

**ADDENDUM TO THE INSPECTION REPORT FOR WESTBOURNE PRIMARY
SCHOOL, SUTTON**

Following a complaint raised by the school, please note that the wording “which is very demanding” in paragraph 4 and the wording “too demanding” in paragraph 45 should now be deleted.

INSPECTION REPORT

WESTBOURNE PRIMARY SCHOOL

Sutton, Surrey

LEA area: Sutton

Unique reference number: 102987

Headteacher: Mr Matthew Hiley

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 25th ~ 29th June 2001

Inspection number: 193026

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 ~ 11
Gender of pupils:	Mixed
School address:	Anton Crescent Collingwood Road Sutton Surrey
Postcode:	SM1 2NT
Telephone number:	0208 644 8453
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Burgess
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23044	Mrs Valerie Singleton	Registered inspector	Science Geography English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9053	Mrs Vivienne Phillips	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
1503	Mr Terry Browne	Team inspector	Mathematics Design and technology Physical Education Equal opportunities	
3687	Mrs Jo Harris	Team inspector	Foundation Stage Music Religious Education	How well is the school led and managed?
23288	Mrs Marianne Harris	Team inspector	Information and communication technology Art and Design	
23487	Mrs Patricia Kitley	Team inspector	English History Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westbourne primary is a large school for boys and girls aged three to eleven. It has 389 pupils on roll and 52 part-time places in its nursery. By the time children join Year 1, standards are in line with those expected nationally, apart from being below in literacy skills. The school serves a socially mixed urban community. The percentage of pupils who are eligible for free school meals is below the national average. Nearly all pupils are white and British, but 13 per cent come from minority ethnic backgrounds, of whom 31 have English as an additional language, which is higher than in most schools. None of these pupils is at the early stages of learning English, however. The proportion of pupils on the special educational needs register, for a variety of learning and behavioural difficulties, is below the national average. Six pupils have a statement of special educational need, which is a lower proportion than in most schools.

HOW GOOD THE SCHOOL IS

Westbourne primary is a very good school. The headteacher and key staff provide very good leadership, well supported by the governors. Pupils achieve well and reach high standards in English, mathematics, and very high standards in science. The quality of teaching is very good overall. The school provides very good value for money.

What the school does well

- Pupils reach high standards in English, mathematics and science.
- The quality of teaching is very good, with particular strengths in the Foundation Stage.
- The headteacher and key members of staff provide very effective leadership.
- Pupils are very well-behaved and motivated, in line with the school's ethos.
- Links with parents are very positive and effective.
- The provision for information and communication technology (ICT) is very good.
- The curriculum is further enhanced by the very wide range of extra-curricular activities.

What could be improved

- Less teaching time than is usual limits opportunities for pupils' learning in some foundation subjects, and particularly in religious education at Key Stage 2, where standards are below those expected.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997, it has made good overall improvements. The key issue to provide a school library was achieved, with the very good support of parents and the community. In addition, the quality of teaching has improved, particularly in English and mathematics. Standards in English have improved. Further significant improvements in the accommodation are having a positive impact on standards, such as in ICT. The school has successfully implemented the national literacy and numeracy strategies, and the Foundation Stage curriculum. There are now no exclusions. Links with parents have been strengthened.

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	C	B	B	B
mathematics	B	A	B	B
science	C	B	A	A

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

Children enter the nursery with skills, knowledge and understanding that are similar to those of most children of that age, but with weaknesses in literacy. By the time they are five, most children reach the expected standard in all areas of learning, apart from literacy. Despite the short time many of them have in the reception classes, children achieve very well in the Foundation Stage due to the very good provision. In the 2000 national tests for Year 2 pupils, results in reading and writing were above the national average, and well above in mathematics and science. Compared to similar schools, the results were above average in reading and well above in writing, mathematics and science. More pupils attained the higher Level 3 in all subjects than the national average. Girls did better than boys in reading and writing, though both did better than pupils nationally. In the 2000 national tests for Year 6 pupils, results were above average in English and mathematics, and well above in science when compared to the national average. Compared to similar schools, results were above average in English and mathematics, and well above in science. The percentage of pupils attaining the higher Level 5 was close to the national average in English and mathematics, and above in science. Boys did better than the girls, although both did better than pupils nationally. The pupils achieved well against their national test results in 1996 as Year 2 pupils. The school had aimed to have 85 per cent of its eleven year olds reaching Level 4 or above in the English tests and 80 per cent in mathematics. It exceeded both targets. Taking all core subjects together, the upward trend in performance of pupils at eleven over the five years from 1996 to 2000, is less marked than is the case nationally.

Unpublished results in the 2001 national tests and tasks indicate that standards have further improved in mathematics and science. Standards of work seen are good, with the majority of pupils working at least at the expected level in English, mathematics and science by Year 6, and a good proportion achieving above. Pupils are making very good learning gains in ICT now they have regular access to the new computer suite, and standards are already in line with national expectations. Pupils with special educational needs make good progress for their ability. Those who speak English as an additional language achieve as well as their peers. Standards attained in art and design, design and technology, geography, history, music and physical education are in line with national expectations. Pupils achieve satisfactorily overall in these subjects. Standards in religious education are below those expected by Year 6, and pupils do not achieve as well as they could.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school and enjoy all the opportunities provided. They are happy to do what they are asked in lessons, and there is a very strong work ethic.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils have a very clear understanding of what is expected of them in lessons and at other times. There are no exclusions.
Personal development and relationships	Relationships between pupils and staff are strong and contribute significantly to learning. Pupils get on very well together and are

	thoughtful towards each other. Older pupils, in particular, enjoy the responsibilities they are given.
Attendance	Attendance is satisfactory overall, and there is no unauthorised absence. Almost all pupils come to school regularly and punctually.

TEACHING AND LEARNING

Teaching of pupils:	Foundation Stage	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	good

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

The quality of teaching overall is very good. Of the 82 lessons observed, the quality of teaching was satisfactory or better in 99 per cent, of which 34 per cent was good, 35 per cent very good and 2 per cent excellent. Only one per cent was unsatisfactory. Teaching in the Foundation Stage is nearly always good or better, ensuring the children achieve very well in all areas of learning. Throughout the school, the quality of teaching English and mathematics is good, with many very good lessons observed in these subjects where pupils made good gains in their learning. ICT skills are also taught very well, ensuring pupils' achievement is very good. Pupils with special educational needs are given effective support and so make good progress. Lessons are planned effectively in most subjects to extend previous learning. Teachers have high expectations of pupils' response, behaviour and achievement in almost all classes, which makes a significant difference to their rate of learning. Good questioning revises previous learning, and promotes understanding of new ideas. Well-established routines and rules result in a positive ethos for learning. Helpful resources support pupils well. However, an over-reliance on worksheets in a few lessons limits pupils' progress. Teachers use on-going assessment well in lessons to identify where pupils need extra support, to offer advice, and to check learning. Although teachers' marking is very positive and encouraging, there is sometimes a lack of constructive comment in order to help pupils move on. Parents are happy with the amount of homework set, and they support their children well with these tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities, enhanced by the very good provision of educational visits and extra-curricular activities. Less teaching time than is usual limits opportunities for pupils' learning in some foundation subjects. The curriculum for religious education does not meet the requirements of the Locally Agreed Syllabus.
Provision for pupils with special educational needs	Good overall. Class teachers offer good support, addressing the needs of these pupils particularly well in literacy and numeracy lessons.
Provision for pupils with English as an additional language	Good. Most pupils are at the higher stages of fluency and achieve as well as their peers in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' personal development is fostered well, with very good provision for the moral and social elements of this. Spiritual development is satisfactory and provision for cultural development is good.
How well the school cares	Informal, day-to-day care is of a very high quality. Formal procedures and

for its pupils	policies are less clearly set out. Formal assessment procedures are good in English and mathematics. As a result, pupils are given specific advice on how they can raise their standards. Their progress towards agreed targets is tracked carefully.
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The school has very effective links with parents, providing them with very good quality information, and opportunities to learn more about the curriculum and see class assemblies. Parents are involved actively in fundraising and made an outstanding contribution to the new library and hall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher offers strong leadership, supported very well by his key staff. The core subject leaders are very effective in improving standards in teaching and learning. There is a shared commitment to achieve excellence. The role of the special needs co-ordinator is not clearly defined.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. They fulfil their statutory duties well and provide good information for parents.
The school's evaluation of its performance	Good monitoring procedures have effectively improved the quality of teaching. The principles of best value are applied well. The school compares pupil performance and expenditure with other similar schools, and ensures value for money is achieved for all supplies and resources.
The strategic use of resources	Financial management is very good. Key educational developments have guided the major financial decisions.

The number, qualifications and experience of the staff are very well matched to the requirements of the curriculum. Overall, accommodation is good, though two classes are in a temporary building and the outdoor learning area for the reception classes is limited. The school generally has very good resources to support pupils' learning, and those for ICT are excellent.

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. • Their children make good progress and are taught well by staff who have high expectations. • They feel comfortable about approaching the school to ask questions and raise concerns. • The school is well led and managed. • Behaviour is good, and their children are helped to become responsible and mature. 	

The inspection team agrees with the parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the nursery with skills, knowledge and understanding that are at the level expected for their ages, but with below average literacy skills. The reception classes build successfully on the good start made in the nursery. Most children reach the expected standard in all areas of learning by the time they enter Year 1, except in literacy. Despite only part-time provision in the nursery and the short time many of them have in the reception classes, children achieve very well throughout the Foundation Stage.
2. In the 2000 national tests and tasks for Year 2 pupils, results in reading and writing were above the national average, and well above in mathematics and science. Compared to similar schools, the results were above average in reading, and well above in writing, mathematics and science. The percentage of pupils attaining the higher Level 3 in all subjects was above the national average. Girls did better than boys in reading and writing, though both did better than pupils nationally. Unpublished results in the 2001 national tests and tasks indicate that, generally, standards have been maintained. Although fewer pupils attained the higher Level 3 in writing and science, significantly more did so in mathematics.
3. In the 2000 national tests for Year 6 pupils, results were above the national average in English and mathematics, and well above in science. Results were also above average in English and mathematics, and well above in science, when compared to similar schools. The percentage of pupils attaining the higher Level 5 was close to the national average in English and mathematics, and above in science. Boys did better than the girls, especially in mathematics, though both did better than boys and girls nationally. Pupils achieved well against their results as seven year olds in the 1996 tests and tasks. Over the past four years, results in the national tests have been above the national average in all three subjects, apart from a dip to being average in 1998. Taking all core subjects together, the upward trend in performance of pupils at eleven over the five years from 1996 to 2000, is less marked than is the case nationally.
4. In 2000, the school aimed to have 85 per cent of its eleven year olds reaching the expected Level 4 in English and 80 per cent in the mathematics national tests. It exceeded both targets. The target for 2001 was 88 per cent for both subjects, but was revised to 100 per cent, which is very demanding. Unpublished results indicate that the school has continued to improve in all three subjects, with a high proportion of pupils attaining the expected level or above.
5. Pupils who have special educational needs make good progress overall, as a result of careful monitoring, good teaching and well-planned support. In lessons, where work is well matched to their needs, especially in literacy and numeracy, they make good gains in learning towards the targets set for them. They make good progress when they are withdrawn for specialist support, because the work and the teaching meet their needs very well. In lessons, where classroom assistants work closely with groups, and pupils are given plenty of praise, they respond by working hard.

6. None of the pupils with English as an additional language is at the early stages of learning English, and in lessons they all achieve as well as their peers. Individual progress is monitored termly. The school does not have data to indicate how well these pupils do as a group in tests, when measured against other groups.
7. Overall, pupils have above average speaking and listening skills. Pupils listen attentively in lessons because most teachers set high expectations. Listening games that require concentration are used effectively with younger pupils. Teachers model how to speak with expression. Pupils have opportunities to discuss a wide range of issues and to present class assemblies. Standards in reading are above average in both key stages. Younger pupils use a good range of strategies when dealing with unfamiliar words. Older pupils are familiar with the techniques of skimming and scanning a text for information. They undertake research using non-fiction, CD ROMS and the Internet. Most have favourite authors, are confident in talking about their reading preferences and correct their own errors. By the age of eleven, almost all pupils are fluent, expressive and confident readers. The standard of writing is above average and a wide range is undertaken throughout the school. Pupils create effective settings for stories by their good choice of vocabulary and they write poetry in different styles. Older pupils produce formal reports, and letters written from different viewpoints. Most pupils write well using a neat, joined script, with accurate spelling and grammar.
8. By the age of eleven, standards in mathematics, particularly numeracy, are high. Most pupils can calculate quickly in their heads, and use effective strategies for solving number problems. Higher-attaining pupils work confidently with large numbers, and show a good understanding of fractions, decimals and percentages. Lower-attaining pupils work confidently with calculations involving whole numbers, multiplication by 50 or key ideas such as 25 per cent. Standards in algebra, shape work and handling data are broadly in line with those expected for pupils' ages. Pupils learn the names of flat and solid shapes, they explore symmetry and co-ordinates, and they measure with appropriate accuracy. By the age of eleven, pupils collect data using tallies and frequency tables, and display data in bar-charts. However, such work is sometimes less carefully done than number work.
9. Standards in science are well above those expected. In the current Year 6, pupils are able to set up and complete a science investigation well. They predict sensibly, using their prior knowledge, conduct a series of observations and accurate measurements, systematically record these and draw conclusions consistent with the evidence gleaned. They identify accurately some major organs of the human body and those of plants. They understand food chains and use a key to group living things. They describe clearly the differences between the properties of various materials. They explain the relationship between sunlight and shadows, and understand that buoyancy is dependent on the air within objects.
10. In information and communication technology, pupils are achieving very well now they have regular access to the new computer suite, and standards are already in line with those expected nationally. Pupils are able to access appropriate programs and use a variety of tools. They change fonts and text colour and, by the end of the key stage, pupils produce a brochure linked to a school journey, inserting tables and pictures where appropriate. They use an art program to produce work inspired by an artist and a data handling program to record their findings in a science investigation. They learn how to use control technology to change the speed of a merry-go-round in a program, and use the Internet to research information.

11. By Year 6, standards reached in art and design, design and technology, geography, history, music and physical education are at the nationally expected level. Standards in religious education are below those expected. Although pupils achieve well in the core subjects, the lack of teaching time is affecting standards in some elements of the foundation subjects, and particularly in religious education at Key Stage 2. In the previous inspection, standards were judged to be at least in line and often above national expectations in English, mathematics, science, ICT, design and technology, geography and dance. Art was judged to be an outstanding strength. Standards in the other subjects were judged in line. Since then, the school has rightly concentrated on further raising standards in English, mathematics, science and ICT, but now needs to ensure pupils achieve as well as they can in all other subjects.

Pupils' attitudes, values and personal development

12. Pupils' motivation and behaviour, encouraged positively from home, contribute significantly to the standards they achieve, as at the time of the last inspection. Attitudes are very good. Pupils are very keen to come to school, and do what is asked of them very happily. When teaching is particularly good, they relish the challenges offered in the tasks set. For instance, in a literacy lesson they were asked to write an interesting advertisement for a centurion's villa. Year 4 pupils were inspired by the chance to extend their skills in use of language and computer software. Pupils take clear pleasure in their sense of achievement, as in a dance lesson where reception children had to tell a story about a trip to the beach by matching their movement to a piece of music. Very occasionally, when pupils do not understand exactly what to do, or find work undemanding, their attitudes and focus are not as good. Mostly, enthusiasm for learning is very strong.
13. Behaviour is very good. Pupils usually listen very carefully to teachers' introductions and instructions. Even in the oppressive heat of inspection week, pupils sustained concentration well. Pupils have a very clear understanding of what is expected of them in lessons and at other times, so lunchtimes are civilised, and playtimes are lively and happy. Inspectors saw no evidence of racism or bullying. Pupils get on together particularly well. Their behaviour in assemblies is outstanding. They know just when to listen, join in and move. A few individuals have some difficulty behaving well at times, but do so when given positive encouragement by teachers. There are no exclusions.
14. Pupils have a very well developed understanding of how their actions affect others. They are quick to help anyone who is upset, and to make peace with others after minor disagreements. Older pupils, in particular, enjoy the responsibilities they are given, such as showing visitors round and supporting younger children at work and play. Pupils lack a forum to express their ideas and make suggestions about the life of the school. This means that they are less experienced in having a voice in decisions, and enjoying the full range of personal responsibilities that go with this, than pupils in similar schools. Their personal development is very good, with particular strengths in their respect and consideration for others. They work together very constructively as in a Year 2 literacy lesson, where pupils shared strategies for identifying key words in non-fiction texts. Relationships are of a very high quality, with many examples of outstanding care and concern for others. They show tolerance and understanding of children with difficulties.
15. Attendance is in line with the national average. Almost all pupils come to school regularly and punctually. A few pupils take more than ten days holiday during term time. This indicates that some families lack clear recognition of the detrimental effect absence has on learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching overall is very good. Of the 82 lessons observed, the quality of teaching was satisfactory or better in 99 per cent, of which 34 per cent was good, 35 per cent very good and 2 per cent excellent. A few lessons had some weaknesses and only one lesson was unsatisfactory. Teaching in the Foundation Stage is nearly always good or better. The quality of teaching in English and mathematics is good, with a high proportion of very good lessons observed in these subjects. Teaching has improved since the previous inspection, when 20 per cent of teaching observed was judged very good or better.
17. Subject knowledge is generally secure, and particularly strong in some areas. Teachers in the Foundation Stage have a very good understanding of the newly recommended curriculum for this age range. Throughout the school, teachers are generally very confident in English, mathematics and ICT. Music is taught well in Year 5 by the co-ordinator.
18. The basic skills of literacy and numeracy are taught very effectively, and pupils achieve well against their prior attainment as a result. ICT skills also are taught very well and pupils are making very good gains in their learning. Scientific investigative skills are taught well to the older pupils, as seen in a very good lesson, where pupils independently investigated which materials conduct electricity. Pupils with special educational needs receive effective support, from the classroom assistants in class, and when working with the visiting literacy support teacher in small groups. Teachers regularly refer to key vocabulary and introduce word lists appropriate to specific topics, both of which offer effective support to pupils with English as an additional language.
19. Teachers plan lessons well. In literacy and numeracy lessons, teachers' planning reflects the needs of pupils of differing abilities. Lessons match the recommended features of the literacy and numeracy strategies well, but, as a result of rigorous evaluations, teachers make suitable adaptations where necessary. ICT is well planned, with very good, cross-curricular links ensuring the work is purposeful and relevant. Teachers generally plan lessons so previous learning is extended. For example, Year 3 used clay to make snails, following a lesson when they had drawn them from close observations. Planning in some foundation subjects does not always match carefully enough the subject specific requirements of the National Curriculum, as was observed in a few geography, design and technology, and history lessons. Planning in some science and history lessons does not always indicate how to extend the more able pupils. Thoughtful adaptations in many lessons ensure those with special educational needs have full access to the work.
20. Teachers have high expectations of pupils' response, behaviour and achievement in most classes. This makes a significant difference to their rate of learning. Teachers employ a range of suitable strategies to ensure pupils have maximum benefit from the lessons. They give a clear outline of the learning objective, so pupils understand what they are going to learn and why. They use good questioning to revise previous learning and further promote understanding. Clear explanations mean pupils easily understand new processes. They also enable pupils to get started on the set activity with confidence, so no time is wasted. Teachers prepare some very good materials to support independent learning, and design activities that engage pupils and promote learning. Older pupils have good opportunities to make independent decisions, as when Year 6 investigated which materials make the best thermal insulators in science. They

had a wide range of materials to choose from, decided how to cover the containers, allocated the tasks and agreed the elements to make it a fair test. An over-reliance on worksheets sometimes limits pupils' progress, independent learning, and the development of literacy skills across the curriculum. However, some good examples occurred where teachers prepared their own worksheets that matched the needs of pupils well and set an open-ended challenge. Pupils are given some opportunities for evaluating their own and others' work, but this is not always used to raise standards further. In a Year 1/2 dance lesson, however, pupils' honest evaluations of each other's performances led to good improvements. In the best lessons, teachers use the final shared sessions effectively to check how well pupils have achieved.

21. Teachers have very good relationships with their pupils, which means pupils are quick to respond and eager to do the work set. Pupils' comments are valued, so they are willing to make suggestions and seek clarification if they do not fully understand. Clear routines and rules establish a positive ethos for learning.
22. Teachers use time and resources well. Literacy and numeracy lessons start at a brisk pace. No time is wasted in lessons, for instance, pupils wrote up their science experiment during the waiting time between each measurement being taken. Helpful resources on classroom walls support pupils' writing, and resources are provided that effectively support pupils with special educational needs, such as large scale maps in Year 3 geography, and an aide-memoire in Year 4 religious education. Classroom assistants support pupils with special educational needs well, as in Year 1 English, when the assistant used a copy of the 'big book' to keep a small group focused and concentrating throughout. Resources needed for lessons are all readily available, so no time is wasted.
23. On-going assessment in lessons is used well to identify where pupils need extra support, to offer advice as to better ways forward, and to check learning. Although teachers' marking is very positive and encouraging, it generally lacks evaluative comments to help pupils move on. However, marking is good in English and mathematics.
24. Homework supports pupils' learning well. Pupils read regularly at home, complete mathematical tasks and undertake occasional research projects. Good use of the class 'toy' encourages younger pupils to write a diary of their weekend activities together. Parents are happy with the amount of homework set, and they support their children with these tasks well.

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

25. The school provides a good range of learning opportunities in most subjects of the National Curriculum, enhanced by the very good, wide-range of educational visits and extra-curricular activities. Since the last inspection, the planning of the curriculum has become more structured and supportive and is now stored on disc. Schemes of work for most subjects have been updated, although some, such as those for geography and for design and technology, are not yet implemented in full. Inconsistencies in the planning of the Locally Agreed Syllabus for religious education mean that the school does not meet requirements for this subject. Although time during the day is generally used well, the teaching time available is shorter than the recommended minimum. As a result, religious education and elements of some foundation subjects are not taught regularly enough to ensure consistent progress. There is suitable provision for sex

education and other aspects of personal and health education, including the dangers of drugs.

26. The school provides a well-organised curriculum for English and mathematics, which has resulted in pupils' good achievements in national tests. Good progress has been made in teachers' planning for the use of ICT to support learning in class as well as in the recently expanded suites. Very good use is made of these facilities. Literacy and numeracy skills are developed well, throughout the school, across a good range of subjects.
27. Provision for pupils with special educational need is good overall. The special educational needs co-ordinator liaises with teachers to outline provision required for pupils with Statements in class. However, the current arrangements for the deployment of classroom assistants does not always make the most efficient use of the skills they have acquired from working with the visiting specialist. For pupils at Stage 2 or above on the register, individual education plans (IEP's) record strengths as well as outline specific areas of concern. Teachers draw up these plans and collaborate with classroom assistants to support the needs of this group of pupils. The special educational needs co-ordinator reviews all IEP's, but does not advise teachers on a regular basis. Teachers know their pupils well, and while it is good that they understand exactly what and why a pupil is doing something, not all feel sufficiently experienced to write the IEP's without support. IEP's vary in quality as a result. The co-ordinator arranges for external agencies to work with pupils where necessary, and additional literacy support and booster classes are effective in helping pupils with special educational needs make good progress.
28. There are very good opportunities for all pupils to learn outside lessons. These include a wide range of school clubs held at lunchtime and after school. The school takes part in sporting competitions and music festivals. All classes take part in musical productions at various times during the year. The school makes very effective use of the community, and visits to local places of interest enrich subjects such as history and geography. Visitors bring a wide range of expertise to the school, with talks about topics as varied as forensic science and healthy eating. There are residential visits for Years 4, 5 and 6. All pupils are encouraged to take part, and, if necessary, classroom assistants accompany pupils with Statements of special educational need. Equality of access for individuals and groups of pupils is generally satisfactory. However, the small group of pupils who do not attend residential trips sometimes finds it difficult to take part in all the follow-up work that is based on the visits. The school has very good procedures to ease the transition for pupils about to enter from play-school or leave for secondary school.
29. At the last inspection, provision for pupils' personal, including spiritual, moral, social and cultural development was very good. The strengths have been sustained, except for spiritual development. Pupils' personal development is fostered well, with very good provision for the moral and social elements of this.
30. The school gives satisfactory attention to pupils' spiritual development. The quality of daily assemblies is consistently good. Circle time lessons make a significant contribution to pupils' awareness of their place in the world, and the idea that they are special. There are not enough opportunities elsewhere in the curriculum for pupils to reflect thoughtfully on their own and other people's experiences, and on particular issues in life. Teachers' planning does not include sufficient reference to these aspects. The limited programme of religious education prevents pupils from gaining deeper insight into different beliefs, values and experiences. Nursery children are given

a very good start in recognising special moments in their lives, and watching in wonder at events such as bubbles flying everywhere in the wind.

31. There is very good support for pupils' moral development, particularly through the very strong example set by teachers and other adults in and out of lessons. They reinforce the right thing to do, and set very clear boundaries for acceptable behaviour in the way that they relate to pupils and manage lunch and play times. Pupils are helped to understand the difference between right and wrong very clearly. The use of rules in circle time and team games such as cricket, help pupils to appreciate other people's rights and to develop a sense of fair play. Self-discipline is consistently encouraged through such activities, and in the excellent routines of the daily assembly.
32. Provision for pupils' social development is very good. There is a strong emphasis on listening to each other's contributions and taking turns. Circle time is used very well to develop specific skills, such as how to share feelings or show courtesy and respect for different views. Pupils have many opportunities to work together productively in lessons, such as science and music. Older pupils are given the chance to play and read with younger children and have valuable opportunities to take responsibility at school events. They do not have so much scope for using initiative with activities such as regular fundraising for charity, or to voice formally their opinion about school life. They have outstanding opportunities to learn to live and work together on stimulating residential visits planned for Years 4, 5 and 6.
33. Cultural development is fostered well. There are some good opportunities in subjects such as art, music, English and geography for pupils to develop awareness of their own cultural heritage and the rich diversity of British society. Activities such as those offered in clubs for drama, country dancing and sewing, contribute well to this, as do the opportunities to participate in music festivals. The school takes advantage of the holidays pupils take all over the world, including Australia to North America, together with journeys made by "Barnaby Bear", to extend their knowledge of other countries. Less advantage is taken of drawing on the experiences of the pupils themselves to extend awareness of the different cultures within our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The caring ethos noted in the last inspection report has been maintained in the high quality, trusting relationships between adults and pupils. Informal, day-to-day care is of a very high quality. Adults, including non-teaching staff, know the pupils very well. Everyday routines, such as registration and leaving at the end of the day, are very well established and provide a helpful foundation for the confidence and security that pupils feel in school. Formal procedures and policies for matters such as child protection and managing behavioural difficulties, are less clearly set out. For example, arrangements for training new staff, and for updating others, on how to comply with procedures adopted by the local Area Child Protection Team are not defined. Good procedures for dealing with first aid and health and safety matters are in place. Overall, steps taken to guarantee pupils' welfare, health, safety and protection are good.
35. A few teachers keep impressive notes on pupil's personal development, which help in planning lessons and provide a firm foundation for raising achievements. This is not part of a whole-school approach, with agreed procedures for tracking children's personal development over time. As a result, problems linked to intermittent absences, or emotional, behavioural and other difficulties are not always easy to anticipate constructively. Otherwise, the school gives good personal support and guidance, with a

firm focus on raising standards. Personal development and attendance are monitored satisfactorily. The school strongly promotes good behaviour and firmly discourages bullying, though individual instances are not recorded systematically as part of monitoring. Registers are completed appropriately. Holiday absences are not discouraged actively or monitored closely enough to reduce them to a minimum. Informal overviews of children's welfare and behaviour are very good, which is useful when everything is going well and issues are straightforward.

36. Assessment procedures are good overall, and the good standards identified in the last inspection have been maintained and further developed. The school uses a range of assessment procedures to track the progress of individual pupils in English and mathematics. These include using end-of-year tests in English and mathematics in Years 3, 4 and 5, and annual reading tests. This information is used effectively by the teachers and pupils to set targets for improvement in these subjects. Pupils who may need extra support are identified, and planning to meet needs is based on the data from these tests. Sharing targets and reviewing performance with each pupil make a significant contribution to their personal development. Through discussions, pupils know what they need to learn next and how they can improve, and so make good progress. There is space on the end of term reports allowing pupils to record their own achievements and state what they need to concentrate on next. A weakness is that, to date, the school has monitored the progress of different groups only by gender. It has not checked the performance of groups, such as pupils who speak English as an additional language, those from different ethnic backgrounds, or those who are summer-born, in comparison with their peers.
37. Assessment is less well developed in other areas of the curriculum. In science, procedures are not always consistent or rigorous, and pupils are not always as well informed as to which level they have attained and what they need to do to improve further. The foundation subjects have no formalised assessment systems based on National Curriculum levels, and the school is aware of this. However, teachers carefully evaluate how well individual pupils have completed each unit or topic in each subject. There has been appropriate and relevant concentration on English and mathematics, which has raised standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Links with parents have been strengthened since the last inspection, with a higher proportion of parents expressing strong agreement that the school does a good job. Parents' views of the school are very positive. This is because they believe strongly that their children like school, make good progress and are taught well by staff with high expectations. They feel comfortable about approaching the school to ask questions and raise concerns, but slightly less confident that the school works closely with them.
39. The school has very effective links with parents. Parents are very keen to see their children do well, and they receive much helpful information from the school. Communication is highly effective. Formal documents, such as the governing body's report to parents, are made attractive by the use of computer artwork and contributions from pupils, as is their impressive newsletter. There is a very useful school web-site, which enables working parents with access to the Internet to keep in touch with the day-to-day life of the school, even if they do not collect their children and chat to people regularly. Teachers are available at the end of the day so parents can have a quick word about minor concerns. Reports give very good information about English, mathematics and science and the targets pupils have set themselves. They are not

quite as good at giving an idea of what each child has learned in other subjects, or of how progress compares with national expectations.

40. Parents are involved actively in the school's work, for example through fundraising, and made an outstanding contribution to ensuring that a library was created and a new hall was built. Parents are very happy to help in classrooms and support their children's work at home. They make extensive and valuable comments about children's early reading. This partnership is enhanced through home visits for nursery children, regular coffee mornings, invitations to class assemblies and meetings to discuss new initiatives such as arrangements for children with special educational needs. As a result, the involvement of parents in the work of the school has a very positive impact on standards achieved. The contribution of parents to children's learning is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher continues to lead the school strongly, as at the time of the previous inspection. The improvements, both to standards and the environment, have been challenging and very successful, and the number of pupils on roll has increased considerably over the years since the headteacher's arrival. The senior management team, comprising core subject co-ordinators, key stage representatives and the administrative officer, is providing very effective support for the headteacher. The school's mission statement is clearly met as it strives for excellence, particularly in English, mathematics, science and ICT. However, some of the foundation subjects have received less time and attention and there is a need to analyse which areas of the curriculum need further development, so standards are as high as they can be.
42. The role of the co-ordinator is well established. Key staff and core subject leaders are very effective in carrying out their responsibilities. They have regular time away from their class to undertake useful monitoring of teaching and learning in their subject. This, together with the headteacher's monitoring of classroom practice, has led to the very good teaching seen through the school. At present, the school does not have a co-ordinator for religious education. Most foundation subject co-ordinators have not yet had the opportunity to observe colleagues teach their subject, but, having completed new schemes of work, they will monitor planning and pupils' work next term.
43. The management of special educational needs is satisfactory overall, though there are some weaknesses. The role of the special needs co-ordinator is not clearly defined, as she has not yet received adequate training to understand all the responsibilities of the post. One day per week non-contact time is made available for special educational needs co-ordination. Most of this time is spent recording and documenting information on pupils. The co-ordinator does not regularly monitor pupils in class or support staff. She has no responsibility for the deployment of classroom assistants to ensure that their expertise is best matched to pupils' requirements, or to meet and support them as a group. The concentration of classroom assistants' time in Key Stage 1 means that, in Key Stage 2, support for non-statemented pupils with special educational needs is less well focused, particularly in Year 3.
44. Governors are very supportive of the school. They fulfil their statutory duties well and provide good information for parents through regular newsletters and their annual report, both of which are very well presented. They attend many of the courses run by the local education authority and are sufficiently confident to ask questions to acquire information, clarify points or ensure all aspects of a proposal have been considered. Governors are provided with data and information concerning the school's performance

in the national tests, and, while pleased with the results, recognise the need for continuous monitoring and analysis of the results in order to maintain the high standards. Some governors visit the school regularly and some help in classrooms. In order to encourage all governors to take a more active part in gathering first-hand information, the school is inviting them to spend a day in school. The three main committees meet termly, prior to the main governing body meetings, and have some input into the formulation of the school development plan. The involvement of the administrative officer on both the senior management team and the finance committee provides valuable links. Within the governing body, there is good understanding of the strengths of the school and areas for development, though a number of governors are new to the school and are not yet in a position to make informed judgements.

45. The school development plan usefully identifies five main priorities for development over the current year, all of which are fully appropriate. Each subject and other aspects such as curriculum, assessment, the Foundation Stage and special education needs has an action plan. The targets for action are appropriate, but some of the success criteria lack reference to the impact of the particular improvement on pupils' learning and achievements, making monitoring of the initiative difficult. This was referred to in the previous inspection report and in the Joint Annual Review undertaken with the Local Education Authority. Governors do not receive regular updates on progress with the various targets, though the finance committee monitors expenditure against agreed decisions. The school takes effective steps to achieve its targets, both those identified in the school development plan and those set for raising standards. However, the revised target of 100 per cent for Key Stage 2 pupils to attain Level 4 in English and mathematics this year is too demanding.
46. Financial management is very good. Key educational developments have guided the major financial decisions. Since the last inspection, the school has extended the opportunities for pupils' learning through improvements to the library and ICT centre, separate computer suite, and sports hall. The principles of best value are applied well. For example, the school compares pupil performance and expenditure with other similar schools and ensured value for money was achieved in the new sports hall project. Good use is made of new technology within school administration. Day-to-day school administration is unobtrusive and makes a good contribution to the smooth running of the school.
47. Resources are used effectively to benefit pupils and overall the school has very good provision of books and equipment to match the demands of the curriculum. The recently developed library and ICT centre is popular and used well. Computer resources throughout the school are excellent, both in the number and quality of computers. Class lessons in the computer suite enable pupils to make very good progress in their ICT skills.
48. The number, qualifications and experience of the staff are very well matched to the requirements for teaching the curriculum. Both the longer-serving and newer staff are dedicated to the school and hard-working. Appropriate arrangements are in place for the performance management of teaching staff. The general procedures for the induction of new staff and in-service training are good.
49. Overall the accommodation is good. In addition to the classrooms in the main building, the practical areas, library, sports hall and school hall provide very good facilities for a wide range of learning. A weakness is that the Year 4 classes currently occupy two classrooms in a less suitable temporary building. Throughout the accommodation there are well-organised and stimulating displays. These value pupils' work and contribute to

the pupils' learning environment. Outside, the pond area and good-sized playing field further support pupils' opportunities, though the outdoor learning area for the reception classes is limited. As well as aiming to create an all-weather sports surface, the school plans to rectify the uneven surface on the existing playground.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to further raise standards, the governors and headteacher should:

i) review the time available for teaching to ensure that:

- pupils have regular and consistent access to all foundation subjects in all year groups;
- the newly agreed schemes are fully implemented; and
- the amount of time allocated to religious education enables the requirements of the locally agreed syllabus to be met, and for pupils to achieve the standards expected.

(see paragraphs 10, 25, 41, 95, 97, 99, 108, 123-127)

51. In addition, although not a key issue for improvement, the headteacher and governors should also consider the following important area when forming their action plan:

- to improve the co-ordination of special educational needs.

(see paragraphs 27, 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	35	34	28	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	389
Number of full-time pupils known to be eligible for free school meals	N/A	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	55

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	8
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	5.3
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	35	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	32	34
	Girls	23	23	24
	Total	55	55	58
Percentage of pupils at NC level 2 or above	School	93 (95)	93 (95)	98 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	33	34
	Girls	23	24	24
	Total	55	57	58
Percentage of pupils at NC level 2 or above	School	93 (95)	97 (97)	98 (100)
	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	20	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	32	33	37
	Total	51	52	56
Percentage of pupils at NC level 4 or above	School	89 (85)	91 (82)	98 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	28	31	36
	Total	47	50	55
Percentage of pupils at NC level 4 or above	School	82 (85)	89 (83)	96 (92)
	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	4
Black – African heritage	5
Black – other	8
Indian	9
Pakistani	4
Bangladeshi	2
Chinese	3
White	324
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	221

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	99/ 00
	£
Total income	898178
Total expenditure	953903
Expenditure per pupil	2294
Balance brought forward from previous year	65776
Balance carried forward to next year	10051

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	70	28	2	0	0
Behaviour in the school is good.	61	37	1	0	1
My child gets the right amount of work to do at home.	44	41	9	2	4
The teaching is good.	74	23	1	1	1
I am kept well informed about how my child is getting on.	52	40	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	24	3	2	1
The school expects my child to work hard and achieve his or her best.	76	23	1	0	0
The school works closely with parents.	50	39	8	1	2
The school is well led and managed.	69	27	2	1	1
The school is helping my child become mature and responsible.	66	32	1	0	1
The school provides an interesting range of activities outside lessons.	61	26	5	1	7

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

52. The nursery is organised in two part-time sessions, with twenty-six children attending each session, usually for three terms. The oldest children move into a reception class in September, the beginning of the term in which they are five. Children whose birthdays fall between January and August transfer into a reception class after Easter. Inevitably this system disadvantages these children, as they will only have had one term of full-time education before moving into Year 1, whereas the older children will have had the benefit of a whole year of full-time school. This year, just twenty children were in a reception class for two terms. After Easter, a further forty children joined the reception year, ten going into the established class and thirty into a new reception class. A further difficulty for the school is the necessity of appointing a temporary teacher for the summer term reception class each year. The Local Education Authority is currently consulting widely about possible changes to the current admission arrangements.
53. Induction arrangements are good for children joining the nursery and reception classes. Home visits are undertaken by the nursery teacher and assistant, and children visit the school with their parents. Good links exist with local playgroups as well. Prior to starting in the reception classes, children spend time in their new classroom, to allay any anxieties. Very informative booklets for parents are provided by both nursery and reception. Termly consultations are arranged with parents and some help in the classrooms. Written reports are sent home at the end of the child's first term in school and at the end of the Foundation Stage, and these reports are currently being revised appropriately to address the six areas of learning.
54. The broad curriculum is planned to cover the requirements of the six areas of learning, with the same half termly topic being followed in the nursery and reception classes. There is an appropriate balance between teacher-directed and child-selected activities, as at the time of the previous inspection. Assessments of the children's progress are made frequently, with detailed records kept of each child's achievements in all areas of learning. These will usefully inform the completion of the Local Education Authority's new Foundation Stage record, to be introduced next term. The Foundation Stage is very well managed by the co-ordinator, who has shared with all staff how the curriculum is organised in the nursery and reception classes.
55. Attainment on entry to the nursery varies widely, but is generally in line with expectations for this age of child. Baseline assessment results on entry to the reception classes indicate broadly average standards overall, but below average literacy skills. The children achieve well, and often very well, for their ability in lessons. This is due to the quality of teaching, which is very good overall in all areas of learning, and this is an improvement since the last inspection. The nursery nurse and teaching assistants provide very good support for individuals or groups of children. A wide range of activities, both indoors and outside, is planned to interest the children and ensures they are all purposefully involved. For example, on a windy day, the nursery children explored bubbles and did some washing, hanging it on the line to dry. Adults and children enjoy very good relationships and all children's ideas and comments are valued. One reception child brought in a photograph of his new baby brother and the teacher ensured time was given to show the class and discuss the baby's details.

56. The nursery is a good size and has a large, secure outdoor area, part of which is covered. The reception rooms have open access to a large communal area which is well used. One has a small outdoor area, which is inadequate. All rooms have very good displays of children's work, creating a stimulating environment. Resource provision is good, apart from outdoor equipment for the reception classes.

Personal, social and emotional development

57. The staff place appropriate emphasis on developing this area and the children make good progress, understanding class routines and expectations. Nursery children select activities confidently. They are interested and keen to learn, enjoying the many opportunities provided. They sit quietly, for example when listening with enjoyment to a story being read to them. They are learning to take turns, share and work together. These social skills develop well in the reception classes. Children learn to listen to each other well, for instance, when children buy and sell in their role-play areas, or where small groups work with damp sand to create a volcano. Reception children show very good awareness of their teachers' high expectations, and concentrate well during whole-class sessions. Many persevere with independent activities. Children's achievements are good and most will reach the early learning goals in this area of learning by the end of the Foundation Stage.

Communication, language and literacy.

58. The constant oral interaction with the children by all adults involved, with many appropriate questions to encourage a response, promotes good progress in speaking and listening. The children achieve well, from a wide range of starting points. For example, nursery children engage in detailed conversations about their holidays as they join the nursery nurse in the role-play travel agent. In a very good circle time, reception children shared ideas about things they like, such as 'going to the park,' 'painting,' 'playing with my sister,' and 'singing in assembly'. Nursery children enjoy listening to stories and join in with favourites. This interest is built on in the reception classes, and children know and understand words such as title, author and illustrator. High attaining children are reading simple texts accurately and using their developing knowledge of sounds and the pictures to work out unknown words. Lower attaining, younger children tell a story confidently from the pictures, with some not yet recognising initial sounds reliably. Nursery children 'write' their own messages at their writing table. Very good teaching was seen when the children were encouraged to write their own sentences about the sun, while the teacher wrote their ideas in conventional script to display on rays from each child's painted sun. The more able nursery children are beginning to recognise initial sounds well. In a very good literacy session, some high-attainers in a reception class wrote sentences about their book, Mrs Honey's Hat, after very good modelling of the process by the teacher. Less able children still use their invented symbols much of the time, but are beginning to include recognisable letters. Despite the good teaching, it is likely that the majority will not attain all the early learning goals in this area of learning.

Mathematical development

59. Nursery children count to five securely and they enjoy catching out the 'lion puppet' as he makes mistakes with numbers! Many understand longer/shorter, bigger/smaller and match simple shapes on the computer. In the reception classes, older children confidently count to and from twenty. In a very good lesson, they were able to count in tens to a hundred, and began to learn about even numbers. More able children quickly recognised the pattern. In another very good lesson, younger children reinforced their

understanding, using number fans to show a number one more than another. Many varied activities were used to help the children understand 'less than' and most were able to identify a number one less than a given number by the end of the lesson. Good incidental opportunities are used to increase children's mathematical understanding, such as during registration, and it is likely that most of the children will attain the early learning goals in this area of learning.

Knowledge and understanding of the world

60. The current topic of 'rain and shine' provides very good opportunities for the children to explore a wide range of activities from first-hand experience. For example, nursery children made ice lollies in the very hot weather, predicting what would happen to the liquid in the freezer. They were excited to discover that things looked a different colour when they used their viewer with coloured acetate. Reception children experimented with different materials to find the best one for teddy's rain hat and they have learnt about keeping safe in the sun. Children are developing a sense of 'now and then' as they discuss their growth and change from being a baby to now. Their study of the environment was enhanced when nursery children watched the recent building development in school, while reception children recorded things seen on a spring walk last term. Many opportunities are provided for children to use a variety of construction equipment in the nursery. They also made cakes, seeing how the mixture changed, firstly as the ingredients were mixed, then during cooking. Children in the reception classes enjoy constructing sun houses and boats, testing the latter in their water tray. The children in the nursery and reception classes use the computer confidently. Older children create pictures of a rainbow or the sun with his hat on, using the program Dazzle. They all use the computers in the new library and are taught the skills effectively. Progress in this area is good and children achieve well, as a result of the very good teaching over a wide range of activities.

Physical development

61. Nursery children show good awareness of space as they run without bumping into each other. They ride wheeled vehicles, balance and climb, all of which supports their large muscle development. Fine co-ordination skills develop as they use scissors, a stapler, the computer mouse and small construction equipment. These skills were well developed as they carefully poured liquid from a jug into ice cube shapes. In a very good lesson, reception children showed good co-ordination as they moved through a sequence of movements to music. They were also aware of changes to their body as they became active. When making their paper collages of the sun, more able children used scissors very accurately, but others had some difficulties. Achievement in this area is good and most children will attain, and some will exceed, the expected standard by the end of the Foundation Stage.

Creative development

62. A range of activities enables the children to make sound progress in this area. Nursery children paint, sing songs and engage in imaginative play in the role-play area. They make models, selecting their own materials independently and persevering with good concentration. In the reception classes, the children mix paints to create shades of orange to paint the sun. They have made puppets to retell the story of 'Mrs Mopple's Washing Line'. In an excellent lesson, children used the instruments they had made to create some music depicting a storm. They concentrated very hard on watching the conductor in order to play their particular instrument at the right time, and were

delighted when they listened to their performance played back on the tape recorder. The result was of a very high standard.

ENGLISH

63. In the 2000 national assessments at age seven, results in reading and writing were above the national average. Compared to similar schools results in reading were above average and results in writing were well above average. Girls did better than boys, though both did better than pupils nationally. Test results for pupils age eleven in 2000 were above both the national average and the average found in similar schools. Boys did better than girls, but both groups were above the national average. Average results in national tests at the end of Years 2 and 6 over the last four years are above that seen nationally. The number of pupils reaching the expected Level 4 at age eleven was above the national average. Results at the higher Level 5 were in line with the national average.
64. Pupils enter school with broadly average attainment, though there are some weaknesses in their language and literacy skills. They make good progress through both key stages. The school sets appropriate targets for each year group as well as individual pupils. As a result of careful monitoring, good teaching and well-planned support, pupils with special educational needs make good progress in relation to their prior attainment. Current standards are higher than in the last inspection because of the impact of the good teaching of the literacy strategy.
65. Pupils listen attentively in lessons because most teachers set high expectations and are skilled at asking questions that enable all pupils to make a positive contribution to class discussions. Listening games that require concentration are used effectively with younger pupils. Very good demonstration by the teacher helps pupils to articulate clearly, as in a Year 1 lesson when children were encouraged to speak in a 'growly bear' voice. In a Year 5 lesson, dialogue was clearly reflected by the teacher's reading of a story, and as a result pupils wrote effective dialogue in their own versions of the story. Technical vocabulary is well taught in other subjects. For example, Year 4 pupils used Roman terms in their advertisements for a villa. Many opportunities are provided for pupils to work in pairs or groups. Circle time and personal, social and health education lessons enable pupils to discuss a wide range of issues. Because less confident pupils are well supported, all pupils contribute to these discussions. Classes present weekly assemblies to which parents are invited. As at the time of the last inspection, sometimes pupils speak less clearly when giving longer answers, but overall pupils achieve well in speaking and listening. By the age of eleven, they have above average skills in this aspect of language. Opportunities to assess pupils' attainment in speaking and listening are being introduced by the co-ordinators.
66. Pupils enjoy reading and standards are above average in both key stages. The school has good resources for group reading in literacy lessons, and pupils enjoy reading a wide range of texts. The main features of factual texts, such as glossary, index and contents page, have been well taught. Older pupils are familiar with the techniques of skimming and scanning a text for information. They undertake research for a variety of topics using non-fiction, CD-ROMS and the Internet. Pupils' knowledge has been reinforced by regularly, carefully planned use of the very well equipped library suite. Many pupils also make good use of the public library in Sutton.
67. Class book areas are well organised in all rooms. Younger pupils play games to reinforce phoneme sounds that are linked to strategies to help them work out unfamiliar

words when they are reading. Older pupils are encouraged to look for details in the text that build up a picture of the setting or main characters in fiction. Adults hear pupils read regularly in school, and it is evident from comments in reading record diaries that parents enjoy sharing books with children at home and this has a positive impact on standards. Most pupils have favourite authors, are confident in talking about their reading preferences and correct their own errors. A few less confident younger readers do not read with understanding beyond the literal, but, by the end of both key stages, all pupils achieve well in relation to their ability and higher-attaining pupils are fluent, expressive and confident readers.

68. The standard of writing is well above average and a wide range is undertaken throughout the school. By the end of Year 1, pupils re-tell well known stories in their own words, write letters and send post cards from holiday. In Year 2, all pupils are beginning to describe characters and write dialogue that creates a sense of adventure in their stories about 'The Land of Magic'. Pupils' work is often supported by the use of a common writing frame and worksheet. While this provides support for average attaining pupils, the same writing prompts or worksheets does not always raise standards for higher-attaining pupils, or match the needs of lower-attaining pupils.
69. In Key Stage 2, guided writing sessions in the literacy hour encourage pupils to extend their vocabulary choice in their own writing. For example, Year 3 pupils have written exciting story openings and painted pictures to match their words. The work about a dark, stormy night was very effective. Work in Year 4 focused on words that could be used to create effective settings for stories based in a castle, an old house, a forest or on a beach. Pupils in Year 5 have observed the familiar setting of the playground for their cinquain poems in the style of Adele Crapsey. Formal reports and letters are written by pupils in Year 6. They enjoyed writing to the parents of Tyke Tyler as if they were his headteacher. There is scope for improvement in the more formal range of older pupils' writing. The content of written work to put forward an argument or to persuade does not always match the high quality of pupils' discussions heard during the inspection. Throughout the school, pupils achieve well, and some very well, in relation to their previous attainment.
70. Most pupils write neatly using a joined script, however a small number of pupils in both key stages are not fluent writers because they do not hold the pen correctly. Presentation of work in books is good and care has been taken to proof-read spelling in work on display. Most classrooms and all the open areas in the school have good quality displays of pupils' work that reinforce high expectations. The use of ICT is well integrated in many lessons. There is scope to improve the planning for literacy objectives to be met through work in all curriculum areas, especially in Key Stage 1. The recording of work in topic books for many foundation subjects lacks continuity and is not planned to put into practice the skills and knowledge introduced during the literacy hour.
71. The quality of teaching in both key stages remains good overall, with much that is very good. Some excellent teaching in Key Stage 2 is an improvement since the last report. Teachers have very good subject knowledge. In very good lessons, effective learning takes place because teachers have high expectations of pupils' behaviour and work, lessons are well planned and resources prepared carefully to involve all pupils fully. For example, pupils in a Year 2 lesson applied their knowledge of skimming and scanning fiction and non-fiction texts with a range of purposeful activities, using skills learnt in different parts of the literacy hour. Similar knowledge was reviewed in a Year 6 lesson when pupils researched information from a range of resources and wrote an index for their brochures on the Isle of Wight. Lessons are occasionally less effective if teachers'

questions require only simple answers or where too much time is spent on the introduction. Literacy skills are taught well and most planning effectively addresses the needs of pupils with differing abilities. Planning does not always identify work for pupils with special educational needs separately from that for lower attaining pupils. However, thoughtful adaptations are usually made and effective support is given to groups and individuals in class by classroom assistants. Small groups are also taught by visiting literacy support teachers. In the best lessons, the work of the classroom assistant is carefully planned, and pupils make good progress as a result of focused support. Opportunities are lost if the classroom assistant has not been guided to support pupils and record ideas and comments made in the first part of lessons.

72. Teachers make good use of the information from assessment to support all pupils and to set targets for them. They mark work regularly. Teachers' comments are positive and the best examples give useful points for improvement. Sometimes comments are less evaluative, especially for higher-attainers, and so do not move pupils on.
73. The subject is very well led by two enthusiastic, industrious and knowledgeable co-ordinators. Very effective monitoring of teaching and planning has been introduced since the last inspection, which enables the co-ordinators to identify areas for development.

MATHEMATICS

74. Pupils achieve well in mathematics throughout the school because of good teaching and strong subject leadership. The results of the year 2000 tests for eleven year-olds were above the national averages when compared both with all schools nationally and with similar schools. The proportion of pupils reaching the expected Level 4 was above the national average. Achievement at the higher Level 5 was average, but the school is appropriately focusing on lifting performance towards this higher level. Taking account of the pupils' prior attainment at the age of seven, the 2000 results for eleven year-olds were above average. As in English and science over recent years, boys have out-performed girls in the tests. Results in mathematics have tended to be better than those in English. Pupils with special educational needs make good progress in mathematics through the school. Since the last inspection, the mathematics results of eleven year olds have remained above the national average.
75. Pupils in Key Stage 1 make good progress in mathematics. The results of the 2000 tests for seven year-olds were well above the national averages when compared both with all and with similar schools. Since the last inspection the mathematics results of seven year-olds have risen, and there has been no consistent difference in the relative performance of boys and girls.
76. The school has extended the strengths in pupils' number work reported at the last inspection. By the age of eleven, most pupils can calculate quickly in their heads, and use effective strategies for solving number problems. Higher-attaining pupils were seen skilfully calculating amounts of VAT at 17.5 per cent. They worked confidently with large numbers, and showed a good understanding of fractions, decimals and percentages. Lower-attaining pupils were working confidently with calculations involving whole numbers, multiplication by 50 or key ideas such as 25 per cent. A large proportion of seven year-olds showed a very good understanding of large numbers, for example quickly sorting into order a set of numbers up to one thousand.

77. Standards in algebra, shape work and handling data are broadly in line with those expected for pupils' ages. Pupils' written work suggests that these aspects are not developed to the high levels seen in number work. Pupils learn the names of flat and solid shapes, they explore symmetry and co-ordinates, and they measure accurately. By the age of eleven, pupils collect data using tallies and frequency tables, and display data in bar-charts. However, such work is less carefully done than number work. For example, there is insufficient accurate drawing and interpretation of different charts representing data.
78. The overall quality of teaching and learning mathematics throughout the school is good. In the lessons seen in Years 1 and 2, teaching was mostly good. In Years 3 to 6 the teaching was almost all good and very good, but there were weaknesses in Year 3, where pupils made little progress because of the mathematical content of the lessons. However, all teachers are familiar and secure with the numeracy strategy, and make effective use of a three-part lesson structure. Lesson planning is mostly very good. What is to be learned is clear and shared with pupils as appropriate. The consistently good oral and mental work at the start of lessons is particularly effective. The best lessons had pace and variety, and fully involved all pupils. Pupils often showed the confidence to explain their own methods. A good feature of the main activity in many lessons was the careful exposition, with clear explanations of ideas and methods. In a good Year 1 lesson, having counted in fives and tens, both forwards and backwards, pupils explored patterns for multiples of three on a hundred square. Other good lessons had an interesting variety of activities, such as dice games for pairs of pupils, and tasks that were well matched to pupils' different abilities. The final part of most lessons was valuable because sufficient time was given to review and consolidate what had been learned.
79. Sometimes there was too much use of worksheets with weak content. Also there was insufficient use of apparatus or equipment, especially to develop understanding. For example, teaching did not encourage use of number lines or counters when these would have assisted pupils' learning. Pupils mostly behaved very well and worked with interest and enthusiasm in almost all mathematics lessons.
80. Pupils use their numeracy skills satisfactorily in other subjects when given the opportunity. In science, for example, pupils measured heart rate, tabulated results, and then generated graphs by entering the data on a computer. The use of information and communication technology to support learning in mathematics is generally under-developed, but the school has plans to develop this area soon. The marking of pupils' work is good. Exercises are regularly checked and helpful comments and suggestions are added about how to improve.
81. The subject leader is enthusiastic and provides a very good role model as a teacher. Leadership and management of mathematics is very good and a strength of the school. Assessment data are collated and used well to identify areas for improvement and to set appropriate targets for pupils. The subject leader monitors and evaluates teaching and provides helpful feedback to colleagues, which contributes to ongoing improvement. In classroom displays and through lessons, mathematics is given a consistently high profile and this contributes to the pupils' interest in the subject.
82. The recent successful mathematics week actively involved pupils, staff, parents and visitors, and celebrated and promoted the good mathematics work in the school.

SCIENCE

83. In the 2000 national tasks for Year 6 pupils, the school's results were well above both the national average and those of similar schools. The percentage of pupils who attained the higher Level 5 was above the national average. The pupils achieved very well against their results as Year 2 pupils in the 1996 science tasks. Apart from a dip in 1998, the school has maintained standards that are above the national average. Boys and girls do equally well. In the national tests for Year 2 pupils, results in science were well above both the national average and those of similar schools. The percentage of pupils who attained the higher Level 3 was above the national average.
84. Inspection evidence endorses these results. Standards of work seen are above those expected by Year 2 and well above by Year 6. All strands of the subject are covered equally well. The subject is taught consistently and regularly, based on planning that systematically develops pupils' knowledge, skills and understanding. As a result, pupils achieve well against their prior attainment year on year. By the time pupils are eleven, they are able to set up and complete an investigation well, for example, into thermal conductors or insulators. They predict sensibly, using their prior knowledge, conduct a series of observations and make accurate measurements. They systematically record these and draw conclusions consistent with the evidence. They identify accurately some major organs of the human body and those of plants. They understand food chains and use a key to group living things. They describe clearly the differences between the properties of various materials, such as transparent or opaque, soluble or insoluble. They explain the relationship between sunlight and shadows, and understand that buoyancy is dependent on the air within objects. Pupils with special educational needs and those with English as an additional language achieve as well as their peers. They benefit from being involved in the practical activities. An over-reliance on work sheets in a few lessons limits the achievement of the more able pupils.
85. Teaching is good overall. In the lessons observed the quality of teaching ranged from satisfactory to very good. Teachers have secure subject knowledge. High expectations and thoughtful planning ensure pupils achieve well. Some good examples were seen where pupils were able to conduct investigations and experiments, which enhanced their understanding and promoted their scientific skills very well. When planting their own seeds, Year 1 pupils were encouraged to predict the outcomes and to recognise that plants have a life-cycle. Year 4 investigated which materials conduct electricity and, as well as reinforcing their skills of creating a circuit, the choice of materials given encouraged the more able to make and test their hypothesis about metal items. Year 5 explored the effect of exercise on pulse rate, and understood the principles of a fair test. However, the lesson was rather over-directed by the teacher, so pupils could not take full responsibility for planning their investigation and this limited learning somewhat. Careful organisation and preparation of lessons ensure all pupils understand what they are going to do and how, so they are all successful and achieve the learning objective.
86. Teachers use the whole-class session well at the end to share what pupils have discovered and to draw together their findings and conclusions. Pupils with special educational needs are well supported by the classroom assistants in the younger classes, and are given useful resources, such as writing frames, to help them record their work in the older classes. A useful printed sheet of 'Daniel's Daily Diet' helped Year 3 pupils learn which foods contain sugar and to plan alternative snacks that would be less damaging to his teeth. Overall, pupils take a pride in their work and record it very neatly, with good illustration. Teachers' marking tends to be very positive, but with few examples of pupils being shown how they could improve their work.

87. Pupils develop their numeracy skills well through science, such as Year 4 recording the temperature of air in different places around the school, and Year 5 measuring distances as they investigate how far sound travels using a string telephone. Year 6 made a line graph of their results of an investigation into when water stops cooling. Pupils learn how to write up their experiments formally, using appropriate vocabulary and literacy skills. They make good use of books and the Internet to research aspects of the subject, such as the solar system. Year 4 pupils study the effects of pollution on water life, when they go on a residential trip to Sayers Croft.
88. The co-ordinator has been acting deputy headteacher, so has had little time during the past year to have more than a maintenance role for the subject. However, management of science is satisfactory and teachers are supported effectively. The co-ordinator has reviewed and written the policy as well as updating resources, and has a clear vision about what needs to be done. The action plan for next term appropriately is to support teachers' planning and improve teaching techniques where necessary. Satisfactory assessment procedures are in place. Teachers evaluate each lesson, recording which pupils achieved well or require more support. They use this information to record the National Curriculum level each half-year for every pupil. The headteacher and key staff then monitor individual progress. This system ensures pupils who are not achieving well against their prior attainment are identified and supported. There are no systems in place yet to monitor the achievement of different groups of pupils, apart from boys and girls. The school is well resourced for science, and has an attractive nature area with a pond.
89. In the previous inspection, standards in science in Year 2 were judged at least in line and often higher than the national average, though the percentage of pupils reaching Level 3 was below. Standards by the end of Year 6 were judged above the national average with strengths in investigative work. The school has improved the standards reached by the younger pupils and maintained the strengths amongst the older pupils. There has been satisfactory improvement overall.

ART AND DESIGN

90. Pupils at both key stages attain standards in art that are broadly in line with those expected for their age. By the end of Key Stage 1, pupils use a variety of paints and pastels and can produce careful, close observational drawings. During Key Stage 2, pupils have access to modelling materials and are able to produce clay models using appropriate joining techniques. Pupils also look at pictures by a Caribbean artist and make careful copies, matching colours correctly and paying attention to perspective and position. By the end of Key Stage 2, pupils have made many careful drawings from close observation linked to topics, such as the Greeks. Pupils also look at the work of other artists such as Mondrian in Key Stage 1 and Howard Hodgkin in Key Stage 2. However, opportunities to study the work of artists and craftspeople from different times and cultures are limited.
91. There were too few lessons observed during the inspection to judge the quality of teaching in art. However from analysis of work and the few lessons that were seen, teachers have sufficient subject knowledge and plan art well, linking it to themes such as Greeks and Romans. ICT is used effectively to encourage pupils to use a variety of tools available on computer. For example, pupils in Year 2 were able to look at the work of Mondrian and copy his style using a paint programme. Pupils are interested in art and, during the lessons seen, they were absorbed in the activity. They take pride in their work and enjoy seeing it displayed around the school.

92. The current art co-ordinator has many areas of responsibility, but has supported her colleagues effectively and the subject is managed satisfactorily. Resources are sufficient and the areas outside the classrooms are used well to teach art. At the last inspection, standards in art were judged to be a strength of the school. Since then the art specialist, who taught art throughout the school, has left and class teachers now teach art.

DESIGN AND TECHNOLOGY

93. In the work seen, standards are similar to those reported at the time of the last inspection. Year 2 pupils designed and produced puppets of a standard expected at this age. The extensive Year 6 project on slippers yielded work of a standard above that expected. Throughout the school pupils develop ideas, and design and make products. They learn to evaluate their designs and work with a range of materials including food, textiles, wood, card and electrical components.
94. Key Stage 1 pupils are successfully introduced to the ideas of designing and making. In Year 1, they explore how to make models of playground equipment, such as slides that needed a strong structure. They also make individual pictures with sliding or rotating parts. They show a good level of creativity, and make basic evaluations, such as "Did it move as expected?". Year 2 pupils completed a clear annotated diagram and a materials list for their various puppets, achieving a good level in their designing and planning.
95. Key Stage 2 pupils successfully build on previous knowledge and skills. Year 3 pupils evaluated the fitness for their purpose of materials used for products, such as toothpaste and tea. Year 4 pupils designed and constructed pop-up cards and picture frames. They also used lights and switches to illuminate features of a clown's face. Year 5 pupils made musical instruments, having to record what materials are needed, what to do. Then they evaluated both the quality of their product and their own construction skills. They made biscuits or bread and also learnt about controlling movement with cam-mechanisms in simple toys. These pupils' experience in the ICT suite, working skilfully with a control program on a computer, extended their understanding of control. In Year 6, the plan had been to design and make controllable vehicles, involving construction and electrical skills. This was however replaced by the textiles activity on slippers, with a focus on purpose and quality. The investigating, designing, making and evaluating were of good quality. However, records of teachers' planning suggest the overall design and technology experience of Year 6 pupils does not meet expectations, because of the school's major attention on core subjects.
96. Teachers' planning is usefully based on national guidance and teachers have benefited from recent specialist support in the subject. Good use is made of structured worksheets to help pupils in the various stages, for example in designing or evaluating. A weakness is when the making activities are contrived from topic work. For example pupils all made head-wreaths as part of a Roman topic, but the gains in design and technology knowledge or skills were minimal. Insufficient teaching of the subject was seen to make an overall judgement about the quality of teaching.
97. The subject leader has clear targets for further developing design and technology in the school. As well as reviewing the policy and ensuring the resources are well used, a key intention is to check that the scheme is fully implemented.

GEOGRAPHY

98. It was possible to observe only two geography lessons during the inspection. Evidence was taken from a scrutiny of pupils' work and teachers' planning, a discussion with the co-ordinator and some pupils. Standards in geography are in line with those expected nationally. At the time of the previous inspection, they were judged to be good. Since then, the school has reviewed the scheme of work in the light of the new national guidance, and this is now being implemented and evaluated.
99. In Year 6, pupils gain geographical knowledge and understanding through their 'Island Adventure' topic. They understand the importance of location and can compare and contrast the major features of different islands, such as New Zealand and Britain. They carefully research how mountains and volcanoes are formed, and thoughtfully debate the issues of building an airport and leisure centre in a specific location. They employ both primary and secondary sources of evidence and express their findings well using subject-specific vocabulary. Year 5 complete a detailed study of an Indian village. Standards in the work seen was at the level expected, but there was limited evidence available from other year groups.
100. The study of geography in Key Stage 1 is included in a more general theme such as 'Ourselves'. Year 1 think about busy and quiet roads, and how to make the area safe. They learn appropriate directional language such as left and right, behind and in front, and plot a route from the classroom to the school office. They begin to understand a 'bird's eye view' and a side plan of an item. They cut and paste houses, shops and facilities onto a plan. Year 2 follow the adventures of 'Barnaby Bear'. He visits a range of countries and pupils think about suitable clothing for him to wear in different climatic regions. Much of the work is a study of other cultures and customs and opportunities are missed for identifying geographical features, making maps, and contrasting the physical and human features of two localities. As a result, pupils achieve less well than they could in this topic. Map skills are developed well through learning to read a compass and drawing their route from home to school.
101. The quality of teaching in the lessons seen was satisfactory in one and good in one. The lessons were effectively introduced, so pupils' interest was engaged. There were good opportunities for discussion between pupils, and all the required materials were available so no time was wasted. However, a weakness in both lessons was that pupils did not use geographical resources enough, such as maps and photographs, to enhance their understanding.
102. The management of the subject is satisfactory. The co-ordinator has an action plan that will provide more opportunity for him to influence standards of teaching and learning in the subject. Planning and pupils' work will be monitored as from next term, in order to identify where extra support is required, to evaluate the effectiveness of the new scheme, and to check it is fully implemented. He is beginning to build up a portfolio of pupils' work, showing the standard expected to be reached by most pupils each year. This will be a useful resource for assessing and monitoring pupils' progress, in order to raise standards further.

HISTORY

103. As in the previous report, pupils' attainment in some areas of planned historical enquiry is often good in Key Stage 2. Pupils achieve satisfactorily and, by the end of Key Stage

2, their attainment is at the expected level for their age. In Key Stage 1, pupils' attainment is broadly in line.

104. Younger pupils gain a sense of time by arranging pictures of people in order from birth to old age, and different types of dwellings from a cave to a modern house. They use their own homes and the local area to observe external features of dwellings. They compare the present with the recent past by looking at changes in toys. They ask parents about 'remembering' and record their comments under a picture of a poppy. Year 2 pupils talk to grandparents about school. They find out about the lives of famous people, beginning with themselves, identifying someone whom they think is famous and, finally, learning about Florence Nightingale and Guy Fawkes.
105. In Key Stage 2, all pupils broaden and deepen their understanding of chronology and distance of time. Time lines in pupils' books and on classroom walls are detailed and show evidence of pupils having researched interesting facts for themselves. Year 3 pupils become archaeologists and handle pottery fragments collected by their teacher. They make good progress in historical enquiry when they find out about life in Ancient Egypt and reproduce very detailed copies of canopic jars and mummy cases. Year 4 pupils study portraits to answer questions about the character of Henry VIII. They explore reasons why the Romans invaded and then left Britain. Year 5 pupils learn about Ancient Greece and its influence on modern civilisation. Year 6 pupils have a good understanding of Victorian times and the living conditions of the different classes in society.
106. No teaching was seen at Key Stage 1, but, from a scrutiny of pupils' work and teachers' planning, the teaching of younger pupils is not always clearly focused, so aspects of their knowledge and understanding are fragmented. Writing about history, geography, science and religious education is mixed together in topic books with no system for building progression into the different units of work. It is difficult to assess the achievement of individuals and groups of pupils because not all have completed the range of tasks. Classrooms do not have museum displays of objects, books or photographs, which limits opportunities for pupils to become actively involved in finding out about the past.
107. The quality of teaching seen at Key Stage 2 was good overall, with some that was very good. Teachers ask probing questions, use resources well and have high expectations. Stimulating displays of pupils' work from all attainment groups show the many cross-curricular links made, for example, the making of masks and puppet theatres in art and map work in geography. The use of key vocabulary in displays is an important feature of the good provision that enables all pupils, including those with special educational needs, to learn effectively. Labels on displays ask questions to encourage interaction. Pupils' literacy skills are developed well through history. For example, Year 4 pupils have written a speech as though made by Boudicca, and Year 6 pupils wrote diary entries as if they were young working class children. However, a less well developed aspect of history is the planning for higher-attaining pupils in Year 6 to link causes and effects of events and changes, and explain them in their results.
108. The subject is managed satisfactorily. The curriculum has been adapted from national guidelines and has been well planned by the subject co-ordinator. It is enhanced by visitors to talk about local history and events such as the drama workshop on life in Ancient Egypt. Resources are unsatisfactory in Key Stage 1. Evaluation of pupils' achievement is made at the end of a unit of study and older pupils have copies of these sheets in their books. The recommendation in the previous report that schemes of work include details of what should be known and understood at the end of each unit

has not been fully implemented. This limits the effectiveness of teachers' assessment. The school is reviewing and evaluating the new subject policy and medium term planning, with a view to removing two units of study. This would reduce the range of pupils' study to below that which is expected.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. The provision for and teaching of ICT have significantly improved since the last inspection. Pupils at both key stages now attain standards that are similar to national expectations, Pupils are able to access appropriate programs and use a variety of tools. For example, pupils in Year 2 produce work inspired by the artist Mondrian using an art program, and the flood and fill tool that enables large areas to be filled with a chosen colour. In Key Stage 2, pupils change fonts and text colour and, by the end of the key stage, produce a brochure linked to a school journey, inserting tables and pictures where appropriate. The excellent resources which have been acquired, and the very good teaching and management of the subject, results in pupils achieving very well in relation to their prior attainment throughout the school.
110. Skills are well developed throughout the school so that the confidence that is instilled into children in the Foundation Stage is built on effectively. During Key Stage 1, pupils are encouraged to experiment with aspects of the computer and use it for word processing as well as number work. These skills are further developed in Key Stage 2 and pupils learn how to use control technology to change the speed of a merry-go-round in a programme. Pupils in Year 4 produce class rules on the computer, confidently changing font size and text colour. They use the spell check facility to ensure that their work is correct. All pupils are able to print their work and, by the time they enter Key Stage 2, most are beginning to save their work. Pupils use the Internet confidently to research subjects, such as the location of their school journey. The pupils are aware of the pitfalls of using the Internet and all have signed an agreement to use it appropriately. The opportunity for pupils to use e-mail is being introduced very soon. The local authority has issued all pupils with e-mail addresses, which they will be able to use in their next school.
111. The teaching of ICT is very good. All staff have received training and use ICT across the curriculum effectively. All ICT lessons are linked to other areas of learning. For example, in Year 1 and 2 art it is used effectively, and in Year 4 history, pupils produced an advertisement persuading people to buy a villa. Explanations in lessons are very clear so that pupils make very good progress in lessons. Very good use is made of the excellent resources and, during lessons, each pupil has a computer. This means that teachers can assess easily which pupils are experiencing difficulties and so support them effectively. Other adults contribute well in lessons. For example, a pupil who has a slight visual impairment was supported by a class assistant so that he had equal access to the activities. Pupils become very absorbed in the activities. As a result, they make very good learning gains and are keen to improve their skills further.
112. ICT is very well managed. The co-ordinator has worked hard to implement the planned improvements over the last few years. She supports her colleagues well and ensures that maximum use is made of the excellent resources.

MUSIC

113. Three music lessons were observed during the inspection. Additional evidence included hearing singing in assemblies and holding discussions with staff and some Year 6 pupils. Overall attainment is broadly in line with expectations for the pupils' ages, and above average attainment was seen in some lessons, particularly those taught by the co-ordinator. As at the last inspection, pupils enjoy their music lessons and their behaviour is good. They work hard to achieve well, showing pride in their successes.
114. In a very good lesson, Year 2 pupils showed understanding of different rhythm patterns. Having learnt a new song, some accompanied it with different ostinato patterns while others sang the song as a round. They sang in a range of moods, such as happily or crossly, and were beginning to show variation in dynamics. High expectations, a rigorous pace and secure teacher knowledge enabled all pupils to make good progress.
115. Year 5 pupils' group compositions, reflecting the mood of their chosen title, were of a high standard. They worked very well together, developing their graphic scores to create more contrast by incorporating various musical elements. The pupils showed very good understanding of rhythm, tempo and dynamics. They made good progress as they developed the texture of their compositions, prior to performing them to the class. Teacher expertise, very high expectations, full involvement of all pupils, with easy but effective control, were features of this very good teaching.
116. Year 6 pupils pictorially described their response to two pieces of music, one from Holst's 'Planets Suite' and the other from Handel's 'Water Music'. They remembered clearly the moods created by the two very different pieces of music. Pupils sing tunefully in assembly, to guitar and piano accompaniments. Some Year 2 pupils are enjoying learning to play the recorder. Many opportunities are provided for the pupils to perform. For example, Key Stage 1 pupils invite parents to a Christmas production each year and join in a concert for local schools. The junior choir participates in the local schools' concert at the Fairfield Halls and sings to elderly residents at Christmas. The Key Stage 2 carol service involves all pupils, and there is a joint production that involves the drama club and the choir.
117. The quality and range of resources are good, as previously reported. The new scheme of work is very supportive of the less confident teachers. Although it suggests assessment opportunities, as yet there is no formalised system for assessing and recording pupils' attainment and progress. Music is played as the pupils come into and leave assemblies, but the opportunity to talk about the music is missed. The subject is very well managed and the co-ordinator is able to teach pupils in Years 4 and 5 at the present time, joined by the class teacher, which is a very good use of her expertise.

PHYSICAL EDUCATION

118. Standards in physical education are in line with the national expectations for pupils at the ages of seven and eleven. The standards reported at the last inspection have been maintained, with strengths continuing in dance and swimming. Pupils enjoy physical education and co-operate well in all activities. There is no difference in standards between boys and girls, who collaborate well in pairs or teams. Pupils learn of the need to warm up prior to exercise, but the quality of this activity and the teaching about its purpose vary. They build up skills for a range of activities and learn how to enjoy competition individually and in teams.

119. Key Stage 1 pupils work enthusiastically in dance. They enjoy themselves and show appreciation for each other's efforts. They show co-ordination and control and are able to express themselves effectively in different ways, for example as elegant penguins or cantering horses. A weakness is that pupils are not consistently taught the importance of evaluating performance for themselves. Although one gymnastics lesson lacked clear purpose, the response of pupils was good as they effectively planned and performed individual movements and balances.
120. Key Stage 2 pupils were accurate in throwing and catching, and other skills, such as fielding techniques. Year 4 pupils were very co-operative in practising these skills and then competing in a whole-class game. In a cricket session, Year 6 pupils were taught over-arm bowling and given criteria, so in pairs they could evaluate each other's skills. The lesson progressed to small games so pupils could apply these. In all games activities, the pupils organise themselves sensibly and safely, and this contributes to their learning.
121. It is not possible to make an overall judgement on teaching, but, in the lessons seen, the quality of teaching seen ranged from satisfactory to very good. In the best lessons specific skills were taught and clear instructions given. Teachers use pupils to demonstrate skills, but they are not always encouraged to evaluate each others' performance in order to help them improve. Lessons generally move at a good pace. A few lessons are not planned well enough to ensure pupils learn individual skills, practise these and then apply them in games. Medium-term plans offer satisfactory support to teachers, and there is an appropriate priority to update these. The co-ordination of physical education is satisfactory. The school benefits from a co-ordinator with expertise in physical education. In addition to supporting teaching and learning, she enthusiastically offers extra coaching and organises a wide range of extra-curricular sport, including team games. Pupils achieve success in sports such as rugby, netball, tennis and athletics. This is enhanced by the good links with outside sports facilities and the use of visiting coaches. The annual residential visit for the Year 4 pupils further extends their physical education experience, through challenging outdoor activities, including climbing.
122. The school now has the good facility of a new sports hall in addition to the school hall. The large playing field is a valuable space when the weather is suitable. The school's aim to have an all-weather surface will extend pupils' opportunities further for physical education. There are appropriate plans to rectify the current uneven surface of the playground. The good range of resources enables a wide range of activities to be practised.

RELIGIOUS EDUCATION

123. By Year 2, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. By Year 6, however, attainment is below expectation, mainly due to inadequate time being given to the subject in some year groups. Provision for religious education is therefore unsatisfactory overall. The lack of a consistently applied, detailed scheme of work to support the less confident teacher is another factor. At present, different year groups are using a variety of schemes. As a result, pupils do not build progressively on their previous knowledge and understanding. At the time of the previous inspection, standards were in line. Pupils' current attainment represents a decline in standards from this position.

124. Year 1 pupils visited a mosque recently and the resulting work is of a high standard. The pupils understand the symbolism of important rituals, such as washing, removing shoes and facing Mecca to pray. They have discussed special places and people. By writing sensitively about what is special to them, the pupils are developing a good basic understanding of what religious practices mean to followers of a religion. Year 2 pupils, in a study of Christian celebrations, have gained a satisfactory understanding of the traditions and significance of baptism and marriage in a Christian context.
125. The quality and experiences which pupils in Key Stage 2 encounter in religious education lessons is dependent on the confidence and expertise of each class teacher. Pupils achieve well in some individual lessons and topics. Pupils in Year 4 used the Gospels well as sources of information when researching Jesus as an historical figure. They pupils imagined they had been present at the feeding of the five thousand and made sensible and thoughtful observations about what their feelings might have been. During their study of India, pupils in Year 5 used the Internet to find out about Hinduism. Year 6 pupils wrote poems, using as a stimulus a church in Godshill on their recent visit to the Isle of Wight.
126. A scrutiny of pupils' writing and work displayed in a few classrooms indicated some weaknesses. Pupils present their work in a variety of ways. In Key Stage 1, it is amongst science, history and geography, which makes monitoring of progress and coverage difficult. In one Year 3 class, there is very little written work, while a parallel class has an exercise book for religious education containing substantial written work. There is little recorded work in Years 4 and 6. Discussion with Year 6 pupils indicates they enjoy religious education when there is sufficient time for sharing ideas and experiences, but this is not often enough. Their knowledge of religions other than Christianity is inadequate. In the short lesson observed during the inspection, the teaching was good, but a shortage of time prevented pupils' from adequately developing the central theme of the lesson.
127. Resources are satisfactory, but there are insufficient opportunities for visiting places of worship. For the past two terms, the subject has not had a permanent co-ordinator, which has restricted developments in the subject. The appointment of one for next term is an intention of the school development plan. There has been no monitoring of teaching and learning in the subject. A worthwhile recent extra-curricular development has been the formation of a religious education club for Year 4 pupils, which is run by members of a local Baptist church.