mathematics. The school exceeded its targets in the national tests in English and met them in mathematics. It is on course to meet its more ambitious targets for this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and they work well.
Behaviour, in and out of classrooms	Good. Pupils behave consistently well in all areas of the school. Their good behaviour supports learning in the classroom.
Personal development and relationships	Good. Pupils show respect for the feelings of others and support each other at work and at play. Racial harmony in the school is good.
Attendance	Below the national average; mainly owing to some parents who do not take the importance of regular attendance seriously enough.

TEACHING AND LEARNING

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

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

All teaching seen was satisfactory, with some good and very good teaching seen at both key stages. In 55 per cent of lessons teaching was good or better and in 13 per cent of lessons teaching was very good with one excellent lesson seen in reception. Teachers have sound subject knowledge and manage pupils' behaviour well. They make good use of resources and support staff to help pupils to learn. Teaching in English is satisfactory; teachers make sound use of the National Literacy Strategy and pupils' achievement is satisfactory because of this structure. In mathematics, including numeracy, teaching is satisfactory overall with some good teaching seen at both key stages. In science teachers do not place enough emphasis on learning through investigation and because of this pupils' recall is not as good as it should be. Teaching in music is consistently good; teachers' confidence and pupils' achievement in the subject have improved since the last inspection. Pupils with special educational needs are well taught when they are withdrawn from class and they achieve well. Pupils with English as an additional language achieve well when they are taught by the visiting specialist teacher and make satisfactory progress in class. In the Foundation Stage, children achieve well because teachers assess their needs carefully and plan suitable challenges for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Not enough time is given to teaching; some subjects have too little time allocated. Provision for extra-curricular activities is less than is usually seen.
Provision for pupils with special educational needs	Pupils with special educational needs achieve well when they are taught by the special educational needs co-ordinator or are supported by learning assistants. In lessons they make satisfactory progress.
Provision for pupils with English as an additional language	Good teaching from the visiting specialist teacher helps pupils achieve well. In class, their progress is satisfactory, but more help is needed to support them to record their work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for social and moral development. The school has good systems for teaching pupils right from wrong and the importance of rules. Provision for spiritual and cultural development is satisfactory, though pupils could learn more about the cultural traditions of the society in which they live.
How well the school cares for its pupils	The school takes good care of its pupils through the procedures it has for monitoring good behaviour and good relationships. Assessment procedures are not being used effectively to raise standards for pupils.

The school has improved its links with parents since the last inspection and gives them appropriate information about what their children are learning and how they are progressing. There is a need to foster closer links with parents from ethnic minority groups in order to support their children better.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher gives clear direction to the work of the school and is well supported by the new deputy headteacher in developing provision for music and extra-curricular activities. Co-ordinators do not have enough involvement in monitoring and evaluating teaching and standards. There are enough staff to teach the curriculum, accommodation is good and learning resources are adequate, except in ICT and art.
How well the governors fulfil their responsibilities	Governors have a sound knowledge of the school. They know the school's priorities for improvement and how these will be financed. They are concerned to get good value in what the school does and in what it buys.
The school's evaluation of its performance	The school has procedures for monitoring the quality of teaching, standards of pupils' work and the analysis of test data, but these are under-used and not sufficiently rigorous to raise standards.
The strategic use of resources	Good; except for some under-use of computers for ICT.

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. • They feel comfortable about approaching the school. • Their children are expected to work hard. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • The way the school works with parents. • The amount of information they get about their children's progress. • Leadership and management.

Inspectors agree with parents' positive views of the school. They also agree with parents that the school could provide a wider range of extra-curricular activities and that it could work more closely with parents. Inspectors do not agree that parents are ill-informed about their children's progress. The school has the usual number of parents' meetings and the quality of children's reports is good. Leadership and management of the school are satisfactory, though there is scope for improvement in the management role of co-ordinators and better use could be made of school evaluation procedures.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery with average attainment, overall. They achieve well in the Foundation Stage and are on course to reach the expected standards in all areas of learning by the time they are in Year 1, and to exceed them in mathematical development and language and literacy.
2. While attainment on entry to the nursery is average this is not standard for all year groups in the school, where, for a number of reasons, levels of attainment vary. In the current Year 3 and in Years 5 and 6 levels of attainment are well below the expected standard. In Year 3, this is due to the high proportion of pupils (well over half of the year group) with special educational needs, either for emotional and behavioural problems or for learning difficulties connected with literacy. In Years 5 and 6, besides a high proportion of pupils with special educational needs (almost half of the group), there has been an influx of pupils from other countries (about one fifth of the current group), some of whom do not have English as a first language or are at an early stage of language acquisition. In the current Year 2, a quarter of the pupils are on the special needs register and only in the current Year 1 and Year 4 is there an average spread of attainment in the classes. In the last school year 41 pupils entered the school from other schools, many with special educational needs.
3. In the national tests for seven-year-olds in English in 2000, results in reading were well below the national average and very low compared with the performance of similar schools (those with the same proportion of pupils eligible for free school meals). In writing, in the same tests, results were similar. The school's performance in reading and writing placed it in the lowest five per cent compared with the performance of similar schools. Girls' results were better than boys'. Since the time of the last inspection the school's performance in national tests has been erratic, reflecting the earlier attainment of pupils who sat the tests. For example, in the 1999 tests, reading and writing were broadly in line with the national average, reflecting the earlier attainment of pupils who are now in Year 4. The low performance in last year's tests was due to the high proportion of pupils who were on the register of special educational needs. Teachers' Assessments of how these pupils would achieve in the tests were accurate. These pupils, who are currently in Year 3, have made good progress since the tests and their standards in reading and writing have shown good improvement because of the continued monitoring and support from the special educational needs co-ordinator (SENCO) and the very good teaching they currently receive.
4. Pupils who are seven are currently achieving the expected level for their age in all aspects of the subject. They talk clearly and listen well to teachers' explanations. Because they listen well they are able to follow instructions promptly and discuss stories they have heard. They read with understanding, using different strategies to help them work out the meaning of new words. By the time they are seven, most pupils are able to develop ideas in the correct sequence in sentences. The majority write clearly with well-shaped letters and correctly use punctuation for opening and closing sentences. Pupils with special educational needs are well supported to achieve in line with the expectations of their Individual Education Plans and they make similar progress to others in the class. Pupils with English as an additional language achieve well in their language development when they are taught by a specialist support teacher. This achievement is satisfactory for the majority of the time when they are taught with the rest of their class.
5. The results in the national tests for 11-year-olds in English in 2000 were below the national average and below the average for pupils in similar schools. There was no significant difference between the results of boys and girls. When compared with the results they achieved in the national tests when they were seven, these results show that pupils have made good progress in the subject since then. Since the time of the last inspection results in the subject have risen and overall have been in line with the national average.
6. Pupils in Year 6 are achieving standards below the national expectation. This is due to the high proportion who have special educational needs, especially in literacy, and the number of

pupils who have English as an additional language. Pupils have good listening skills, they follow talks by class members and ask appropriate questions. Speaking is satisfactory and pupils speak clearly and audibly; however, they have few opportunities to engage in role-play or learn to speak in a variety of settings, formal and informal. Reading is well developed and most pupils take pleasure in reading. However, library skills are underdeveloped as pupils do not have enough opportunities to use the library and the range and quantity of books is limited. Pupils' writing is below the expected standard. Few pupils reach the higher levels and the majority do not organise their writing into a clear structure. They pay attention to punctuation and grammar and in these aspects standards are slightly better. Higher attainers are not sufficiently challenged to reach the higher levels in their writing. Pupils with special educational needs make similar progress to others in their class because of the good support they receive from teachers and learning support assistants. Pupils who have English as an additional language achieve well when they work with the specialist teacher or they have planned support in class from the teacher or peers, when this does not happen then their achievement is satisfactory and they sometimes have difficulty in recording their ideas fully.

7. In the national tests in mathematics for seven-year-olds in 2000, results were well below the national average and very low in comparison with similar schools. Their performance places them in the lowest five per cent when compared with similar schools. There was no significant difference between boys and girls results. Over the last four years results in mathematics have fluctuated and, overall, fell below the national average. In 1999, they were in line with the national average, reflecting the higher prior attainment of the pupils who sat the tests, who are now in Year 4. The low results last year were due to the then high proportion of pupils with special educational needs who were in the group which sat the tests. Pupils currently in Year 2 are achieving the expected standard for seven-year-olds. They add and subtract numbers up to 100 and recognise pentagons, hexagons and some three-dimensional shapes. Some can measure lengths and widths in centimetres.
8. Pupils' performance in the national tests in mathematics in 2000 were below the national average for 11-year-olds and well below the performance of pupils in similar schools. Boys' performance was better than girls. These results show satisfactory achievement for average-attaining pupils and less than satisfactory achievement for higher-attaining pupils when compared with their results in national tests when they were seven. Over the last four years the school's performance in mathematics has steadily declined after an initial rise in 1997. The reasons for this decline in achievement are partly to do with the fluctuating attainment of different year groups, and also to do with lack of challenge for higher-attaining pupils because teachers' planning is not based on rigorous assessment of their learning needs. The current Year 6 pupils are achieving levels well below those expected of 11-year-olds, partly because of the very high numbers of pupils with special educational needs and English as an additional language. Most pupils recognise symmetry in a variety of shapes. They solve problems involving several stages of calculation. Their knowledge of number is less secure than other aspects of mathematics and their use of mathematical language is limited.
9. In the Teacher Assessments of seven-year-olds in science in 2000, the percentage of pupils reaching the expected level was very low in comparison with the national average. The performance of these pupils places them in the lowest five per cent nationally. Their low performance in science is for the same reasons as in English and mathematics, namely the high proportion of pupils in the group who had special educational needs. Pupils currently nearing the end of Year 2 are achieving better standards, but are still below the national expectation for seven-year-olds. They sort objects into groups according to their materials and know some of the properties of materials such as hard, flexible and opaque. Predicting, observing and recording their work in science are less well developed than is normally seen because pupils do not carry out enough investigations.
10. The performance of 11-year-olds in the national science tests in 2000 was well below the national average and the average of similar schools. As in mathematics, these results show satisfactory achievement for average-attaining pupils and unsatisfactory achievement for higher-attaining pupils, when compared with their assessments when they were seven. Boys' results were better than girls in the tests. Results in science have been rising steadily over the past four years, with the dip in results in 2000 being the lowest since 1997. Pupils who are in Year 6 are achieving better standards but are still below the national average. They identify

features of the caterpillar such as eyes, abdomen and thorax and look at flowers and identify stamen, stigma and petal. From these observations they learn how insects pollinate flowers for further growth. Pupils' scientific skills of predicting and investigation are not sufficiently well developed because they are not given enough opportunity to carry out investigations.

11. Standards achieved by pupils in information and communication technology (ICT) are below expectations for pupils aged seven and 11. Those pupils who are seven, open programs, retrieve their work and use the keyboard to write simple text. Their understanding of the application of ICT in real and imagined situations is less developed than is usually seen in seven-year-olds. By the time they are eleven, pupils use word processing programs efficiently and combine images by cutting and pasting from art programs. Some pupils use multi-media programs to prepare an interactive booklet. However, for many pupils the limited access to computers means that they have had little opportunity to work on measurement, control or data retrieval.
12. In religious education, pupils are not reaching the standard expected by the Locally Agreed Syllabus at the end of Year 2 or Year 6. This is because the time allocated to the subject is too short for teachers to cover all parts of the syllabus in enough depth. By the age of seven, pupils know some of the parables taught by Jesus, but their knowledge of Christian festivals is limited. Their understanding of the parables is not as well developed as is usually seen. By the time they are 11 pupils have some knowledge of world faiths but again this is not as detailed as is normally seen in pupils of this age. Pupils have a better understanding of the significance of Christian ceremonies such as baptism. Overall, their knowledge of the faiths practised in their community is limited with the result that they have a less than expected understanding of the diversity of their community.
13. Those pupils with special educational needs (SEN) make good progress in the Foundation Stage as they receive appropriate support. At both key stages, pupils make satisfactory progress in relation to their prior attainment. Their rate of progress is similar to that of other pupils in the class. Most receive good support from teachers and additional learning support staff, especially in literacy and numeracy lessons. Their confidence and self-esteem grows, improving their willingness to tackle tasks. Individual Education Plans are in place for all pupils although targets are not clear and specific in all classes. Plans are reviewed on a termly basis or earlier if considered necessary. Annual reviews for those pupils who have statements are reviewed in accordance with legal requirements.
14. By the ages of seven and eleven, the majority of pupils with English as an additional language achieve appropriately and make satisfactory progress against their prior attainment. Pupils achieve best when taught in small groups by the specialist teacher. However, in some classes, when the class teacher is working without support, pupils do not achieve as well, because pupils' individual needs are not met and no specific language strategies are deployed to enable pupils to participate more actively.
15. In all other subjects of the curriculum for pupils up to the age of seven, pupils learn at the expected rate and achieve the level expected for their age. They have a sound knowledge of famous people in history and in art use a variety of techniques such as painting, weaving and printing to produce lively work. In design and technology pupils generate ideas and plan their work. They make appropriate use of tools to cut and join materials. In geography they identify local landmarks on a map and in the streets near the school. In music they recognise ascending and descending sounds and sing in time. They develop co-ordination and control of the ball in physical education lessons and in dance they plan different sequences of movements to the music. They have less opportunity to develop awareness of their own and others' performance through discussion of what went well and what might be improved.
16. By the time they are 11, pupils reach the expected standard in history, where they learn to ask questions and find answers through research; in music, where they compose tunes based on traditional music from other countries; and in physical education, where they achieve well in lessons, learning the skills of net games and developing a good understanding of the rules. Pupils achieve the expected standard in design and technology where they design and make objects with regard to their purpose and evaluate what they produce. They are able to work in

a range of materials and use a range of tools effectively. In art, pupils achieve standards below the national expectation for pupils of 11 because they spend insufficient time on the subject. Because of this their skills of drawing and their understanding of the work of other artists is not adequately developed. In geography pupils achieve standards below those expected for their age. The reason for their lower attainment in the subject is because teachers do not sufficiently match learning to the needs of the different groups of pupils in the class. By Year 6, pupils compare their locality with one in a contrasting climate, they know about climate zones and the physical features of polar regions and tropical rain forests and have a developing understanding of how man impacts on the environment. Their written work is beginning to show structure but is of a lower standard than expected by pupils of 11.

17. Reading is well promoted in class with pupils expected to read independently for part of each day. However, reading for a wider purpose such as researching topics that are studied in history, geography or science is less well promoted both in class and in the library. Similarly with writing, these skills are developed in literacy lessons but teachers create too few opportunities for pupils to consolidate their skills and develop a sense of purpose in other subjects. In mathematics and in science there is not enough emphasis on learning and using the correct vocabulary. Consequently, pupils' thinking is as not sharp as it might be and they sometimes do not have good recall of new concepts.
18. Pupils are encouraged to use numeracy skills in design and technology and science when they measure and record numerically. Younger pupils record how much plants grow in a given time. Older pupils make comparisons about temperature differences in geography. Overall, the school could do more to strengthen pupils' numeracy skills by creating more opportunities for them to be applied in other subjects.
19. The rise in standards in national tests at the end of Key Stage 2 is in line with the national trend. Despite an erratic pattern of performance in the last four years the school has maintained a standard broadly in line with the national average in English and mathematics and in science below the national average. At Key Stage 1 the performance of pupils in tests reflects their varying levels of special educational need, though there is evidence to support the view that as pupils move through the school the impact of the good SEN provision reduces the wide variation of performance year on year. One of the main factors affecting the standards in other subjects is the amount of time spent teaching at each of the key stages. This is below the national average and taken together with the allocation of time to literacy and numeracy means that for some subjects teachers and pupils do not have enough time to cover the work in enough depth. Shortcomings in assessment procedures and the use of assessment provide another reason why the achievements of some pupils are not as high as the national expectation. The school is aware of these weaknesses and has been developing assessment procedures as part of this year's school improvement. The school exceeded its targets in English in the National Tests in 2000, and met them in mathematics. It is on course to meet its targets for the current year.

Pupils' attitudes, values and personal development

20. The majority of pupils show very positive attitudes to the school both in and outside the classroom. They are keen to come to school, show interest and concentrate well in most lessons, except for a small minority of pupils. However, because teachers know their pupils well and have effective management strategies, these pupils receive effective care and supervision. In the majority of lessons, pupils listen attentively and are eager to contribute their ideas and opinions to class discussions. Older pupils are self-disciplined and the majority act in a mature way. This was well exemplified in physical education lessons where pupils respond well to being given responsibilities for fetching and helping with storing away equipment. Pupils are eager to take part in the activities provided including the various trips and visits the school organises. There were 2 fixed-term exclusions in the current year.
21. The majority of parents feel that the behaviour in the school is good and the inspection team agree with this judgement. The quality of behaviour reflects the effective approach teachers adopt in managing learning. Pupils are clear about the code of behaviour, the rewards and sanctions used and this is because every year they are involved in establishing class and school rules. They are courteous and spontaneously enter into conversation with visitors and talk about their work. At play and lunch times, the pupils play well together and show care and concern for their peers. They show respect for school property and this is reflected in the absence of any graffiti.
22. Pupils are given a number of opportunities to show initiative and take responsibilities. From an early age they act as monitors for classroom duties such as returning the register, lunchbox monitors and tidying the room after activities. As they grow older pupils have the opportunity to be 'buddies' to younger pupils and act as playground monitors, keeping a watchful eye for pupils who are isolated or unhappy. In Year 6 pupils have the opportunity to become prefects, in which capacity they are wet playtime monitors and milk monitors as well as having duties to set up for school assemblies. Pupils' response when given opportunities is good.
23. Relationships between individual pupils and between pupils and adults are good. This is often reinforced by the positive examples of the staff, who act as role models. Pupils collaborate well when given the opportunity for instance when they have to work with a partner in physical education or share ideas when composing music. Pupils are given opportunities to reflect on their actions, for instance in the way the school uses detention with pupils being given the opportunity to start with a clean slate at the beginning of each term. Pupils mix well across lines of gender and race and relate well to cultures different from their own. Pupils with English as an additional language, are motivated and keen to learn.
24. Pupils with special educational needs have a positive attitude to school and are usually interested and enthusiastic in their lessons. They are fully involved in the range of activities that the school provides. Most pupils behave well in lessons and in small groups when they receive extra support from the teacher or learning support assistants. Their behaviour is good at lunch-times and in the playground. They show respect for each other's work and feelings and are positive about each other's efforts. They are willing to talk about their work and develop confidence in speaking, reading and writing.
25. Attendance in the school is unsatisfactory. There has been a decline for the current year, from the good level of 95 per cent in 2000, with levels of absence now being above the national average. In many classes levels of attendance sometimes fall below 90 percent. A variety of contributory factors affect overall attendance figures; these include the attitude of some parents to the importance of regular attendance, pupils staying at home for health reasons, pupils taking extended holidays and pupils starting and leaving during the school year. The incidence of unauthorised absences have risen considerably for the current year and is now well above the national average. This is in large part due to the effect of refugee children joining the school for a few weeks and then moving to another area. Very often the school is not notified of this till many weeks later, creating a considerable rise in their unauthorised absence figures.

26. Punctuality is satisfactory, though a small number of pupils are regularly recorded in the late book kept at the entrance by the secretary.

HOW WELL ARE PUPILS TAUGHT?

27. The quality of teaching is satisfactory, overall, with good and very good teaching seen at both key stages. During the inspection teaching was satisfactory or better in all of the 60 lessons seen; in over five out of ten lessons it was good or better. The quality of teaching in English and mathematics was satisfactory, overall, with some very good teaching seen in each subject.
28. The quality of teaching has improved slightly since the last inspection when there was a small amount of unsatisfactory teaching seen. The proportions of good and better teaching are about the same as they were then. While the school has procedures for monitoring teaching and learning in English and mathematics, these are not having enough impact on improving teaching and need to be more rigorous in their focus and outcomes.
29. The quality of teaching for the Foundation Stage is good or better in eight out of ten lessons seen. One lesson seen was very good and one lesson in the reception class was excellent. In all aspects of learning, activities are well planned and teachers and support assistants know the children well. Because of the quality of provision children quickly become independent and learn at a good rate.
30. Teaching for the younger pupils in Years 1 and 2 is satisfactory in over five out of ten lessons and in the remainder two out of ten lessons are very good. Teachers have a good understanding of how younger children learn and plan activities that interest them. For instance, in a mixed age Year 1 and 2 class where pupils predicted what might happen in the story from looking at the cover, they learned at a faster than expected rate because the activities used pupils' curiosity and prior learning to very good effect. In the Year 2 class, pupils' curiosity and observation are well used by the teacher in developing their scientific skills through planting, tending and watching plants grow over a period of time.
31. At Key Stage 2, the quality of teaching is good or better in over five out of ten lessons and very good teaching is seen in two out of ten lessons. Teachers are highly skilled at managing the behaviour of a significant number of pupils who are potentially disruptive. In all classes between Years 3 and 6 there is a significant minority of pupils who are the special educational needs register for emotional and behavioural difficulties. Teachers make very clear what their expectations of behaviour are and respond promptly to deviations from this. While their attention to providing a calm environment for learning ensures that the whole class is able to make progress, this is sometimes at the cost of a brisk pace to the lesson. In a number of lessons seen the pace of learning was held up, as teachers checked the behaviour of one or two pupils. This undoubtedly has the effect of slowing pupils' progress in their learning over time.
32. Teachers' subject knowledge is satisfactory in all subjects. This marks an improvement since the last inspection when it was judged unsatisfactory in some aspects of music and information technology. While teachers make use of their subject knowledge to ask appropriate questions to establish what pupils know, they do not make the best use of their knowledge to plan work which is suited to the different needs of pupils in their classes. Where the teacher does plan work to suit the needs of individuals, as in the Year 3 literacy lesson, then pupils move quickly from whole-class to individual activity and make rapid progress in their use of punctuation to show direct speech. In this case all pupils applied what they had learned and worked alone because the tasks were set at the correct level for them to complete independently. Where teachers do not plan work suited to the needs of different groups then the majority of pupils are not learning at their best.
33. Learning in literacy and numeracy is satisfactory at both key stages. All English and mathematics lessons follow the format of the National Strategies for Literacy or Numeracy. Most teachers begin their lessons by telling the class what will be learned in the lesson, recapping on previous learning and teaching directly to the whole class. Some lessons are

overlong, extending over 75 minutes instead of the recommended hour and in these lessons pupils' concentration wanes, especially that of the higher attainers, who need more challenge to maintain their interest. In numeracy lessons, the final session is not used sufficiently to allow pupils to evaluate what they have learned. In Years 5 and 6 teachers do not use enough mental calculation strategies to develop good number skills in their pupils.

34. Pupils' good attitudes to learning are fostered by the good relationships that they have with teachers and learning support assistants. In all classes pupils are given confidence to ask questions and make suggestions because of these supportive relationships. Teachers have a good knowledge of their pupils' personal development and social skills and they use this to organise groups for activities during lessons. They are skilled at separating those pupils who cannot sustain friendly relations and placing pupils who need support alongside those who can give it. Only a few examples of this were seen in relation to pupils who have English as an additional language however, and this is a missed opportunity for these pupils to learn from their peers.
35. In some lessons pupils are seen learning at a faster rate when they are given the opportunity to evaluate and comment on their own and others' learning. In a very good physical education lesson in a Year 5 and 6 class, pupils quickly develop tactics of defence through teacher intervention which invites their comments on what is working well and what is not. Similarly, in a Year 1 and 2 physical education lesson, pupils develop a good understanding of their learning and the progress they make when they discuss their own dance movements and the pathways they make on the floor when moving. This discussion allows them to alter and improve these features of their dance and they show great pleasure at the resulting improvements.
36. Teachers make ongoing assessment of pupils' learning but this is not always recorded systematically, nor is the information always used to plan the next stage of learning. The impact of this is seen in the absence of different levels of work being set within classes. Although teachers often set tasks that all pupils can complete at their own level there are many instances of higher attainers not being sufficiently challenged and some teachers expectations are low because their knowledge of pupils' learning is not detailed enough. The school recognises the need to improve the use, consistency and rigour of assessment as a way of raising attainment and is in the process of developing target setting for pupils, though this is in the early stages of development.
37. Teaching is good for children with special educational needs in the Foundation Stage as activities are broadly matched to their individual needs and they receive appropriate support. Teaching for pupils with special educational needs at both key stages is satisfactory although pupils do not always receive a differentiated and relevant curriculum. The needs of most pupils are met in literacy and numeracy activities, with pupils receiving sound, and sometimes good, support from teachers and learning support assistants. As well as sound teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing confidence and self-esteem. Pupils with statements are soundly supported. However, except for literacy and numeracy, teachers rarely address the needs and targets of those pupils identified as having special educational needs in their planning. Teachers and support staff support pupils effectively, although the withdrawal from collective worship and some other lessons for some of these activities needs to be reviewed.
38. The quality of support provided for those with English as an additional language by the EAL specialist and within the Foundation Stage is good. Support is clearly focused on facilitating understanding and the development of English and is well tailored to the needs of pupils being targeted. Especially strong features in her teaching are the careful modelling of language in the context of meaningful activities, the emphasis on speaking and listening and the rehearsal of language to develop fluency. Effective use is made of ongoing assessment, which is recorded and used to inform planning. However, teaching of EAL pupils in classes is inconsistent because work is not appropriately adapted to cater for their needs.
39. Teachers set homework for pupils to match their growing maturity and independence. The range and amount of homework is satisfactory, though teachers could ensure that it is regularly

spaced especially for the older pupils. Much homework consolidates what is learned in class, though older pupils do have opportunities to research topics independently.

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

40. The quality and range of opportunities are good in the Foundation Stage. However, in Key Stages 1 and 2 the curriculum fails to offer a sufficiently broad and balanced programme of study. The time allocation for lessons falls short of the nationally recommended minimum and this means that not all subjects have enough time in the school week to be successfully taught. This is especially marked in the case of information and communication technology religious education and art. Some literacy and numeracy lessons are overlong, and this also reduces the time available for other subjects.
41. An issue raised at the time of the previous inspection was the need to monitor progression and continuity in the various subjects. This is still a concern. In some subjects there is no coherent system of gathering data on pupils' progress and using them to improve medium and short-term planning. The role of the subject co-ordinators needs to be strengthened so that they have a clearer idea of what information needs to be gathered and how it can be used to help raise standards in subjects.
42. Pupils with special educational needs are satisfactorily cared for. There is good quality support for pupils and the Individual Education Plans are carefully drawn up and good records are kept so that progress can be accurately assessed. The learning support assistants work effectively with the pupils assigned to them and promote the full involvement of their pupils in group activities. The school is also working hard to meet the needs of the pupils in the school who have English as an additional language. There are regular visits to the school by a specialist from the local authority, who assesses them and draws up plans to help them achieve full access to the curriculum. They are making satisfactory progress in their learning. However, some monitoring of when these pupils are withdrawn from other lessons and activities is necessary to ensure that they are not prevented from participating fully in the curriculum. At the moment some pupils miss assemblies on a regular basis so that they can attend support sessions.
43. The range of extra-curricular activities, which enhance the quality of education, is smaller than that seen in similar schools. This is especially true of sporting activities but it is hoped that now the field is available that this will improve. There has been a broadening of musical opportunities with the introduction of a choir and recorder group. These groups have taken part in a concert in the Fairfield Hall at Croydon, and it is intended that this will become a regular part of school life. Arrangements for individual music tuition include opportunities for pupils to learn the violin, trumpet, piano and guitar. The prescribed curriculum is enhanced by trips to a range of localities that support pupils' learning, such as to local museums, and Year 6 pupils undertake a residential field trip.
44. The majority of pupils have appropriate access to the full curriculum, including, activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer. However, in many aspects of the curriculum, opportunities are not used to affirm linguistic and cultural diversity and draw on pupils' background. Pupils who are in the early stages of English acquisition are withdrawn for intensive work in basic skills with content appropriately linked to mainstream tasks.
45. The provision made for personal, social and health education, including sex education and the consideration of the use and misuse of drugs, is not satisfactory. At the moment there is no co-ordinator for this part of the curriculum and not every class has regular timetabled sessions. There has been little education on the topic of drugs this year and there has been no planning to enable the topic of citizenship to be integrated into the curriculum.
46. The community makes satisfactory contribution to pupils' learning. Parents assist in various ways, listening to readers, re-cataloguing the library and supporting pupils in some classes.

The school has close links with some of the local churches, whose members visit the school and contribute to its spiritual life.

47. Pupils go to a wide range of local secondary schools and, consequently, the school has no particularly strong links with any of them, although Year 7 teachers from Glenthorne School visit during the summer term. The special needs co-ordinator of the school also meets her counterparts in the destination secondary schools. The school welcomes student teachers from Roehampton College and has built up a good working relationship with this institution over the years.
48. Overall satisfactory arrangements are made to promote the spiritual, moral, social and cultural learning of the pupils. The arrangements for promoting spiritual learning are satisfactory. During assemblies pupils are encouraged to reflect upon spiritual aspects of their lives. In displays around the school pupils are reminded of the significant passages of life and how these relate to Christian teaching. They are encouraged to reflect upon the beliefs held in Sikhism.
49. The arrangements for promoting the moral learning of pupils are good. Pupils are encouraged in classes to devise rules of conduct. These are displayed in classrooms and pupils are encouraged to reflect upon them in regard to the impact their behaviour has on others. Everyday contact between teachers and pupils is polite and this helps to create the positive and pleasant atmosphere in the school.
50. The provision for social learning is good. There are opportunities for pupils to work together in lessons in groups and pairs and, in some classes, for pupils to take responsibilities. There are effective ways in which pupils are rewarded for work and behaviour. Pupils are set long-term targets, in some classes, so that they can obtain some sense of long-term achievement. Learning is closely monitored and the results of this are shared with parents. However, there are limited opportunities for consistent long-term development of pupils' social learning over Years 3-6.
51. The opportunities for pupils to develop their cultural learning is satisfactory. There are good opportunities in music for pupils to appreciate western musical culture. Music plays a significant part in assemblies. This is continued to a lesser extent in art where pupils are aware of some modern European painters. However, there are few opportunities for pupils to appreciate the culture of non-western cultures. Nor are there opportunities for the pupils to reflect upon the diverse and rich cultures in which pupils in the school have experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school provides a secure and caring environment that meets the wide variety of personal and educational needs of the pupils in the school. The headteacher and staff know the pupils well and are committed to maintaining high standards of care.
53. Child protection is taken seriously and all staff are clear about procedures to follow in the event of any concerns. The policy and training of the designated child protection officer are in need of updating. Regular informal and formal checks of the site and premises take place. All concerns are carefully documented and appropriate action taken where needed. Equipment is regularly checked. The health and safety policy is due for review. Suitable arrangements are in place to ensure that staff are aware of pupils with medical conditions. Day-to-day first aid and care for pupils who are unwell are satisfactory. Minor playground injuries are dealt with appropriately with the more serious incidents recorded.
54. The co-ordinator is fully aware of sources of support for pupils with Special Educational Needs. Support services are appropriately involved in the identification and assessment procedures. Although the main focus of special needs support is for literacy and learning difficulties, there is also good support for behavioural difficulties.

55. The school has good systems to monitor levels of attendance although the procedures to improve attendance are less well developed. Class attendance levels are recorded weekly and unexplained absences are followed up. These measures have not been effective in improving attendance or reducing the high level of unauthorised absence, much of which is caused by refugees moving in and out of the school. Pupils with unsatisfactory patterns of attendance are identified and the school works closely with the education welfare officer to try to improve their attendance. Punctuality is monitored and, although parents are notified when pupils are frequently late, this is having little impact.
56. Pupils' personal development is well supported through the caring atmosphere in the school and the good relations that exist between teachers and pupils. Class teachers know pupils well, understanding their individual needs and difficulties. They use this knowledge to informally monitor personal development and discuss any issues that arise with the special needs co-ordinator or headteacher. There are no formal systems for teachers to record or monitor pupils' personal development. Pupils' achievements are regularly recognised and rewarded in assemblies.
57. The school has clear procedures to promote good behaviour. The headteacher and class teachers have a shared commitment to promoting high standards of behaviour and are working hard to meet a wide range of behaviour problems. As part of this commitment the school is working closely with the local authority behaviour support team. Pupils know the standards of behaviour expected and are fully aware of the consequences of any inappropriate behaviour. The school has a clear expectation for pupils' behaviour and a consistent system of rewards and sanctions is in place. Staff are very clear about the strategies to follow but these are not always effective for a small number of pupils in the school. All staff manage behaviour very well and this has a strong influence on the high standards of behaviour in the school. Staff discuss any concerns with the special needs co-ordinator and serious incidents are recorded in the headteacher's detention book. There are appropriate strategies in place to deal with any incidents of harassment or bullying.
58. Assessment procedures for pupils with special educational needs across the school are good and monitored well by the special needs co-ordinator. Procedures are supported by appropriate help from outside agencies, such as speech and language specialists, the medical services, educational psychologists, and behavioural support services. Individual Education Plans are drawn up and written by class teachers in consultation with the special needs co-ordinator and learning support assistants. In some cases, pupil's comments are taken into consideration and there is involvement with parents at the review stage. Baseline assessment takes place for Foundation pupils and results are used effectively to identify those pupils with special needs. In all stages termly assessments are undertaken and the information is used to identify pupils with learning difficulties, provide suitable support and monitor progress. The school makes effective use of the learning support service to undertake formal assessment procedures when necessary.
59. Assessment procedures used by the English as an additional language (EAL) specialist teacher are detailed, thorough and well focused on all aspects of English acquisition and the progress they make over time. Assessment data are made available to class teachers but are not used systematically to inform planning. The EAL specialist teacher evaluates progress effectively and uses this to set targets. Assessment of language development is effectively linked to National Curriculum levels of attainment. She has also established close links with external agencies to support refugee pupils and asylum seekers.
60. The assessment of pupils' learning and the use of this assessment by teachers to plan for the next stage of learning are unsatisfactory. Although the school has devised new systems for recording pupils' achievements and tracking their progress these lack the rigour to have an impact on teachers' detailed knowledge of pupils' learning. In English, mathematics and science what will be assessed each term is not clear, nor is there consistency in year groups to ensure that pupils of the same age are making similar rates of progress. Few teachers link their assessments to National Curriculum levels and because of this are not clear about what next should be taught to different groups of pupils in the class. Despite setting annual tests in English and mathematics for pupils in Years 3 to 5, teachers make little use of the results of

these to set targets for raising standards or tracking the progress of groups or individuals. Much clearer assessment procedures are needed and teachers need to learn how to use the results of these to plan work which is challenging to all pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The majority of parents are supportive of the school and are happy with what it provides. Parents who attended the pre-inspection meeting and completed the questionnaire overwhelmingly agreed that their children like school and the teaching is good. They considered behaviour to be good and feel the school helps pupils to become mature and responsible and expects them to do their best. The inspection supports these positive views expressed by parents. There are, however, a small number of parents who do not feel comfortable in approaching the school about worries or concerns. Some parents felt that they did not have enough information on their children's progress. A significant number of parents felt that the school does not provide enough activities outside of school. Inspectors agree that the school is not providing a sufficient range of activities outside lessons but do not agree that the school does not provide enough information about pupils' progress or that the teachers are not approachable with concerns about the children.
62. Links with parents have improved since the previous inspection. There are few initiatives to encourage parents from ethnic minorities to support the education of their children and become more involved in the life of the school. In particular, parents come from a rich variety of cultures that are not being used as a resource for pupils' learning.
63. Induction procedures into the nursery are satisfactory and staff make home visits. The headteacher is available each week to informally meet parents and teachers are available outside the school at the end the day.
64. Parents are encouraged involved in their children's learning at home and some are involved in the life of the school. A Friends Association arranges fund-raising events which provides additional resources for the school. From the reception class pupils are encouraged to take their reading books home. Reading records show that most parents hear their children read. The school now has a homework policy and pupils are also receiving regular mathematics homework.
65. Provision for parents to be involved in the identification, assessments and review of those pupils with Special Educational Needs is good. Parents are invited to reviews, share and contribute to targets and provide support at home. A weakness in the current practice is that they are unaware of new targets if they do not attend review meetings.
66. Information provided by the school for parents is satisfactory. This allows them to have understanding of the school's work and become involved in their children's learning. Newsletters keep parents informed about pupils' achievements, key dates and forthcoming events. The school prospectus contains information about the school but, together with the governors' annual report, has minor omissions. The school provides information to parents so that they are able to gain an understanding of the curriculum, such as the recent meetings held to explain how reading and music are taught. All teachers provide parents with information on the curriculum and the topics being covered in lessons. Parents receive satisfactory information about their children's progress through two formal parents' evenings and the optional meeting to discuss reports with the class teacher. Annual written reports are good and provide information on what pupils can do, but do not yet include targets for future learning.
67. The school has no system for establishing which ethnic minority parents need translation or interpreting in order to involve them more actively in their children's education and enable them to access information.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The headteacher gives clear direction to the work of the school. The school's policies and procedures are geared to raising standards and are supported by the teachers and all staff who work in the school. The headteacher places considerable emphasis on providing strong pastoral support for pupils and ensuring that there is a calm and secure environment in which pupils can learn. The emphasis that the school places on behaviour management and good relationships is entirely appropriate given the numbers of pupils on the special needs register who have behavioural difficulties. Since the last inspection the school has made satisfactory progress overall on the issues raised at that time. Standards at the end of Key Stage 2 have risen in line with the national trend. Co-ordinators has been assigned to all subjects, though two posts are currently vacant owing to staff leaving the school. Job descriptions are well defined though they now need further refinement to keep pace with national developments. This should give co-ordinators clear accountability for standards in their subjects and describe the methods by which they can raise standards. Provision for information technology has improved and standards in the subject are beginning to rise; standards in music have improved. There is now better communication with parents and the quality of annual reports is much improved. Whole school development planning goes beyond one year with spending decisions effectively monitored by the headteacher and governing body. The school has made improvements to the procedures for assessing pupils' standards of work and progress. While the school has devised and is using new systems for assessment, these are not yet rigorous enough to be effective and do not always lead to raising standards in subjects.
69. The headteacher is well supported by the work of the recently appointed deputy headteacher, who has done much to raise standards in music and involve parents in the life of the school through musical activities. Co-ordinators work well within the expectations of their job descriptions to ensure that subject planning and resources are adequate for learning. Except in English, mathematics, science and the special needs co-ordinator, co-ordinators do not have a monitoring role to ensure that standards are at least satisfactory. No co-ordinators have time allocated for the discharge of these duties and this, together with their limited job description, is a weakness in the oversight of the curriculum and the standards that pupils achieve in different classes. Nonetheless, all staff bring a good level of commitment to their duties and are supportive of the school's initiatives for improvement. In the time since the last inspection the school has undergone a massive building programme and transferred to new accommodation towards the end of the last school year. The staff have worked hard to establish the new school and minimise the impact on pupils' learning by giving freely of their own time to effect the transfer and settling in.
70. The Special Needs Co-ordinator performs her role very well. She attends reviews and provides good support to class teachers in writing Individual Education Plans. She is effectively involved in the monitoring process, supporting individual pupils, and takes responsibility for maintaining the register. There is a named governor for special educational needs, who is a member of the teaching staff and supports the special needs co-ordinator well. Information and communication technology is used effectively to manage special educational needs and the register is regularly updated. External support, such as the educational psychologist, medical services and behavioural support service, is used effectively.
71. The Ethnic Minority Achievement Grant (EMAG) is appropriately deployed in providing a specialist teacher for pupils who have English as an additional language. However, not sufficient training is being provided for teachers to enable them to plan and address the needs of EAL pupils. The range of resources reflecting diverse cultures and languages in the school is inadequate.
72. The school is successful in meeting its aims to provide a stimulating, attractive and welcoming environment in which pupils' innate curiosity is channelled for learning. The teachers work hard to maintain high quality displays of pupils' work and learning materials. Relationships in the school are warm and supporting and give the pupils a very secure base for their learning. Teachers and support staff work closely to plan for pupils' learning so that they make progress and become independent in their learning. The strong sense of community which pervades the school is a result of the headteacher's emphasis on the importance of respect and support for the individual. This is reflected in assemblies and in classrooms, where pupils' achievements are regularly praised and rewarded. Because of this, the children

show good levels of respect for themselves, each other and their teachers. Most parents who responded to the questionnaire were pleased with the way the school promotes its aims and values.

73. The governing body has a sound knowledge of the school and is particularly aware of the school's priorities and how these will be financed. The governors' understanding of how well the school performs compared with similar schools is less secure and they have requested training on this analysis from the local education authority. This reflects how seriously the governors take their responsibilities and how keen they are to serve the school well. The governors are proud and supportive; of the school, some making regular visits to see the work of the school, others accompanying the older children on residential visits. They are careful about spending decisions and are concerned to get good value for money in what the school does and what it buys. Apart from a few omissions in their annual report to parents, they fully meet statutory requirements
74. While the school has in place procedures for monitoring and evaluating teaching, these are not rigorous enough to make significant improvements to the quality of teaching. The procedures for monitoring pupils' achievement and standards of work are insufficiently developed in the foundation subjects and even in English, mathematics and science do not provide enough detail for teachers to have a clear picture of what to do next to raise standards quickly. While the school's strategy for evaluating teachers' performance is satisfactory, the provision for improving performance needs to be developed. For instance, as a result of monitoring procedures the school is aware of where good practice exists but as yet has done little to share this for the benefit of other colleagues' teaching and pupils' learning. This is reflected in the rather similar picture of teaching seen during this inspection to that seen at the last inspection. The small amount of unsatisfactory teaching seen then has been eliminated but there has not been an improvement in the proportion of good and very good teaching.
75. The school has a satisfactory match of teachers and support staff to the needs of the curriculum. Within the teaching staff there is an adequate range of expertise and experience. Co-ordinators make a sound contribution to the management of subjects in line with the expectations of their job descriptions. However, these need to be developed to give all subject managers accountability and time to monitor and improve provision and standards in their subjects. This will involve identifying time for them to carry out these duties and a line manager to whom they will report on standards and priorities for development. Support staff in the school, are well used and make a good contribution to the learning of pupils with special educational needs and lower-attaining pupils in some classes.
76. The school's accommodation is much improved since the last inspection, because it has moved into new school buildings. The new accommodation is spacious and airy, with plenty of storage for resources, which are now easily accessible to all teachers. The range and quality of display in classrooms and around the school is a tribute to the hard work of teachers and reflects how they value their pupils' work. Examples of pupils' work and other educational displays make a good contribution to pupils' learning by reinforcing learning or introducing new words and ideas. The school has adequate playground facilities, which are attractively enhanced by the climbing and large play equipment that is provided. Pupils interviewed said these facilities were popular and made playtimes more interesting. The school field, which has been out of use for the past three summers owing to its unsafe condition, has now been made safe and was seen being well used by pupils during the inspection.
77. Resources for learning are adequate in all subjects, except in information and communication technology, where more computers and more software are needed, and in art, where resources are insufficient to teach the whole of the art and design curriculum. In music they are good and are being well used to raise standards in the subject. Despite the improved facilities for a library this is a much under-used resource in the school mainly because of the paucity of books available. There is a need for a review and replenishment of the library to make it a valuable resource for learning.
78. Financial control is good. The headteacher and the administrative officer have established effective systems to manage and monitor spending. They provide governors with regular

updates of spending so that they can monitor the school budget. Financial planning is good, with spending decisions based on the school's priorities for raising standards. Funding from the local authority for special educational needs is used appropriately and the school provides a substantial further sum from the main budget. At the last school audit there were minor issues to improve. These have all been addressed. Taking into account the standards achieved, together with the high levels of support provided by the school, the good behaviour, the good provision for pupils' moral and social development and the low spending per pupil the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. To continue to raise standards and improve provision in the school, the headteacher, staff and governors should:

- (1) Raise standards at both key stages by:
 - improving the quality of teaching through rigorous monitoring and sharing good practice (paragraph 28);
 - improving access to information and communication technology for all pupils (paragraphs 11, 109, 116, 138);
 - increasing the opportunities for investigative work in science (paragraphs 112, 113);
 - providing training for teachers so that they meet the language needs of pupils who have English as an additional language within the classroom (paragraphs 38, 99, 114);
 - improving provision for personal, social and health education (paragraph 45).
- (2) Improve assessment procedures and teachers understanding of how to use the results of assessment to raise standards (paragraphs 19, 101, 110, 117).
- (3) Increase the time allocated to teaching each week at both key stages to bring it in line with the national average; then review the allocation of time to subjects to ensure that enough time is given for each subject to be taught effectively (paragraphs 40, 112, 118, 138, 151).
- (4) Further expand the role of co-ordinators to include accountability for standards in their subject and ensure they have time away from the classroom to carry out monitoring and evaluation activities (paragraphs 109, 115, 119, 128, 132, 155).
- (5) Improve attendance by continuing to stress to parents the importance of good attendance (paragraph 25).

In addition to these the governors could consider the following, for inclusion in their action plan:

- (6) Improve pupils' knowledge and understanding of the diverse society in which they live (paragraph 51).
- (7) Improve extra-curricular provision (paragraphs 43, 61).
- (8) Continue to improve links with parents, especially those from ethnic minorities (paragraphs 62, 67).
- (9) Improve the range and quality of books in the library (paragraphs 77, 101).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	12	41	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	26	274
Number of full-time pupils eligible for free school meals	0	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	112

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	19	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	20
	Girls	14	14	11
	Total	34	36	31
Percentage of pupils at NC level 2 or above	School	67 (82)	71 (82)	61 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	23
	Girls	13	13	10
	Total	33	35	33
Percentage of pupils at NC level 2 or above	School	65 (87)	69 (84)	65 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	14
	Girls	15	12	15
	Total	27	23	29
Percentage of pupils at NC level 4 or above	School	73 (78)	62 (77)	78 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	15	10	14
	Total	22	19	24
Percentage of pupils at NC level 4 or above	School	59 (58)	51 (80)	65 (80)
	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	2
Black – African heritage	4
Black – other	1
Indian	11
Pakistani	3
Bangladeshi	2
Chinese	0
White	217
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	26.3
Average class size	27.4

Education support staff: YR – Y7

Total number of education support staff	8.0
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0

Total number of education support staff	2.0
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	8.6
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	633784
Total expenditure	630327
Expenditure per pupil	2137
Balance brought forward from previous year	30004
Balance carried forward to next year	33461

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4	0	2
My child is making good progress in school.	37	45	10	2	5
Behaviour in the school is good.	30	62	4	2	2
My child gets the right amount of work to do at home.	23	54	13	8	2
The teaching is good.	40	52	2	1	6
I am kept well informed about how my child is getting on.	26	51	18	2	3
I would feel comfortable about approaching the school with questions or a problem.	47	43	6	2	2
The school expects my child to work hard and achieve his or her best.	36	53	5	1	5
The school works closely with parents.	19	57	18	1	5
The school is well led and managed.	21	50	13	7	9
The school is helping my child become mature and responsible.	28	63	4	0	5
The school provides an interesting range of activities outside lessons.	13	27	28	21	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

80. The school has a nursery class, which children attend mornings or afternoons: most children are three and a half years old on entry but a few younger pupils are admitted. There are two full time reception classes, one of which admits children for the summer term only. There is a wide range of ability and experience, but overall standards are broadly average on entry to both nursery and reception classes. There has been good improvement since the last inspection and pupils now make good progress in all areas of learning. By the end of the reception year children achieve the standards expected nationally and many exceed them, especially in communication, language and literacy and mathematical knowledge. The nursery is a happy and busy place where children show good independence, persevere with activities and play together well. The two reception classes effectively help children to establish skills and routines which will enable them to succeed as they begin to work on the National Curriculum.

Personal, social and emotional development

81. Achievement in this area of learning is good. On entry to the nursery many pupils have limited experience of working and playing in a large group. They very quickly become confident, sociable and independent, using the many opportunities offered in the classroom very well. They share toys, develop imaginative play together, show concern for each other and are beginning to be able to negotiate about who will sit in favourite places. By the end of the reception year children have clear ideas of how to treat others. The “good manners board” in the classroom is helpful in this and adults often “consult” the board to help reinforce the ideas. Children are sensitive to the needs of others – for example, when a visitor brought her baby to the classroom children were able to say “we definitely mustn’t make a noise if he’s asleep” and “we mustn’t crowd him”. The courtesy with which adults treat children and the good relationships provide a very secure atmosphere in which children can learn and develop and staff also teach explicitly about how to behave and how to keep safe. Teaching in this area of learning is good and occasionally excellent and children will reach the Early Learning Goals in personal, social and emotional development; many will exceed these standards. Children who only have one term in a reception class achieve satisfactory standards but are generally less mature and less settled, as would be expected; in some lessons a clearer structure with more definite beginnings and endings to activities would be helpful to them.

Communication, language and literacy

82. Children achieve well in communication, language and literacy in both nursery and reception classes. In the nursery children soon learn to speak loudly and clearly to the group and they develop their ability to take turns and listen to each other. More able children use clear and complex language. By the end of reception year children can express themselves well, talking about ideas as well as more practical things. In some very good lessons both the teacher and the nursery assistant provide really good models of language that extend the children’s vocabulary and encourage clear and complex speech. Children show awareness that there are different ways of speaking for different audiences. In the nursery children listen well to stories and handle books properly. Children play at reading the newspaper in the home corner, and many can recognise some words and join in with familiar stories. By the end of the reception year all children have good awareness of how books work; most can read some familiar words and some can read simple texts, using knowledge about sounds and picture clues and making sense of what they read. They all enjoy books and most will surpass the learning goals for reading. The nursery offers children many opportunities to play at writing and they can make marks and form letters. By the end of reception year children can copy words legibly and use a junior dictionary to help them with spelling. More able children can write simple words independently using their knowledge of sounds. The majority are on course to achieve the Early Learning Goals and many will exceed them. Teaching is good in this area. The teacher’s writing is carefully formed and follows the school’s guidance on letter formation – which is

available for parents from the nursery year. Aspects of the National Literacy Strategy have been adopted in the reception year and are effective in promoting development in this area.

Mathematical development

83. Children's mathematical development in both nursery and reception classes is good and, by the end of reception year they exceed national expectations for their age. In the nursery they learn the language of shape and size and they have practical experiences – weighing toy elephants, pouring water and working with sand and clay – which help them understand mathematical ideas. Number games and songs are a regular part of nursery routine and teachers take every opportunity to reinforce concepts of number, size and shape. By the end of reception year the oldest children can count forwards and backwards in ones, fives and tens; they are familiar with very large numbers, knowing, for example, that one million plus one million equals two million. They can talk about how they get their answers. They can recognise and put in order numbers up to 20 and are beginning to be able to put numbers in the correct sequence even when some numbers are missing. Children spontaneously talk about "squares", "triangles" and "ovals". Teaching, at its best, is very good. The teacher gives all children work which stretches their abilities and also ensures that they have the materials and skills to progress. Methods and materials are fun – for example, some children were sent outside for a brief play with outdoor number equipment and could be seen "dancing" their numbers on a marked out area of the playground, while others felt the number of cubes hidden in woolly socks and added them up in their heads. The youngest reception children would benefit from more clarity and structure in mathematics activities to compensate for their lack of experience. Aspects of the National Numeracy Strategy have been successfully adopted in the reception year.

Knowledge and understanding of the world

84. Children's knowledge and understanding of the world develops well in nursery and reception classes and achievement by the end of the reception year is always at least satisfactory, and is sometimes excellent where teaching is outstanding. The majority of children are on course to achieve the Early Learning Goals in this area. Children in the nursery observe and record the daily changes in the weather, watch and handle the pet rabbit and take an interest in the plants that grow in the nursery garden. They have access to a computer and children can use the mouse to open the toy cupboard pictured on the screen and get out the toys. By the end of the reception year children have a very good understanding of how babies grow up into children and then adults, and that they have different needs and abilities over time. This was very well illustrated in an excellent lesson in which children were shown the clothes outgrown by their eight month old baby visitor and saw for themselves how he had changed; they compared the baby with their own brothers and sisters and understood how skills like sitting unsupported, crawling and walking develop with time. Children are able to explain how they think things happen and can make predictions – for example, about whether standing carnations in coloured water will change the colour of the petals. They show very good curiosity – for example, the sight of red colouring on a flower stem prompted one boy to say "Do flowers bleed?"

Physical development

85. Achievement in this area is good and all children will meet national expectations for their age. Children have access to good opportunities in the nursery to develop their ability to use pencils, scissors and paintbrushes and to manipulate sand, water and clay. Although the nursery playground is a little small and lacks a climbing frame and safety surface, children make good progress in running, balancing, climbing on the plastic castle and using a wide variety of wheeled toys. In music and movement lessons they learn to move in a variety of ways, pretending to be elephants walking and rolling in the mud. Teaching is good, with imaginatively planned activities. By the end of the reception year children can move around with confidence, using and sharing space well. They can follow instructions about moving, stopping and changing direction and move in and out of hoops, counting as they go. Teachers have high expectations and make good links with other areas of learning.

Creative development

86. Children have good opportunities for creative development and their achievement meets standards expected for their age. In the nursery children can use paint in different ways, using fingers, brushes or printing – for example, making balloon prints. They use glue, tissue and fabric to create collages and construct a pink monster out of cardboard containers. In the reception classes they can use tie dying techniques and can mix colours. In all Foundation Stage classes children have the opportunity to move to music and to make up and play their own music with a range of percussion and other instruments. Children sing with enjoyment and are keen to choose songs, and they illustrate their songs with their paintings – for example, the five little speckled frogs. The nursery provides good settings for imaginative play – for example, the home corner, complete with bath and shower, and the hairdresser's shop. Children in all three classes respond well to the stories in the books they read, and they develop their interest through role play, through extending the stories and through wondering how the characters feel. Teachers plan and provide many good experiences for the children and encourage them, extending their play with questions and suggestions.
87. The Foundation Stage co-ordinator makes a good contribution through planning and purchasing resources, through home visits and work with parents and through the recording and assessment procedures she puts in place. However, the role is necessarily limited by the fact that she works only half time and cannot monitor teaching or standards in other classes except on a voluntary basis and in her own time. There is some excellent practice within this stage but there is also a need to support inexperienced staff. At present there is no way in which very good and excellent practice can be extended to the whole Foundation Stage, and the role of the co-ordinator needs to be developed and extended.

ENGLISH

88. In the National Curriculum tests in 2000 attainment in English at age seven was well below the national average, with 67 per cent of pupils reaching Level 2 or above in reading and 70 per cent in writing. Attainment in English at age eleven was also below the national average. The number of pupils achieving Level 4 or above (73 per cent) was a little below the national average, while the number reaching Level 5 (19 per cent) was well below this standard. In the lessons observed during the inspection pupils in the present Year 6 show a level of attainment that is below the national expectation, particularly in writing. Pupils in Year 2 show a level of attainment that is line with the national expectation for seven-year-olds.
89. Pupils come into school with average skills in English. The development of speaking and listening is well planned and pupils quickly begin to work in a way that will help them to progress. Pupils in Key Stage 1 are able to participate well in the Literacy Hour and it has made a valuable contribution to their progress. Younger pupils talk in small and large groups and listen and respond to stories and instructions. They all understand how to use books and can talk about the characters and events in stories. In all year groups speaking and listening skills are developed through discussion activities and pupils are able to speak confidently to adults and in class. Pupils in Key Stage 2 make good progress in speaking and listening and these are fostered by work in other subjects such as design and technology. Listening skills are good; for example, pupils follow class talks prepared by other pupils attentively and show their understanding by asking appropriate questions. However, little use was made during the inspection of drama or role-play to extend pupils' skills in speaking and listening.
90. Standards in reading at the end of both key stages are sound for the majority of pupils and there are some really able readers in all year groups. Most pupils enjoy books and take pleasure in reading. In Key Stage 1 many younger pupils can use a variety of strategies to support their reading including the use of sounding out words and picture clues. The school does not use one specific reading scheme, but instead pupils are encouraged to use a variety of books appropriate to their ability level. There has been an emphasis on encouraging boys to read; to this end there are posters with male role models to foster a positive attitude to reading and books have been purchased that will appeal to boys. In Key Stage 2 pupils' library skills are underdeveloped, as the school library is poorly resourced and there is not enough use is

made of it as an area to support language development. Some pupils belong to a public library and are avid readers but this is not the case for all. Pupils of average attainment are able to read and enjoy a variety of books and have well-established reading strategies to help them decode unfamiliar words.

91. Standards in writing are sound for the majority of pupils in all year groups. In Key Stage 1 most pupils are able to develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. Many pupils are able to write well by the end of Year 2 and the majority of pupils write with clearly shaped and correctly orientated letters. By the end of Key Stage 2 written work is usually presented well, with nearly all pupils being able to use joined up writing, rather than printing. A lively lesson on promoting the sales of a robot teacher elicited some imaginative responses from the pupils. The vocabulary choices of more able pupils are good and words are used precisely. However, not all pupils are able to organise simple and complex sentences into paragraphs. There is evidence in the classroom displays and in discussions with children that pupils are encouraged to concentrate on grammar, spelling and punctuation. The range of written work is good and there was evidence of creative and imaginative work and of writing for a variety of purposes and audiences. However, the work seen in lessons did not always challenge the more able pupils and encourage them to aim at really high standards. At present, pupils do not use computers consistently to develop their work by drafting and redrafting, although there are plans to develop this, now that the new computer suite is fully operational
92. Pupils with special educational needs are given support that enables them to make satisfactory progress in relation to their prior attainment. Pupils who have English as an additional language are well supported by the specialist teacher, but class teachers require training in meeting the needs of these pupils. However, the needs of pupils with higher attainment levels are not fully addressed in the planning of the subject and day-to-day teaching. The subject makes a good contribution to the social, moral and cultural development of pupils.
93. Pupils enjoy their work in English and their response in lessons is either good or very good for the most part. Pupils of all ages approach tasks in English with confidence and with enthusiasm. The majority of younger pupils can distinguish between fiction and non-fiction and they enjoy reading all kinds of books. Many older pupils understand how to use reference books to access information and they enjoy research work. There is a good system of reading diaries, which fosters links between home and school and helps to give parents information about their children's development. This is carefully monitored and ensures that pupils make progress.
94. The quality of teaching is good, overall. It is satisfactory or better in all lessons. It is good or better in 55 per cent of lessons, and in 22 per cent it is very good. Class teachers have a satisfactory understanding of all aspects of the teaching of English and are confident in teaching the basic skills in all aspects of reading and writing. Teaching is effective in small groups and with the whole class. In the most successful lessons pupils make very good progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities. However, in less successful lessons the time available is not used well enough and the work does not provide the level of challenge needed to stimulate the more able pupils. Some lessons are overlong and it is difficult to maintain a pace that engages the interest of all pupils as a result. Work is marked frequently and there is some very good marking that enables pupils to identify areas for development as well as being encouraging, but this is not always the case. Assessment procedures are in place but the assessment does not always sufficiently impact on the planning of teaching.
95. The co-ordinator for the subject realises the need to develop more effective systems of assessment and recording of information. This will help the planning for groups and activities within the class and ensure that there is a good match between the teaching strategies in use and the needs of the pupils. The subject co-ordinator monitors the teaching of all aspects of English. For the most part there are well-chosen resources for work of literacy, but the library is not as valuable as it should be. It is located in a central position and is accessible but it needs to be used more as a part of the English teaching timetable and also needs a more stimulating selection of reading material.

MATHEMATICS

96. Pupils in Year 2 attain standards that are close to those expected for their ages in all areas of mathematics. The national test results in 2000 show that pupils' attainment was very much below expectations. This difference in standards is due to the more consistent and improved teaching in Year 2. In the national tests for 11-year-olds in 2000, pupils' attainment was below the national average and the average of similar schools. Pupils in Year 6 attain standards that are very much below those expected for pupils of a similar age. About a quarter of the pupils in Years 5/6 join the school in those years, some with little experience of the English school system. Fifteen per cent of Year 6 are on the higher stages of the special needs register. Teachers are not equipped to meet the wide spread of language and learning needs of all pupils and pupils in the middle of the attainment range are not being challenged sufficiently. Higher attainers are recognised and six pupils in the current Year 6 were entered for the Level 6 paper in the national tests.
97. Pupils make satisfactory progress in their learning when compared to their levels of attainment on entry to the school. There are no marked differences in the progress of boys and girls. Pupils with special educational needs are supported well and they make good progress. Higher attainers are identified and make satisfactory progress. Pupils with English as an additional language are supported satisfactorily.
98. By the age of seven pupils add and subtract numbers up to 100 and understand place value in hundreds, tens and units. They recognise sequences of numbers including odd and even numbers. Lower-attaining pupils begin to recognise odd and even numbers up to 10. Pupils are beginning to solve simple word problems. They measure length and width using centimetres. They recognise pentagons and hexagons and some 3-dimensional shapes. In Year 1 pupils count forwards and backwards in 10s. About two-thirds of the pupils recognise the names of numbers up to twenty.
99. By the age of eleven pupils recognise reflective symmetry in a variety of shapes. They can find lines of symmetry in regular shapes. They draw mirror images of shapes. The more able pupils rotate shapes through four quadrants. Pupils solve written problems involving three stages of calculation. They understand the relationship between diameter and circumference in a circle and measure angles. They extract and interpret data from graphs and numerical tables. However, pupils are not confident about explaining their work and their use of mathematical language is limited. Lower-attaining pupils understand quarter and half turns using points of a compass.
100. The quality of teaching and learning throughout the school is satisfactory, overall. It is good in Years 2, 3 and 4 and in some Year 5 and 6 lessons. In Year 2, teaching challenges pupils of all abilities, lessons are conducted at a brisk pace and teachers are confident in the use of the numeracy strategy. Pupils respond to this teaching in a lively and confident way, showing they enjoy learning. In Years 5 and 6 the final sessions of the lessons are not used sufficiently to allow pupils to evaluate what they have learnt and so to plan their next stage. Higher attainers are given more complex problems to solve. Teachers do not sufficiently distinguish between the average and lower attainers. Pupils with special needs are well provided for. The management of pupils' behaviour by teachers is good across all years. This contributes greatly to the calm and positive atmosphere in classrooms which supports pupils in their learning.
101. Teachers use of the National Numeracy Strategy but not all are confident in its application. The strategy is sometimes not used effectively to vary the pace and challenge of learning for all pupils. Lesson objectives are shared but are not always referred to so that pupils can use them to gauge their own learning.
102. The use of information and communication technology is unsatisfactory. Teachers do not plan for enough opportunities. Whilst there is some use of mathematics in other areas, in geography pupils are confident with co-ordinates on maps, there are too few planned opportunities for pupils to enhance their mathematical skills.

103. The leadership role of the co-ordinator is not clear and systems of regular monitoring of teaching and of pupils through assessment are not effective in raising standards. Statistical information on pupils' attainment is regularly collected, but this is not consistently used by teachers to track pupils' progress. Whilst teachers' planning is monitored, this is not sufficiently focused on raising the expectations of teachers, nor has it identified the need for specific training to help them meet the challenges of very diverse learning needs of pupils in these year groups. The improvement since the last inspection has been unsatisfactory in the development of planning and in the limited development of assessment to raise the standards of pupils' attainment. The school has the development of assessment and the use of assessment information, as one of the priorities in the development plan.

SCIENCE

104. Teacher Assessments of seven-year-olds in 2000 show that the number of pupils reaching Level 2 or above was very low compared to the national average, and the number achieving the higher Level 3 was well below average. The 2000 national test results for pupils of 11 show standards to be well below the national average at Level 4 and at the higher Level 5. Boys performed better than girls. Standards have fallen since the last inspection when they were considered to be in line with national standards. However, national comparisons do not take into consideration the high number of pupils with learning difficulties in some classes and the number of pupils that enter the school during the key stage which affects the overall standard in some year groups in this school.
105. Inspection findings confirm that, by the age of seven, standards are below expectations. This is because the curriculum, although carefully planned, is not being taught in sufficient depth and there is insufficient challenge for more able pupils. Evidence from pupils' workbooks shows little recorded work and insufficient opportunities for pupils to be involved in investigations to develop predicting, observation and recording skills in a variety of ways. In lessons seen most pupils show interest in their work and this is reflected in their willingness to talk about how they sort common objects into groups under the headings of wood, metal, plastic and glass. They talk about the various properties such as hard, flexible and opaque and are interested in their activities. They show good concentration as they record their findings pictorially.
106. By the age of 11, standards are below those expected, with too few pupils working at the higher levels. However, there is a significant number of pupils with special educational needs and some who have recently entered the school. These factors affect the standard achieved in the year group. Pupils' attainment is also affected by insufficient opportunities to undertake investigations; they do not have enough time to learn to predict outcomes, plan and test out ideas and understand what constitutes a fair test in a practical way. There is, little evidence of extended recording in the work of the oldest pupils and an overuse of commercial work sheets which are not always relevant. Teachers give pupils sound opportunities to discuss their work and this develops their knowledge, understanding and confidence: for example, in a Year 4 class, when pupils talk about how to separate materials and older pupils talk about pollination.
107. Pupils identified as having special educational needs, including those with statements, make similar progress to their peers. Pupils with English as an additional language make sound progress, although those at an early stage of acquisition do not always receive sufficient support to help them record their work.
108. The quality of teaching and learning is satisfactory throughout the school with a third of the lessons good. Most teachers have sound scientific knowledge, which is communicated effectively to pupils, although not all sufficiently develop the use of scientific language. Clear planning provides structure to lessons and most teachers begin lessons by telling pupils what they will be learning and this provides motivation and raises their interest. Teachers plan effectively together so that similar age pupils receive comparable experiences. They generally manage time and activities soundly although the pace of some lessons is slow and expectations of what pupils can achieve are not always sufficiently high. Most teachers build successfully on pupils' prior learning through question and answer sessions, although often questions are not directed to individual pupils and this slows the pace of lessons. When

undertaking practical activities, pupils handle equipment carefully and show good respect for each other's views when discussing, planning, and carrying out investigations. Marking is satisfactory, overall, but there are few examples where teachers set targets for further development.

109. Co-ordination of science is satisfactory and the co-ordinator has a sound awareness of what needs to be done to raise standards. Teachers make good use of the recently updated curriculum framework to plan their work. Although there is some monitoring of teaching by the headteacher and of planning by the co-ordinator, rigorous monitoring of pupils' work has only just begun. This needs to be extended across the school to help with target setting and raising standards. Ongoing assessment procedures have recently been introduced and the use of these needs, to be developed so that teachers plan work that is challenging for all pupils. The subject contributes soundly to literacy in written activities, although there are insufficient opportunities for higher-achieving pupils to write and record independently and at length. Pupils use their mathematical skills in science through measuring and data recording. However, there is very little evidence of the use of information and communication technology for recording and handling data, control technology, monitoring or data logging and this is an area for development. There is a satisfactory range of resources, which are well organised into topic boxes, which are used well to support pupils' learning.
110. The school has made sound progress since the last inspection in addressing issues relating to improving the quality of science information to parents. The policy and curriculum have been revised, and resources audited and updated. Assessment procedures have recently been introduced, although the information needs to be more rigorously recorded and analysed to help pupils to progress.

ART

111. No art lessons could be observed during the inspection. Judgements are made on the basis of pupils' work, of displays, and discussions with Year 6 pupils. On this basis standards of attainment by age seven are in line with national expectations. Pupils use a variety of techniques including painting, weaving, printing and collage to produce lively and original work. Painting and drawing are well used to support other areas of the curriculum, for example, religious education, history and English. There is some lively work in the earlier years of the junior school but by Years 5 and 6 the time allocated to art and design diminishes and is inadequate. There is evidence of some good work – for example, the paintings depicting relationships, based on a picture by Jan Van Eyck; and the collage based on a Beatles record cover; and it is clear from design drawings done as part of a design and technology project that some pupils have good drawing skills; pupils working in pairs and posing for each other produce some lively and original pictures; there is evidence of a little work with sketchbooks, but this is not adequately developed. Discussion with Year 6 pupils indicates clearly that insufficient time is spent on art and design to develop and build on skills and knowledge. Standards of attainment by age 11 are below those expected at this age and in this respect standards have fallen since the last inspection. Techniques and skills are immature and knowledge of artists and their work is insecure. Children clearly enjoy art and design when they have the opportunity to do so.
112. No judgement can be made about teaching in this subject.
113. The co-ordinator for art demonstrates interest and enthusiasm and has drafted a new policy for the subject, introduced a published scheme of work and drafted an assessment module for use with each unit of work. However, the role of co-ordinator is undeveloped; the co-ordinator has no allocated time to monitor teaching or standards, or to monitor whether the curriculum is adequately covered by all teachers. Resources allocated to the co-ordinator are also inadequate to ensure that sufficient materials are available to support all teachers across the whole of the art and design curriculum

DESIGN AND TECHNOLOGY

114. Little teaching of design and technology took place during the period of the inspection. Taking into account examples of work from the previous year and photographic evidence, standards at the end of Key Stage 1 are broadly in line with those expected of seven-year-olds. Pupils are able to generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. They select appropriate tools, techniques and materials and use tools to assemble, join and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses and suggest things they could do better in the future. At Key Stage 2 the standards are similar to those expected of pupils of eleven. Pupils recognise that their designs have to meet a range of different needs and can clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques. They are also able to evaluate their designs by identifying what is working well and what needs to be improved. However, they also need to be able to generate alternative designs and evaluate which of these would be most effective before they begin the making process. In the lessons which were observed, all the teaching was satisfactory or better.
115. In Key Stage 1, pupils have opportunities to design and make and to work with a range of recycled materials, card, textiles and construction kits. They develop their skills of cutting, sticking and joining. Some of the work was linked to a science project on eating more fruit and vegetables, and pupils designed a meal that would promote healthy eating. In the Year 1 and 2 classes pupils learn about pivots and how movement is created. They draw and cut out card puppets and show how a split pin can facilitate movement of the limbs. They also used these techniques to create moving pictures.
116. In Key Stage 2, pupils further develop their design and making skills. In the Year 3 and 4 classes pupils used their knowledge of movement to design pop-up books. In one of the lessons observed clear demonstrations and explanations enabled pupils to acquire a clear understanding of how pneumatics can be used to control and create movement and this work was linked with their literacy study of key words. Pupils had a good grasp of the technical vocabulary associated with this topic. In Years 5 and 6 pupils created musical instruments of many different kinds to bang and pluck, using a wide range of recycled materials such as empty boxes, wood, nails, card and elastic bands. This work was linked to a science topic on how high and low sounds are created. These also formed part of a colourful display. In one of the lessons that were seen, pupils evaluated the slippers that they had made and were able to discuss how well their products had fulfilled the design brief.
117. The subject co-ordinator supports her colleagues very well. The school has adopted the government-approved scheme of work for this subject and has chosen particular topics for the appropriate year groups, adapting them to suit the pupils in the school. There are at present no formal assessment procedures or records to monitor pupils' progress as they move through the school. The co-ordinator has assembled a collection of photographs to illustrate the range of work undertaken by the pupils and the progression of skills as they move from class to class. There are also prominent displays that celebrate work in the subject. Resources for the subject are satisfactory and are kept in an area that is accessible to all members of staff. The use of information and communication technology to support pupils' learning in this subject is under-developed.

GEOGRAPHY

118. Pupil's attainment in geography in Year 2 is in line with that of pupils of a similar age. Attainment at Year 6 is below expectations; this is because of the influx of new pupils in Years 5/6, but also because teaching is not matched to the learning needs of all the pupils.
119. By the end of Year 2 pupils identify local landmarks on a simple map of the street surrounding the school. They identify landmarks in the streets around where they live. Good use of fieldwork enhances the pupils' knowledge of the local area. They can use this knowledge to

identify places on an aerial map of their local area. In Years 1 and 2 pupils extend their knowledge of the world by following the travels of an imaginary bear.

120. In Year 3 pupils identify symbols on an Ordnance Survey map. They recognise some features of settlement and can identify patterns in place names in England and Scotland. They know about climate zones and physical features of the polar regions and the tropical rainforests. By the end of Year 6 pupils compare their own locality with St Lucia. Pupils know that climate has an impact on the way in which people live. They understand the importance of tourism to the island. They begin to produce structured written work to explain their findings. They investigate items of news, such as the "foot and mouth crisis", to monitor the impact this has on farming in England.
121. In the three lessons seen during the inspection teaching is satisfactory and good. It is good in Years 1 and 2. Teachers manage pupils' behaviour well and this supports pupils in their learning. Pupils are interested in their learning because teachers create a calm atmosphere in classrooms. The teachers use information and communication technology to stimulate pupils' interest in their learning and this works well. However, teaching in Year 6 does not sufficiently meet the learning -needs of all pupils. The higher-attaining pupils are not sufficiently challenged. Teachers lead long question and answer sessions, which do not create the appropriate opportunities for pupils to develop their language skills. Regular assessments do not provide teachers with enough information about the levels of pupils' learning.
122. The management of the subject is satisfactory except that there is no planned monitoring of teaching and learning by the co-ordinator. The scheme of work is based on a national model and this allows for appropriate coverage of the subject. However, assessment does not make teachers confident in their knowledge of the levels of pupils' attainment. This leads to some unsatisfactory challenges for pupils, which are not identified in the monitoring procedures carried out by the co-ordinator. Good use is made of fieldtrips in Years 1-2 to allow pupils to collect data to compare contrasting places.

HISTORY

123. By the time they are seven pupils' knowledge and understanding in history are typical for their age group. They recognise the differences between the past and the present and know how things in the past differ from today. In Year 1, pupils learn about toys in the past and why they were different from today. They recognise that materials for toys have changed over time. In Year 2, pupils learn about famous people from the past such as Florence Nightingale and Mary Seacole and why they were famous. They have a clear understanding of how they changed conditions in hospitals for soldiers injured in the Crimean War. Other famous people they learn about are George Stephenson and his famous invention of the steam train and Neil Armstrong who landed on the moon. When studying these people, pupils consider why they are heroines and heroes and write detailed accounts of what they achieved.
124. By the time they are eleven, pupils know how to ask questions about the past and they research information from books and computers, using CD-ROMs. Because the school has only recently gone on-line with the Internet they have not yet had the opportunity to use this for research. In Years 3 and 4 pupils learn about invaders – why and how they invaded other countries and what impact they had. In their study of the Vikings, pupils in Years 3 and 4 consider how they eventually became settlers in Britain and what their homes and lifestyle were like. They learn much from asking sensible questions about photographs of Viking objects and reconstructions of Viking homes and shops from the Viking museum at Jorvik. Pupils who are eleven have discovered a range of information about popular culture through their investigations into life in the sixties and seventies. They have each pursued particular interests to produce detailed work on different singers, fashions and other cult figures of the era. In their writing they show a clear understanding of what distinguishes this era from the ones before it.
125. In the lessons observed, teaching was good, overall. Pupils' achievement is satisfactory and they show good recall of their previous learning in response to the teacher's questions at the start of the lesson. At Key Stage 2, teachers' plan activities so that pupils work together and

support each other with their learning. In this way the best use is made of resources, and ideas are developed as pupils discuss what they see. In one lesson the teacher had prepared writing frames to help pupils record what they had learned; these were most beneficial to lower-attaining pupils, who were able to write with good detail as a result of this good support. All teachers have sound subject knowledge and many are enthusiastic about the subject. Where this is the case it is reflected in the pupils' eagerness to discover about the past.

126. The co-ordinator works satisfactorily within the expectations of her role – ensuring that teachers' planning is in order and that pupils receive their curriculum entitlement in the subject. She monitors a selection of pupils' work to gain some insight into standards in the subject but until very recently this has not been linked to National Curriculum standards. Now that teachers are expected to assess pupils according to national criteria the co-ordinator will comment on standards between similar classes. The job description for foundation subject co-ordinators is limited to these responsibilities and currently no time is made available for monitoring teaching and learning in the subject. This is a weakness and the role of co-ordinators is in need of development, especially with regard to accountability for standards. Standards and teaching in the subject have been maintained since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. By the age of seven and eleven, standards of attainment in information and communication technology (ICT) are below the national expectation.
128. By the age of seven, pupils' knowledge and understanding and use of ICT is below expectations because pupils have had insufficient opportunity to develop their skills in the past. Most pupils confidently open up programs, retrieve their work, print and save and exit. They write simple text and use the shift, delete and spacebar with growing confidence and independence. Knowledge of how to change font, colour and size of letters is less well developed and they have had insufficient opportunities in the past to record and amend their work. They understand the need to give clear instructions when using the computer and use this knowledge to program a moving toy making it move forward, backward and turn and confidently control a screen racing car around roads. Sound use is made of an art program for pupils to exchange and share their ideas.
129. Standards by the age of eleven are below expectations and in some areas, such as data handling and use of the Internet, they are well below. This is because of lack of access in the past and insufficient opportunities for pupils to develop the knowledge and skills necessary to cover all national curriculum requirements. Most pupils across the key stage have made good progress in a short time and confidently save and retrieve their work and word process their writing. Older pupils share and exchange ideas using an art package. Year 3 and 4 pupils use a program to make an interactive booklet incorporating text and picture slides with obvious interest and enjoyment. However, most pupils have little understanding of the use of ICT in the world beyond school or of comparing ICT with alternative methods of communication.
130. In lessons seen, the quality of teaching and learning is satisfactory and most pupils, including those with special needs and English as an additional language, are achieving satisfactorily. Teachers have sound subject knowledge and communicate this well to pupils to develop their skills, knowledge and understanding. They provide a range of interesting activities so that pupils are well motivated and are keen and eager to learn. Well prepared lessons, making good use of the newly introduced curriculum guidance and support materials, ensures that an appropriate range of work is provided for pupils. Most teachers introduce new work through well-presented and focused whole-class sessions, clearly sharing with pupils what they are learning. Good use is made of the recently acquired data projector to ensure all pupils can see when teachers are demonstrating new skills and knowledge. Teachers use questioning effectively to assess pupils' understanding. Teaching ensures pupils have a positive attitude and behaviour is usually good. However, teachers do not fully maximise computers in the school or opportunities for pupils to use computers to support other curriculum areas particularly in literacy and numeracy lessons. Good use is made of ICT by groups of pupils with special educational needs to support their learning in literacy activities.

131. The enthusiastic newly appointed co-ordinators provide sound leadership but have not yet had time to raise standards. They have relevant experience and have a clear understanding of what needs to be done to raise standards. The very recently introduced curriculum map, based on national guidance, provides good structure for teachers. They use this effectively to plan lessons in year groups so that pupils in parallel classes receive a similar entitlement. Pupils do not have the opportunity to use information and communication technology regularly enough to extend and support their learning in other subjects. The co-ordinators' monitor planning and have monitored the quality of teaching and learning to assess standards. There is currently no assessment of pupils' achievements in ICT. ICT resources, such as digital cameras, tape recorders, CD players, keyboards and television and video recorders, are adequate and used effectively to support other curriculum areas but are not sufficiently linked to developing pupils' knowledge and understanding of the use of ICT.
132. The last inspection identified ICT as a key issue and ICT remains an area for further improvement on the school development plan. The school has made sound progress in addressing issues and once problems with the new system have been remedied standards should continue to improve. Staff training is being undertaken and teachers' knowledge and understanding is improving. In the past three months progress has been good, although more time needs to be spent teaching ICT skills and providing hands on experience for pupils.

MUSIC

133. Standards in music are in line with the national expectations for pupils aged seven and eleven. This represents an improvement since the last inspection, when standards were deemed to be unsatisfactory. The tuition provided by external peripatetic tutors and the extra-curricular opportunities to develop pupils' skills in playing a range of instruments enable the pupils to achieve well.
134. Pupils in Year 2 show understanding of ascending and descending sounds, using actions to signal changes of pitch. This is helped greatly by the teacher's effective use of visual material and different tunes on the xylophone. Pupils show an understanding of the scale and top and bottom notes and can demonstrate where a particular note is on the scale. Pupils in Year 6 compose pieces based on American musical traditions, commenting on how it made them feel. They discuss their intentions and plan their compositions in groups, improvising and justifying their choices. They present their work to the rest of the class in turn and record it for further appraisal.
135. The majority of pupils, including those with special educational needs and with English as an additional language, make good progress as they are exposed to an increasing range of musical traditions. This is because of the developing confidence of teachers and to the contribution of the co-ordinator in providing support and training for her colleagues.
136. Pupils' attitudes to music are positive throughout the school. They participate in lessons with real enjoyment and persevere in their efforts to improve their performance. They work well together, showing respect for one another. They treat the instruments with care and readily help each other. All of the pupils taking part in extra musical tuition enjoy the sessions, are highly motivated and keen to improve their skills.
137. The quality of teaching is mainly good. Lessons are effectively planned and structured, providing appropriate challenge and guidance to pupils and enthusing them. They are appropriately introduced, with reference to skills and knowledge acquired previously, and provide ample opportunities for pupils to practise and improve their performance. Good use is made of visual aids, questioning and of the teacher's own knowledge, to extend the pupils' understanding of the elements of music and to promote learning.
138. The provision of music has improved substantially since the last inspection and this is due, to a large extent, to the contribution of the co-ordinator, who has systematically ensured that the issues raised in the last report have been effectively addressed. Planning has improved

through the use of a national scheme, which provides helpful guidance to teachers. The provision has also been enhanced through additional instrumental tuition, including two recorder groups and a choir. More opportunities are now being provided for pupils to participate and present concerts to a variety of audiences. An improvement in resources also enables pupils to have access to an increasing range of learning opportunities.

PHYSICAL EDUCATION

139. Pupils' attainment in physical education is in line with what is expected of pupils at seven and eleven. Overall, standards have been maintained since the last inspection.
140. In Year 1, in games, pupils develop skills in batting a ball upward and downward with a flat hand. The majority of pupils achieve basic co-ordination and control. However, they do not get sufficient opportunities to comment on their own and their peers' performance. In Year 2, in dance, pupils explore different sequences of movement linked to the theme of the four seasons. They practise these movements, showing awareness of the need for aesthetic effects, body shape at the beginning and end of the sequence and how to negotiate their pathways without bumping into each other. In Year 6, pupils develop and apply a range of skills in net games, for instance in holding the racket correctly, bowling under arm and understanding and applying rules. They practise defending and attacking positions, improving control and accuracy in passing and receiving the ball. Pupils' achieve well and this is due to the teachers' good subject knowledge, careful planning focused on specific skills and effective interventions to evaluate and improve pupils' performance. The vast majority of pupils achieve the recommended distance in swimming by Year 6.
141. Pupils' attitudes to learning in physical education are good throughout the school. They are motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety. They work well individually and with a partner. They always have an appropriate kit, change quickly and help willingly in carrying equipment at the end of sessions.
142. The quality of teaching is at least satisfactory and on occasions good or very good. Where teaching is good or very good, clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in introducing net games with a clear emphasis on demonstration by teachers and pupils to show the rest the standards they should be aspiring to achieve. They use time and pace effectively where pupils are divided into groups to practice activities.
143. Only a few extra-curricular sporting activities are provided, namely football, with some coaching provided externally. Not many opportunities exist for pupils to take part in competitive games in conjunction with other schools. There is currently no monitoring of teaching and learning and the priorities for developing the subject are not sufficiently focused on raising standards.

RELIGIOUS EDUCATION

144. Standards in religious education do not currently meet the expectations of the Locally Agreed Syllabus at the end of both key stages. This is because insufficient time is allocated to religious education and the curriculum is not being delivered in sufficient depth across the school.
145. Pupils gain insufficient knowledge and understanding of Christianity as well as other faiths. The school's religious education curriculum is thoughtfully planned to reflect the diversity of cultural backgrounds and beliefs represented in the school but insufficient time for teaching means that pupils lack understanding of the community in which they live.
146. By the age of seven, pupils know about some of the parables taught by Jesus such as the Prodigal Son but do not fully grasp the significance. They have a limited knowledge of

Christian Festivals and characters from the Old Testament. They have a concept of 'belonging' to a community and consolidate this by visiting local churches but their knowledge of the furniture and specific areas is below expectations. They have limited understanding of other faiths. There is insufficient recording by all groups to reinforce their learning. By the age of eleven, pupils have developed a shallow understanding and knowledge about the beliefs and practices of different faiths, although this varies across the classes. Year 4 pupils, for example, have a sound understanding of Sikhism, and, through good teaching a mixed class of Year 3 and Year 4 pupils have a good understanding of the baptism ceremony. Most older pupils have a limited understanding of the life of Jesus and how these relate to various Christian Festivals. Their knowledge and understanding of other faith groups, places of worship, celebrations and traditions is below expectations. Knowledge about the faiths practised in their own neighbourhood, in order to develop a better understanding of their own community, is limited.

147. The quality of teaching and learning is satisfactory during lessons seen during the inspection and sometimes good. Most teachers prepare well for lessons and ensure that resources are supportive of pupil's learning. In a Year 3 and 4 lesson, for example, the teacher went through the baptism service making use of a doll and using the pupils as parents, godparents and the vicar. In a Year 2 class pupils acted out the stories and this helped pupils to a better understanding of the questions they were answering. Pupils' behaviour is managed well because of the good relationship established in lessons. In some lessons this aspect of pupils' personal development is not sufficiently explored further by encouraging more open discussion and a sharing of personal religious experiences and belief.
148. There is currently no co-ordinator for the subject. The current acting co-ordinator has had no opportunity to monitor teaching and learning to ensure the curriculum is being delivered in sufficient depth and on a regular basis. This and the need to monitor the quality of pupils' work and implement assessment procedures are areas for development. Current teaching time for the subject is well below national recommendations and this also needs to be reviewed. Resources need further improvement to support all faiths studied. Effective use is made of local Christian places of worship and visitors from the community to enrich pupils' learning. Some interesting displays around the school further enhance and raise the profile of religious education.
149. Standards have fallen since the last inspection when they were deemed to be in line with expectations; this is no longer the case.