

INSPECTION REPORT

WHITEHALL JUNIOR SCHOOL

Uxbridge

LEA area: Hillingdon

Unique reference number: 102399

Headteacher: Mr R Macdonald

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 21st – 24th May 2001

Inspection number: 193095

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Cowley Road Uxbridge Middlesex
Postcode:	UB8 2LX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr S Coomber
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21079	Mrs L Woods	Registered inspector	Information and communication technology Music	What sort of school is it? How high are standards? How well is the school led and managed?
9614	Mrs C Webb	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16773	Mrs R Arora	Team inspector	Equal opportunities Special educational needs English as an additional language English Physical education Religious education	
25925	Mrs E Pacey	Team inspector	Mathematics Art and design Design and technology	How good are curricular and other opportunities?
12125	Mr M Slaughter	Team inspector	Science Geography History	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11 - 12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	14 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17 - 20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	21 - 30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitehall Junior School is situated in Uxbridge and shares an extensive site with the adjacent Infant School. There are currently 314 boys and girls on roll between the ages of seven and eleven. Pupils come from a wide range of backgrounds and about 16 per cent of pupils are from service families. Around 19 per cent of pupils are known to be eligible for free school meals, which is broadly average compared with the national picture. The school has a rich cultural mix, with about 26 per cent of pupils coming from homes where English is an additional language. This is above the national average, but these pupils are fluent in English and have no difficulty in taking a full part in school life. Thirty-five per cent of pupils are identified as having special educational needs, which is above the national average. Seventeen of these pupils are at Stage 3 and above of the Code of Practice for the identification of such pupils and two have statements of special educational need. Pupils' attainment when they join the school is below average overall.

HOW GOOD THE SCHOOL IS

Whitehall Junior is a very effective school. Many pupils join the school with below average standards; an above average percentage have special educational needs or speak English as an additional language. Standards in the core subjects of English, mathematics and science have risen steadily year-on-year, and are above the national average overall. All pupils make good and often very good progress during their time in the school. The quality of teaching is good; staff know their pupils very well, have high expectations and work hard to provide a wide range of interesting and relevant experiences. The leadership and management of the school are very good, providing a clear direction and supporting the commitment of the staff very well. Staff with specific responsibilities fulfil these very well. The school provides very good value for money.

What the school does well

- Pupils really enjoy coming to school. They behave well and work hard.
- The teaching of basic skills in literacy and numeracy is very good.
- The school makes very good provision for pupils with special educational needs and those having English as an additional language, enabling them to make very good progress.
- Provision for pupils' moral development and for activities outside lessons is very good.
- The school has comprehensive and effective systems for assessing pupils' personal development and progress.
- The school is very well led and managed by the headteacher and senior staff.

What could be improved

There are no major areas for improvement. A number of development points were discussed with the school:

- Pupils' information and communication technology skills, which are below expectations, by continuing effective implementation of the subject action plan.
- Maximising the use of the library to enable pupils to develop further their skills in undertaking independent research.
- Making full use of opportunities to promote pupils' spiritual development and improving their skills in music.
- More specific identification of particularly able pupils, so that work can be planned for them effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues identified at the last inspection in March 1997. The leadership and management of the school are very good. Senior staff take a full and active role in monitoring teachers' planning, pupils' work and the quality of teaching. Teaching and standards, as a result, have improved and are good overall. Governors take an active role in the management and leadership of the school. Their understanding of its work, and of their own role in shaping development is good and they fulfil all their statutory responsibilities. The school development plan is a detailed and comprehensive document, and includes action plans from subject co-ordinators for improvement in their curriculum areas. Teaching of information and communication technology (ICT) is satisfactory and often good, but lack of appropriate hardware has impeded improvement in standards. The very newly opened ICT suite provides a valuable resource for addressing this and training for teachers in its effective use will begin in the near future.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	B	B	very high A* well above average A above average B average C below average D well below average E very low E*
Mathematics	C	B	B	B	
Science	C	B	B	A	

The table shows that standards in English, mathematics and science were above national averages in the 2000 tests. By comparison with similar schools, standards in English and mathematics were above average and were well above average in science. In all three tested areas, the percentage of pupils reaching the higher Level 5 was above the performance of pupils nationally. The school met its targets in English and exceeded targets in mathematics. Standards in these national tests have risen steadily each year and the school analyses its results in detail to identify where improvement can be made. Inspection findings show pupils are on course to meet the targets set for pupils in the 2001 tests and are likely to exceed them.

Very good teaching of the core skills in literacy and numeracy results in above average standards in English and mathematics throughout the school. Standards in science are also above average. Pupils' knowledge and understanding of the value of information and communication technology (ICT) to support their learning is good. However, lack of sufficient hardware provision in the past means that their skills in the subject are below expectations for their age. Throughout the school, standards in art and design, design and technology, geography, history, physical education and religious education are average. In music, whilst pupils reach satisfactory standards in listening and appraising music, their skills in performance are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils really enjoy coming to school and take full advantage of the opportunities available to them. They work hard, co-operate well and are interested in all they do.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school; they know what is expected of them and sanctions they could receive if they transgress. Play outside can be exuberant, but pupils are generally considerate and thoughtful towards each other.
Personal development and relationships	Good. Relationships amongst pupils and with adults are good. Pupils enjoy responsibility and carry out their duties conscientiously.
Attendance	Satisfactory. Most pupils arrive before time in the morning and the few persistent latecomers are well known to the school. Attendance figures, however, are affected by families taking extended overseas holidays.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 is a strength of the school. During the inspection, teaching was at least satisfactory in all but one lesson. It was good or better in 63 per cent of lessons and very good in 13 per cent. This represents a significant improvement over the position found at the time of the previous inspection, where a quarter of lessons were judged unsatisfactory. Teachers' own good knowledge of and enthusiasm for the subjects they teach are effectively communicated to pupils and the quality of learning is good as a result. Teaching in English and mathematics is consistently good. The basic skills in literacy and numeracy are taught very well and this is clearly evident in the good standards achieved in lessons and in national tests. Teaching in all subjects is at least sound and frequently good. Teachers' understanding of the requirements of the music curriculum is well supported by a commercial scheme, but their knowledge of how to teach skills in this subject is an area which needs developing.

Teaching for pupils with special educational needs and those speaking English as an additional language is good, both by class teachers and specialist staff. Pupils are well supported in class lessons and separate small groups and they make very good progress. Gifted and talented pupils, however, are not formally identified. Although teachers are aware of the most able pupils in their classes, they do not yet plan specific programmes of work to enable them to achieve even higher standards. Teachers are very well supported by dedicated and hard-working classroom assistants. All staff know the pupils well and provide challenging work, well matched to individuals' abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is broad, balanced and interesting. All pupils have full access to the opportunities available. The curriculum is significantly enriched by a very good range of activities outside lessons.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified effectively and catered for fully in lessons and small group sessions. The co-ordinator manages provision very well.
Provision for pupils with English as an additional language	Very good. Almost all pupils speak English fluently, but their needs are identified effectively and they are well supported in lessons. Provision is managed efficiently and specific grants are spent well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral development is very good. It is good for their personal, social and cultural development. Provision for their spiritual development is satisfactory, but not always planned for specifically in lessons.
How well the school cares for its pupils	Good overall. The school has effective procedures in place to ensure pupils' health and wellbeing and these are implemented conscientiously. Assessment procedures to monitor pupils' standards and progress are very good.

The school has very effective links with parents and they in turn are very appreciative of all the school does for their children. They are kept well informed about activities and their children's progress and many make a positive contribution to the life of the school, helping in class and with their children's work at home.

The provision for pupils' moral development and the wealth of additional activities available are strengths of the school, as are assessment procedures and provision for pupils with specific needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's determination and vision provide highly effective leadership. They are shared fully by senior management and all staff, who work together as a dedicated and committed team. Management responsibilities are delegated effectively and carried out very well.
How well the governors fulfil their responsibilities	Good. Governors are interested and committed. They understand their roles and responsibilities well and fulfil all statutory requirements.
The school's evaluation of its performance	Very good. The school analyses its results and decisions in great detail and has a clear picture of achievement and areas for development.
The strategic use of resources	Good. All specific grants are spent appropriately and resources, both human and material, are used effectively to provide a stimulating learning environment.

The school is very well staffed with dedicated teachers and learning support assistants. Accommodation is very good, with many specialist rooms to support the demands of the curriculum. Resources are good overall, but more library resources are needed. The leadership and management are strengths of the school. The school has a comprehensive development plan and applies the principles of best value fully in all decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Parents support fully all aspects of the work of the school.	<ul style="list-style-type: none">Parents did not indicate any areas where they felt improvement could be made.

Inspectors fully support parents' positive views about this very good school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment when they join the school at the age of seven is below average, although this varies each year, depending on the number who have special educational needs or who are learning English as an additional language. The school makes detailed assessment of their standards and progress each year and has a very clear picture of the value added to each group of pupils by the time they leave the school.
2. In the 2000 tests for eleven-year-olds, attainment was above the national average in English, mathematics and science. Compared with schools having a similar intake of pupils, attainment was above average in English and mathematics and well above average in science. In all three tested areas, the percentage of pupils reaching the higher Level 5 was above average. Attainment overall was about a term ahead of expectations for pupils' age and boys in particular were about two terms ahead of attainment found nationally. The school met its targets in English and exceeded targets in mathematics and showed pupils had made good progress during their time in the school. Detailed analysis of results has enabled the school to identify improving girls' attainment in mathematics and science and writing standards overall. Current pupils in Year 6 are on course to meet targets set for the 2001 tests and are likely to exceed them.
3. Inspection findings show standards in English, mathematics and science are above average. All pupils make good progress overall and, in English, those with special educational needs and those for whom English is an additional language make very good progress. Standards of speaking and listening are good, although they are better in listening than speaking. Pupils listen carefully to their teachers and each other and show their attention and understanding by relevant comments, which build effectively on the discussion in hand. Reading standards are good. Pupils read accurately and most read fluently. They discuss their current book and preferences with understanding and pleasure, but are less confident about using research skills to find information for their topic work. Standards in writing are above average for the majority of pupils. They write neatly and accurately, drafting and improving their work. For a minority of pupils, their lack of extensive vocabulary limits the fluency of their writing. Writing skills are used well across the curriculum, for example, in history.
4. Pupils' ability to calculate mentally is good. They enjoy the 'quick-fire' mental arithmetic sessions, which start the numeracy hour and most explain their methods clearly and accurately. Other aspects of mathematics are used appropriately across the curriculum, although mainly in science and geography for constructing graphs and charts. Pupils' skills in scientific enquiry are good. Most pupils are adept at evaluating sources of evidence, provided by teachers, in history and geography as well as in science.
5. Standards in information and communication technology (ICT) are below average overall. Pupils have a good knowledge and understanding of the value of ICT to support their learning in different subjects, such as word processing to publish work and data handling to provide evidence. However, lack of sufficiently powerful hardware has limited development of skills in the subject and these are below expectations for pupils' ages. The very recently opened ICT suite is welcomed and enjoyed by teachers and pupils alike and is already being used effectively to raise standards and improve progress. In other subjects, standards in art and design, design and technology, geography, history and physical education are average and pupils make sound progress. Standards in religious education are in line with the expectations in the locally agreed syllabus. In music, pupils reach average standards in listening and appraising music, but their performing skills are below expectations for their age.
6. Pupils on the register of special educational needs at Stages 1 to 4 and pupils with statements of special educational need, achieve standards in line with their abilities. These pupils make good progress in lessons and over time, through carefully targeted work. Pupils for whom English is an additional language achieve standards which are generally in line with their peers. For pupils who are new arrivals and on Stages 1 and 2 of English language acquisition, attainment is below average. However, all pupils achieve very well due to well-planned and carefully targeted support.

Pupils' attitudes, values and personal development

7. The school continues to instil the good attitudes towards learning and the positive values found at the time of the last inspection. Pupils like coming to school and the majority are waiting to enter the building on or before time in the mornings. Registrations are taken briskly and provide a purposeful start to the day. Pupils' attendance is satisfactory.
8. Enthusiasm and a will to learn permeate the classrooms. Pupils in Year 6, for example, are interested in identifying the different techniques used by Van Gogh and Drummond and show some skill when creating their own copies. They were pleased with these and celebrated each other's efforts at the end of the lesson. Year 4 pupils' arms must ache as they wave them, all anxious to give the answers to the mental mathematics questions. Whilst creating their pottery masks, Year 3 pupils work with alacrity, and warm to their teacher's congratulations on work well done. They were fascinated to see the inside of the kiln. During their first physical education lesson on athletics, pupils in Years 3 and 4 responded enthusiastically to their teacher's instructions on 'sprint starts' and their running styles and speed visibly improved.
9. Behaviour in school is good. Pupils know what is expected and the sanctions they could receive if they transgress. They keep their own records and loss of Golden Time is important to them. 'Behaviour logs' are used well to help those who feature in these. Participation in the social skills group activities provides a positive experience, builds confidence and self-esteem and improves behaviour. Relationships amongst pupils and with adults are good. Teachers provide good role models for all to follow. There have been no fixed-term or permanent exclusions.
10. Outside in the playground and on the school field exuberant play is enjoyed; football is played hard, and the new outside play equipment, for example, the skipping ropes, is shared happily by all. Supervision is difficult, given the area pupils enjoy for their play and minor incidents do occur, but none observed during the inspection was malicious or vindictive. Indeed, if one of their number is hurt pupils are concerned and ensure that the victim is accompanied to the medical room.
11. Pupils with special educational or other needs and those who speak English as an additional language, are well integrated and well supported by their peers. The school carefully ensures all pupils are able to take a full part in all activities; access for disabled pupils is in place, although these pupils would have difficulty in reaching the library in its current location.
12. Pupils' personal development is good. Through assemblies, circle time sessions and the personal social and health education programme, pupils are encouraged to think of others and of the impact their actions may have. They are aware of those less fortunate than themselves. During role-play in a Year 6 history lesson on World War II, when in the 'hot seat', pupils empathised closely with the evacuees. Pupils collect for charities, on occasions such as Red Nose day, in which they participate enthusiastically. Elected representatives of the newly created school council are proud to give the views of their class. House points are awarded for effort and commitment and pupils eagerly look forward to the weekly announcement of which house is top of the league, but it is only on sports day that they feel a real sense of belonging to a specific house. Visits from representatives of the police and other local services ensure that pupils are aware of the dangers and difficulties to be found outside their school environment and how best to deal with these. They are proud of their school and are well prepared for the next stage in their education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The previous inspection found that teaching was inconsistent and that in a quarter of lessons teaching was unsatisfactory. Since the last inspection teaching has improved significantly and is now good overall throughout the school. All staff were involved in developing the school's policy for teaching and learning. This has been successful in establishing a clearly understood range of effective teaching characteristics throughout the school. During the inspection, 82 lessons were observed, of which 50 per cent were good and 13 per cent were very good. There was only one unsatisfactory lesson. This predominantly good teaching results in good progress in many lessons and high standards in national tests for English, mathematics and science.
14. Regular year group meetings enable teachers to plan effectively for pupils in parallel classes to receive similar experiences. Planning is based securely on schemes of work developed by the subject co-

ordinators, following the national frameworks for literacy and numeracy and drawing on the curriculum guidance provided by the Qualifications and Curriculum Authority.

15. Teachers plan each lesson thoroughly, with clear objectives for what pupils will learn. They explain these clearly, so that pupils understand what they are doing and why. In a Year 6 lesson about the London Blitz, for example, the teacher reminds the class of the learning objectives at appropriate points during the lesson. This ensures that pupils make good use of their sources of evidence when writing about the Blitz. Year 3 pupils were able to explain clearly what they had done and what they still needed to do, during a design and technology lesson. Teachers ensure that lessons stay focused, in order to meet the objectives for learning. The national strategies for literacy and numeracy are being implemented successfully and the teaching strategies from these are being used effectively in other subjects. Lessons often end with lively discussion, where the main teaching points are reinforced well.
16. Teachers have good subject knowledge and understanding in English, mathematics and science. The basic skills are taught very well. Teachers provide good opportunities for pupils to practise their skills of speaking and listening, reading, writing and using numbers in different subjects, such as science, geography and history. They provide clear explanations and use questions that encourage pupils to think at challenging levels. During a Year 4 lesson on creative writing, for example, the teacher helped pupils to use descriptive language well and to provide good suggestions for continuing a story on bullying. In a Year 3 mathematics lesson, the teacher was able to help pupils develop their understanding of capacity well. Year 6 teachers use their very good knowledge and understanding of science to structure questions well. This encourages pupils to use their own scientific knowledge and understanding when making predictions and drawing conclusions. In other subject areas, teachers' knowledge and understanding are satisfactory. However, teachers' skills in information and communication technology and in music need to be further developed.
17. Teachers have high expectations of pupils' achievement and behaviour and they communicate these effectively in all classes. They are successful in directing and encouraging those pupils who have the potential for challenging behaviour without confrontation. As a result, pupils behave well and work hard during lessons. Teachers manage learning resources efficiently. They have well established classroom routines and use a range of appropriate teaching strategies. This enables them to maintain a good pace throughout lessons and use time well. Pupils remain interested and focused on what they are learning.
18. Teachers and pupils are very well supported by a dedicated team of learning support assistants. Teachers liaise effectively with the learning support assistants, to ensure that they have a clear understanding of each lesson's learning objectives. Pupils with special educational needs and those speaking English as an additional language are very well supported in the classroom, so that they have full access to the opportunities provided for all the pupils. This enables both of these groups to make very good progress.
19. Teachers assess pupils' understanding regularly throughout lessons. Questions such as 'What do you think? Is she right? What else is missing?' are used effectively by teachers to help them identify what pupils know and understand. During a Year 4 science lesson, for example, the teacher checked and re-checked that all pupils were able to give a simple description of the role of leaves during photosynthesis. She used a good variety of teaching strategies to enable all pupils to gain a basic understanding of this process. In a Year 5 geography lesson, the teacher regularly reinforced the aims of the lesson and checked pupils' understanding. There is a whole school policy for marking pupils' work, but practice varies across the school. Good marking explains clearly to pupils what they have done well and what they need to do next. Examples of this were seen in English, science, history and geography. In a Year 6 English lesson, the teacher's clear marking explained in simple terms what pupils needed to do to improve their work. This enabled pupils to work independently and to make very good progress when using imaginative, descriptive language to write about feelings. Pupils are set personal targets for literacy. They understand these targets and try to meet them. In mathematics, however, marking is often just ticks or crosses and does not explain what pupils should do to improve. Teachers plan and set appropriate homework, which is integrated well with work carried out during lessons and effective in helping prepare pupils for the next stage of their education.
20. Pupils respond positively to this good teaching. They make good progress in acquiring knowledge, skills and understanding. They show interest in, and commitment to, their work during lessons. They

work well in collaboration with each other and work sensibly independently, for example when teachers are focused on a different group. They have generally well developed enquiry skills, for example in science, geography and history, but their library skills are not well developed. Pupils are very keen to learn and have a very good understanding of what they are learning.

21. Teaching for pupils with special educational needs is good. The special educational needs co-ordinator and learning support teacher work closely with class teachers to support literacy and numeracy sessions. In Year 6, pupils with special educational needs are taught in small groups. The support teacher also provides group teaching or individual support in the classroom. Other full and part time classroom assistants provide effective support to individuals as part of groups within the classroom. Teachers consistently plan appropriate work for these pupils.
22. The quality of teaching by staff paid for through the Ethnic Minority Achievement Grant (EMAG) is mainly good. The teacher working with pupils for whom English is an additional language is aware of the full range of their language needs and plans effectively, with clear aims and well-matched tasks. During literacy sessions, the early stage learners of English, and others more advanced but lacking confidence, are taught in a small group which also includes pupils with special educational needs. These lessons are planned well, particularly the vocabulary and language element. The EMAG assistant is deployed effectively during literacy and numeracy hours to make best use of her time. Class teachers are aware of pupils' continuing needs and support and extend them well. The quality of learning is good as a result and most pupils make very good progress during their time in school.

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

23. The curriculum provided by the school is good. It is broad, well balanced and meets all the requirements of the National Curriculum, including sex education, education about drugs misuse and personal and social education. Religious education is based on the locally agreed syllabus. This is an improvement since the last inspection when Information Technology did not meet requirements. Both the National Literacy Strategy and the National Numeracy Strategy are being implemented effectively and in full.
24. The curriculum is planned on two and four-year cycles, to ensure that pupils build on previous knowledge without unnecessary repetition of work as they move through the school. Subject co-ordinators, year leaders and the senior management team monitor the curriculum planning closely to ensure that the work set is appropriate. They then monitor pupils' work to establish that the curriculum provided enables pupils to learn and make good progress. Teachers work effectively and very closely together to ensure that pupils of the same age in different classes receive the same curriculum. In all subjects of the curriculum, the school offers a good range of activities. Tasks are predominantly prepared to be relevant, stimulating and presented in a way that interests and matches the needs of the great majority of pupils. The exception to this is the small group of gifted and talented pupils. The school acknowledges their needs but does not yet plan specific programmes of work for them. As a result, although they make good progress, they are not always challenged to make the most of their abilities.
25. Equality of access and opportunity for all pupils is good. The school has a commitment to equal opportunities, which is ensured through the equal opportunities policy, the aims, general philosophy and ethos of the school. Co-ordinators are generally aware of these issues within their subjects and have a positive approach to ensure equal access to all. Provision for pupils on the special educational needs register is good. Support for these pupils is sometimes on withdrawal basis, but equal access to the curriculum is always ensured for all pupils. Pupils with English as an additional language are well supported. Opportunities are given for them to participate in all curriculum-related tasks. In lessons, boys and girls are given equal access and perform as well as expected. Teachers are generally aware of gender issues in lessons and how to deal with them as they arise. Incidents of harassment, bullying or racial/social name calling by or towards particular groups of people are recorded and carefully attended to following the agreed procedures.
26. The school provides very good opportunities for extra-curricular activities such as football, netball, gymnastics, line dancing, culture club, craft club and cookery club. The clubs are popular and well attended. Both boys and girls of all age groups attend all clubs. Good use is made of visits and visitors to enrich the curriculum. For example, visits to the British Museum support work in history; to

local churches support work in religious education and visits to nature and environmental centres support work in science. A residential visit enhances the personal development of pupils in Year 6. Pupils who do not go on the visit also have the opportunity to develop independence and stay away from home in a 'sleep over'.

27. The school has established satisfactory links within the local community. The 'Time Traveller', an older local lady, helps in the library and hears children read. At Christmas and Harvest Festival elderly residents enjoy their community singing and take home parcels after the festivities. Pupils visit local shops, contribute to local charities and a large supermarket chain supports events for all pupils. The school has established good-liaison with partner institutions. The site is shared with the infant school and there is a joint parent teacher association for both schools. The shared site helps pupils enjoy a smooth transfer into the junior school. They are not only familiar with the building but also know some of the older pupils, having shared the school field with them at breaktimes. Good links are maintained with the secondary school. Teachers liaise closely and older secondary pupils perform jazz concerts for the whole school. When the time comes for transfer, over half go on to the same secondary school. They enjoy their 'taster' days and meeting their new teachers.
28. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. This is in line with the findings of the previous inspection report. Provision for pupils' spiritual development is satisfactory. Acts of collective worship provide opportunities for pupils to consider the achievements and qualities of famous people and to use them as role models for their own aims in life. However, there are some missed opportunities for developing the themes and giving pupils sufficient time to reflect on them during periods of stillness. Opportunities for showing delight in the world about them occur incidentally, for example, during cookery and gardening clubs. Teachers are successful in creating an atmosphere of respect for other people's beliefs, such as when pupils share their different celebrations in culture club. However, there are few planned opportunities within the curriculum to foster pupils' spiritual development.
29. Provision for pupils' moral development is very good and is a strength of the school. Pupils are encouraged to listen to and value the ideas, thoughts and feelings of others. Pupils know the school rules, they understand them and perceive them as right and fair. All teachers take an active role when firmly but kindly helping pupils to understand the difference between right and wrong. If any pupils do not behave as they are expected to, they are left in no doubt as to why their actions are not acceptable. Very good examples are set by teachers, who show courtesy and respect for their pupils when they thank them for their attention. This creates a positive atmosphere which is fundamental in creating good attitudes towards lessons. Pupils are encouraged to think carefully about issues beyond school. For example, considering the effect of slaughtering livestock in the recent foot and mouth outbreak.
30. Good provision is made for pupils' social development. They are encouraged to work together and share ideas. All the adults who work in the school set good examples of team working. Relationships between pupils and between pupils and teachers are good. Pupils develop an awareness of the need to help others in the community when they contribute to charities such as Shelter and during Red Nose Day. Contributions made for Harvest Festival are distributed within the community. Pupils are aware of their responsibility to their houses and strive to earn points. The recently formed school council fosters feelings of responsibility and belonging to the school community.
31. Provision for pupils' cultural development is good. Pupils make a satisfactory range of visits to places of interest to support their work, although insufficient opportunities are taken to visit art galleries. Visitors, such as the local police and representatives of faith communities, come regularly to talk to the pupils and help widen their view of the world. The culture club and an annual international evening, when dance, food and costume from different national groups are celebrated, help pupils to develop an appreciation and understanding of other ways of life. Events such as maypole dancing contribute to pupils' understanding of English culture. Local secondary school pupils visit the school to play jazz and the peripatetic music teachers give concerts to foster a positive response to music. Pupils in one year group make a visit to the theatre and the pupils themselves are keen to attend auditions in order to put on their own performances.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has good procedures to ensure pupils' health and welfare and is very conscious of health and safety issues. All who administer first aid have been trained and incidents are recorded and monitored. Risk assessments take place regularly and security is always under review. The school has good procedures for child protection. The designated teacher has recently updated his training and local authority guidelines are followed, although not all staff who attend case conferences have received training. During the inspection, it was noted that some of the girls' footwear was unsuitable for life at school.
33. Procedures for promoting and monitoring attendance are very good. Full and very good attendance is recognised through the certificates awarded each term. The welfare assistant is vigilant in 'chasing-up' those who arrive late regularly and parents who have forgotten to send a note to explain why their child was absent. Requests for holidays in term time are carefully scrutinised and authorised only if the child's attendance to date has been good. Very long holidays overseas are the main reason for the higher-than-average percentage of unauthorised absence. The education welfare officer visits the school regularly and is appropriately involved when necessary. Good links exist with the educational psychologist, who is a regular visitor and other agencies, such as the school health adviser, speech and language therapists.
34. Good procedures are in place for promoting and monitoring behaviour. The policy was the subject of in-house training and is consistently implemented by all staff. Outside agencies are used well to support a few pupils. Although not every teacher uses the same rewards, bonus, house and table points are much sought after. Mention in the Good Book and recognition in assembly are valued as a celebration not only of pupils' good work, but also of targets achieved and good behaviour and attitude.
35. The school has very effective systems for monitoring pupils' personal development. Teachers know their pupils very well and relationships are good throughout the school. Detailed 'First Half Year' grades sheets are prepared for the important January parents' consultation meeting. At this meeting, targets are set and agreed to improve pupils' achievement. These are used well as the basis for the pupils' personal development section in their annual reports. Pupils are expected to take on additional responsibilities as they progress through the school and they willingly assist teachers and offer to help in the office. Monitors' duties rotate and all pupils show responsible attitudes and appropriate maturity by the time they leave school. Membership of the newly formed school council is recognised as important throughout the school community and class representatives carry out their duties conscientiously. They are particularly pleased that they have enabled more play equipment to be provided at breaktimes.
36. Monitoring and reviewing procedures and assessment, recording and reporting meet statutory requirements in relation to pupils on the special educational needs register. There are good arrangements in place for annual reviews of pupils with special educational needs and all parties involved with the child normally attend these. The special educational needs co-ordinator and class teachers prepare all individual education plans, which are regarded as working documents. These are always dated and reviews take place every term. Targets in these plans are generally achievable, but not always linked to time-scales or are sufficiently sharp. However, achievement of targets is regularly monitored and recorded.
37. There are clear procedures to identify needs and target support for pupils with English as an additional language. Initial assessment for these pupils is effective. Continuing assessment is undertaken by the support assistant and class teachers, based firmly in the recognised stages of language acquisition, and targets for raising pupils' achievement are carefully identified. Pastoral care is a high priority within the school and its success can be seen clearly in the confident way pupils with English as an additional language become happy members of the school community.
38. The school has very good assessment procedures. In addition to the statutory tests at the end of the key stage the school uses optional tests for pupils in Years 3,4 and 5. Regular reading tests are carried out to analyse pupils' capabilities. Teachers consistently complete very detailed records of what pupils have achieved. A good, sensible, new system has been developed for assessment in science. It is a clear, user-friendly system that enables teachers to record achievements and the need for reinforcement quickly and accurately. The school intends to develop the same informative and useful system for use in other subjects.

39. A very good comprehensive analysis is made of the information gathered from tests. It tells the school how different groups, such as boys and girls, are achieving. The school then uses the data to ensure that all pupils have equal opportunities to succeed. On the basis of this information, accurate, realistic but challenging targets are set for the end of key stage results, groups of pupils and individuals. These are used very well to track pupils' progress through the school and deal with any problems that may arise. This makes a positive contribution to the good standards and learning of the pupils.
40. Teachers have developed portfolios of pupils' work in English and science so that they can agree the levels of work being attained. As a result, teacher assessments and targets in these subjects are clear and accurate. A mathematics portfolio has yet to be developed. Although the school has a satisfactory policy for marking pupils' work it is not applied consistently. Examples of good practice can be found where teachers evaluate the work carried out and make suggestions for improving it. However, some marking, for example in mathematics, only involves ticks and crosses giving pupils no practical help to improve their work in the future.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has established very good relationships and effective links with parents. They are very supportive of the school and its aims for their children. They appreciate the attitudes and values promoted and are pleased that these agree with their own. In order that parents' views may be known, questionnaires are sent out twice a year to canvas their opinion. The results of these are studied when policies or changes are being considered. Family literacy groups are held at the school regularly to help parents and to improve communication. Parents demonstrate their strong support for the school through the very high attendance at consultation meetings and at class assemblies and school productions. Over 90 per cent have signed and returned the home school agreements and those who can, help their children at home very effectively. The homework book is a potentially useful means of communication, but it is not used consistently in all classes for this purpose. Few parents are able to help in school but those who do are well deployed and others help with extra-curricular activities.
42. Information for parents is good. Through the comprehensive school brochure, governors' annual report to parents and regular news and other letters sent out, they are well informed about events at the school. Letters to encourage good behaviour are sent home every half term. The annual report is valued as an accurate assessment of individual pupil's progress. Office staff are always ready to assist parents who need help understanding any communication. Interpreters are rarely if ever needed, but translators and translations can be arranged if and when needed. Parents of children with special educational or other needs and those who speak English as an additional language are appropriately involved in any individual education plan and the reviews. All parents feel welcome to approach staff at any time if they have concerns.
43. The joint parent teacher association for the infant and junior schools runs many enjoyable fund-raising events, to which not only parents but members of the local community are invited. Monies raised at the Christmas Bazaar and the Summer Fair have contributed, for example, to the information technology suite. One of the most popular events in the school calendar is the annual International evening when not only do parents cook dishes from their countries of origin but their children and others perform national dances. Parents make and provide some of the costumes. All enjoy this celebration of the rich cultural diversity of the school community.
44. The school's commitment to a very good relationship and effective links with parents, coupled with their strong support, makes a very positive contribution to children's academic achievement and to their personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides highly effective leadership for the school. His determination and vision are shared fully by senior management and all staff, who work together as a dedicated and committed team. Relationships are good; the aims and values of the school are shared by all who work there and are reflected consistently in its daily life.
46. The governing body fulfils its responsibilities well. Governors come from many walks of life and, as far as possible, represent the whole school community, for instance many children attend from the local air force base and there is always at least one governor from the Royal Air Force on the governing

body. Governors have a good understanding of their role and committees have clear terms of reference. They keep up-to-date with changes in education through regular attendance at courses and detailed reports from the headteacher and other key staff. Relationships between the school and governors are good. The chair of governors visits regularly, as do other governors, to see the work of the school at first hand. Individual governors have responsibility for different areas of the curriculum and take these roles seriously, although there is no governor with a role to overview music provision.

47. The school's management organisation is very good and staff with senior and middle management roles fulfil these very well. Year group leaders maintain a close and detailed overview of the work within their teams, dealing effectively with day-to-day and longer term issues and ensuring pupils of the same age in different classes have good access to similar experiences. Their knowledge and expertise feed regularly into senior management team meetings, where their complementary skills are valued highly. The headteacher and senior management team have a clear picture of the quality of teaching and learning in the school and the standards achieved, through regular formal and informal classroom visits and they receive useful support in this from the local education authority.
48. Subject co-ordination is good. Co-ordinators are enthusiastic about their roles and share a determination to raise standards throughout the school. They have regular release time to manage and monitor their areas of responsibility, for example, reviewing policies and schemes of work, teachers' planning and the work pupils produce. Although few have used this time to monitor teaching directly, this option is available. All co-ordinators have produced detailed action plans for the development of their areas of responsibility. They value the support they receive from their assigned governors.
49. The co-ordinator for pupils with special educational needs very effectively supports pupils, colleagues and parents and monitors provision well. The available support and resources are well organised and designated teacher and support staff effectively support pupils on the register. Governors with an overview of special educational needs are interested and actively involved in the school's provision. Specific funding is used well to enhance curricular access and progress. The co-ordinator for pupils with English as an additional language is very experienced and has attended courses to enhance her own practice and keep abreast of current developments. There are clear and useful formal procedures for monitoring the attainment and progress of identified pupils. Guidelines for assessing pupils' language needs are in place.
50. The school development plan is a detailed and comprehensive document. Priorities are formulated in discussion with all staff and linked closely to budget considerations by the headteacher. Success criteria are indicated clearly and progress towards targets is reviewed regularly. Governors are involved fully in discussing and evaluating priorities and targets and are kept up-to-date with progress through regular reports from the headteacher.
51. The school is well staffed to deliver the National Curriculum. Most teachers are well qualified and have been allocated appropriate responsibilities. Good staff relationships underpin the school's strong ethos. Unqualified and temporary teachers are welcomed into the staffroom and benefit from the school's very good induction procedures. Student teachers enjoy their time at school and feel well supported during their teaching practice. Learning support assistants are well trained and well deployed in classrooms, having shared lesson planning with the teachers. Performance management has already started and objectives have been agreed. The premises manager, bursar, clerical assistant and welfare assistant are all part of the close-knit school team and make a positive contribution to the smooth running and friendly atmosphere of the school.
52. The school has very good accommodation for the numbers on roll. The large site is well secured with high wire fencing along the boundaries and padlocked gates. Governors have planned a rolling maintenance programme but some of the exterior windows and frames are in urgent need of replacing and decoration. The headteacher completed and painted the information technology suite himself, in order that pupils could access this as soon as possible and, with the able assistance of the premises manager, has transformed the Learning Centre. Vandalism has delayed the replacement of the windows on the road frontage but this is now planned. The minimal litter is dealt with quickly.
53. The extensive accommodation is enlivened by good examples of pupils' work and artefacts from other cultures. All is well cleaned and the school presents a welcoming atmosphere. In some classrooms, however, heat builds up very quickly. Outside, the tarmac areas are patched well but unfortunately are

no longer flat. Markings are fading and not now used by pupils for games during breaktimes. Planting has improved the boundaries. The large field and mound are a source of delight to pupils who enjoy these areas for their play.

54. The school has sufficient resources for all National Curriculum subjects and these are of good quality for teaching science, information and communication technology and physical education. Lack of teachers' expertise in music means that these good resources are not used to maximum effect. The recently relocated library is currently under-used and does not contain the same good supply of books which are to be found in individual classrooms. Pupils are not allowed to use the library on their own and this limits development of their investigative and research skills.
55. Financial planning is very good. Priorities for development are costed fully and monitored carefully to ensure they provide good value for money. The governors' finance committee meets termly and maintains an appropriate overview of the cost effectiveness of spending decisions. All specific grants are spent appropriately and the principles of best value are applied consistently. Day-to-day financial management is conducted efficiently by the bursar, who checks monthly figures carefully and resolves any discrepancies. The minor recommendations in the most recent audit report have been addressed fully.
56. The quality of education in the school is very good. Many pupils arrive with below average standards and make good and often very good progress during their time in the school. Standards in the core subjects of English, mathematics and science have risen steadily year-on-year and are above the national average overall. The quality of teaching has improved significantly since the previous inspection and all staff work hard to provide pupils with a wide range of interesting and relevant experiences. The leadership and management of the school are very good, providing a clear direction and supporting the commitment of the staff very well. Taking these factors into account, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school, with no major areas for development. Within this very positive picture, the school should:

- continue improvement, as outlined in the school development plan, in provision for information and communication technology and music, in order to raise the standards of pupils' skills in these subjects;
paragraphs 5, 16, subject sections
- develop the library and maximise on its use, in order to develop further pupils' library skills and their ability to undertake independent research;
paragraphs 3, 20, 54, subject sections
- identify more closely opportunities to promote pupils' spiritual development across the curriculum;
paragraph 28
- identify, and plan more specifically, for pupils who are gifted and talented;
paragraphs 24, 66
- ensure consistency in the quality of teachers' marking of pupils' work.
paragraphs 19, 40

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	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	50	36	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	308
Number of full-time pupils known to be eligible for free school meals	57

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	109

English as an additional language	No of pupils
Number of pupils with English as an additional language	81

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	43	37	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	38	40
	Girls	29	27	32
	Total	63	65	72
Percentage of pupils at NC level 4 or above	School	79 (72)	81 (77)	90 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	35	34
	Girls	25	27	26
	Total	55	62	60
Percentage of pupils at NC level 4 or above	School	70 (72)	78 (77)	76 (83)
	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	0
Black – African heritage	4
Black – other	4
Indian	17
Pakistani	20
Bangladeshi	21
Chinese	3
White	215
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	167

Financial information

Financial year	1999 – 2000
	£
Total income	645 387
Total expenditure	635 056
Expenditure per pupil	1 991
Balance brought forward from previous year	58 234
Balance carried forward to next year	68 565

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	314
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	1	0
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	43	55	1	0	1
My child gets the right amount of work to do at home.	43	45	8	2	2
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	61	35	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	6	2	1
The school expects my child to work hard and achieve his or her best.	64	33	0	1	2
The school works closely with parents.	41	55	3	0	1
The school is well led and managed.	47	47	3	0	3
The school is helping my child become mature and responsible.	47	49	1	0	3
The school provides an interesting range of activities outside lessons.	47	44	4	4	1

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

ENGLISH

57. Standards in English have improved significantly since the school was last inspected in March 1997. Test results have risen steadily over the past four years and results in the 2000 national tests show that the standards at age eleven were above average in English. The school exceeded national results at the higher level, Level 5. Pupils scored more highly in tests for reading and comprehension than in writing, but overall these results were above the average achieved by similar schools. Overall, the school's results have risen faster than the national trend. Girls performance is in line with the national picture. Boys in the school show improved results in writing and are doing better than boys nationally.
58. Standards in pupils' work seen during the inspection were similar to these most recent test results. Pupils' progress is good overall and they achieve standards that are above the national averages in speaking and listening, reading and writing, by the time they leave school at age eleven. Most pupils are on course to meet or exceed the school's targets in the 2001 tests. Pupils with special educational needs and those with English as an additional language make very good progress, as a direct result of well-organised and carefully targeted support. From a low starting point, pupils' standards overall show very good achievement over time.
59. Pupils enter the school with a wide range of competence in speaking. Some need considerable extra help and some already have a mature vocabulary and confidence in expressing their ideas. The school gives them many opportunities to develop these abilities and teachers set a good example of clear and often engaging speech. In most lessons pupils develop their knowledge, thoughts and feelings well through discussion. For instance, when working on a sequence of poems with a common theme, the teacher effectively uses a 'hot seat' question and answer technique to help pupils understand the importance of 'feelings' in poetry. Pupils carefully reflect this in their own contributions. In Years 5 and 6, pupils work together well in a small team or group, negotiating with one another and building on each others' ideas, to write a persuasive letter or plan an adventure story. Most pupils are aware that the Standard English is a little different from their everyday speech. They benefit well from the range of oral and literacy experiences provided to reinforce their use of Standard English, such as examining a formal letter from the Houses of Parliament and looking for meanings of slang words, such as quid and bangers. Pupils' vocabulary is extended further and they begin to use complex and grammatically accurate sentences. Pupils' own reading, and the teachers' use of good subject-related vocabulary in class discussions, play an important part in this development. Other opportunities however, such as drama and debate to enable pupils to speak at length and to use a variety of expression and vocabulary, are limited.
60. Given the limitations of the pupils' skills on entry to the school, they do well to attain good standards in reading. Pupils with special educational needs are identified early and embark on well-structured literacy programmes, with realistic short-term targets. Pupils with English as an additional language are supported with clear identification of needs and specific teaching to develop their spoken and written English. The books read by pupils in Key Stage 2 are appropriate to their interest and level of attainment. The range of reading material is extended as pupils move through the school and more able readers are encouraged to choose books freely. Pupils read with increasing fluency and accuracy. Most pupils talk about favourite authors with discernment and demonstrate their critical appreciation of a range of books with confidence. While lower attaining pupils still interpret their reading literally, many average and higher attaining pupils show a growing understanding of figurative language. Most pupils in Years 5 and 6 identify meaning beyond text and appreciate the subtleties of humour in good quality children's fiction.
61. Pupils in Years 5 and 6 develop the skills of skimming and scanning and make meaningful notes. However, for most pupils in the key stage, their understanding of how books are arranged in libraries and how 'contents' and 'indices' can point the way to specific information is under-developed. Pupils use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority are not fully developed. This is mainly because they lack experience in using the school library to develop these skills. Most pupils make good use of their reading skills in subjects such as history, geography and religious education. Pupils make frequent references to reading at home. The process of home-school reading is well established and has a

positive effect on pupils' interest and attainment. The guided reading sessions are skilfully structured to enhance pupils' progress in reading. Teachers keep good on-going reading records to identify weaknesses and to target pupils' learning.

62. Pupils' writing benefits from preceding discussions and notes that they have made. Their work is often fluent, mature, lively and imaginative. During their time in school the scope of writing is extended well, and pupils write for a variety of reasons, for example, practical, creative, discursive and personal writing, in the form of descriptions, letters, instructions, flow charts and cyclical diagrams. Pupils are also introduced to the main features of specific styles, for example writing reviews and reports. In a Year 6 lesson, pupils demonstrate a growing ability to interpret 'War Poetry' and comment sensibly on texts that they read. There are good examples of sustained story writing with good attention to developing characters and plot. Standards of handwriting are good. Most pupils consistently use a joined script, write neatly and many develop their own personal style. Pupils use dictionaries and thesauruses regularly in most classes. There are appropriate opportunities for extended writing in English and in other subjects, for example, history and religious education. Literacy skills are promoted effectively across the curriculum, such as when pupils are reading and talking about events of the past in history and explaining and recording conclusions of scientific experiments. However, the quality of pupils' extended writing is not sufficiently enhanced with the imaginative use of rich and elaborate language.
63. Teaching in English is good overall, with some very good features, and this promotes consistently good learning over time. Sixty-five per cent of lessons seen were good and 15 per cent were very good. Teachers across the school have a very good understanding of how to teach reading and writing. They make sure pupils know what they are expected to learn and how this links with what they have learnt previously. Careful records are kept by most teachers, which include clear and relevant diagnosis and are used effectively to set individual targets for pupils throughout the key stage. The principles of the National Literacy Strategy have been implemented effectively. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In the younger classes, teachers successfully promote oral language development. They talk with pupils in an adult style, encouraging them to extend their vocabulary and use complex forms of speech. In a very good Year 6 lesson, the teacher demonstrated very good knowledge and understanding of the subject, skilful use of questioning techniques and clear explanations. She actively involved pupils in identifying the language features, structure and presentation in two types of poems. Most teachers use suitable methods and strategies to develop good listening and improve pupils' concentration and the pace of work in most sessions. They capitalise on pupils' interest in the subject and this makes a good contribution to learning. Teachers manage pupils' behaviour well. They have good relationships with pupils and encourage good manners and social skills. As a result, most pupils make good creative effort in their work. Teachers know their pupils well, set appropriate standards and maintain a good level of support for pupils with special educational needs and those who speak another language. These pupils receive intensive support in lessons where specific language skills are practised and reinforced by the designated staff. This good quality support boosts their self-esteem and enhances their skills. Marking of pupils' work is very helpful, as most teachers are aware of good practice, make constructive comments and give suitable guidance to pupils on how to improve their work.
64. Management of the subject is very good. Through a systematic programme of monitoring, the literacy co-ordinators are well aware of the strengths and weaknesses in teaching and learning. Procedures for assessing pupils' progress are very good and the results of all tests are very effectively analysed in order to set individual targets. Useful additions have been made to resources in classes to support the implementation of the literacy strategy. There are sufficient books of good quality, both fiction and non-fiction in classrooms, but the school library is under-resourced and not used effectively at present.

MATHEMATICS

65. The end of key stage National Curriculum test results in 2000 show that standards in mathematics are above average when compared to schools nationally and when compared to similar schools. Results in mathematics over the past four years have varied slightly with cohorts but have always been above average and the trend in results is above the national trends. This represents a considerable improvement from the last inspection report which judged that standards were average. Current inspection findings are that standards are above average at the end of the key stage. Although test results at the end of Key Stage 2 in 2000 show that boys attained higher results than girls, careful and

detailed monitoring is being undertaken by the school to ensure that any differences in standards are being addressed.

66. Inspection evidence indicates that although there is improvement in standards at the end of the key stage, there is a small group of gifted and talented pupils who are not yet attaining the very high Level 6. This is because although teachers are aware of their capabilities, they are not yet paying sufficient attention to planning work to challenge this group still further. For all other pupils, including those with special educational needs and those with English as a second language, lessons and tasks are well planned to interest and match the needs of the pupils and they make good progress. The National Numeracy Strategy has been implemented well and is having a positive impact on the teaching of mathematics throughout the school.
67. Younger pupils use their knowledge of times tables successfully to count forward and backwards in series to very high numbers such as 700. This number work is developed well as pupils progress through the school and they learn to use different methods of written multiplication sums very competently. Pupils learn quickly about units of capacity and develop a good awareness of how much liquid various containers will hold. Their logical thinking develops effectively when they begin to draw branching databases. Older pupils enthusiastically rise to the challenge of increasingly difficult and very rapid mental arithmetic, developing considerable mental agility. They make sound progress when drawing and extracting information from graphs. By the end of the key stage, pupils identify increasingly complex number patterns and find rules which enable them to predict answers accurately. Throughout the school, pupils' work shows a broad range of mathematical activities. They demonstrate a good understanding of number in particularly effective mental arithmetic sessions. Teachers pay close attention to developing accurate and correct use of mathematical vocabulary. However, pupils are not always able to express and explain their ideas very clearly. Mathematics is used well in science to draw graphs and tables of results. However, the use of mathematics in other subjects is not so well developed and pupils are not always given the opportunity to investigate and solve mathematical problems by working out strategies of their own.
68. Pupils show obvious enjoyment in their work, for example asking for more and faster mental mathematics, groaning when they have to move on or crying 'Yes!' when teachers extend the session. They find their tasks interesting and stimulating and as a result, concentrate, work well together and talk to one another purposefully about their work. However, teachers do sometimes have to work very hard to obtain more publicly spoken contributions to the lessons. Pupils celebrate each other's achievements by spontaneously applauding one another's work.
69. The quality of teaching is satisfactory in 22 per cent of lessons with 64 per cent good and 14 per cent very good. All teachers have a good understanding of mathematics. Throughout the school there is a good blend of brisk, clear, direct teaching and encouragement for pupils to solve problems that they find interesting and relevant. Very good teaching is characterised by very challenging and stimulating tasks which pupils clearly relish. As a result pupils make good progress and standards of work are high.
70. The co-ordinator has a very clear view and action plan to develop mathematics in the school. A detailed analysis of tests is carried out so that pupils' needs can be clearly targeted. A new system of simple and effective assessment to assist teachers' planning for future learning is being devised. Homework is used appropriately to support work in mathematics.

SCIENCE

71. Since the previous inspection in 1997 standards in science have improved. In the 2000 Key Stage 2 test results, standards were above the national average and well above the average for similar schools. By the age of eleven, pupils' attainment is at least in line with expectations for their age and many attain above average standards. Year 3 pupils begin to understand how to use simple keys and higher attaining pupils design simple keys of their own to classify groups of sweets. Pupils in Year 4 use magnifiers well to make accurate observations of the external parts of leaves. Higher attaining pupils use scientific terms such as photosynthesis and transpiration accurately, when giving simple explanations of the functions of leaves and roots. Year 5 pupils draw accurate circuit diagrams and name and describe the functions of the main bones in the human body. In Year 6, pupils analyse written evidence and diagrams to draw sensible conclusions about the spread of cholera. Higher attaining pupils use their scientific knowledge of how diseases are spread to make predictions about

the spread of cholera. They describe how they could test their predictions, identifying the key factors to consider in an investigation. Pupils use graphs to interpret data on heart rates and give good descriptions of the functions of the parts of a flowering plant.

72. Teaching is never less than satisfactory, is good in 33 per cent of lessons and very good in a further 33 per cent. Since the last inspection, teachers' planning has improved. Science planning now includes clear learning intentions, which reflect high expectations. These high expectations, and detailed assessment of pupils' understanding, ensure that pupils are able to work at challenging levels. As a result, all pupils, including those with special educational needs and those who speak English as an additional language make good progress from the start to the end of their time in school. Teachers have high expectations for pupils' behaviour and these are clearly understood by pupils. Teachers have well established classroom routines and manage their lessons efficiently. They use appropriate strategies to ensure that all pupils are involved in the lessons. This enables all pupils to develop their scientific skills, knowledge and understanding effectively. The quality of pupils' written work is good, and their attitudes are positive throughout the school. They are interested in the subject and carry out tasks with enthusiasm. They are keen to contribute their ideas and to learn more. Pupils enjoy using new scientific vocabulary and finding out about the living, material and physical world around them.
73. In a Year 3 class, for example, the teacher used a wall display identifying some common plants very effectively to help her give a clear explanation of the use of keys. This enabled the pupils to make very good progress when using and designing simple keys to sort groups of sweets. In another Year 3 lesson, however, the teacher's introductory explanation was not sufficiently clear, which meant she had to provide a great deal of support for individual groups in order for them to make satisfactory progress. In a Year 4 class, the teacher used pupils to model the parts of water, carbon dioxide, sunlight and leaves in photosynthesis. This was very effective in developing pupils' understanding of this process. In Year 5 teaching is satisfactory. Teachers have clear learning objectives, explain these well to the pupils and use their good subject knowledge and understanding to help pupils to understand the functions of the skeleton. However, in one lesson, the teacher did not sufficiently emphasise the point of a task, which involved cutting out shapes of bones to make joints. By the end of this task the pupils were not clear what this activity had taught them about skeletons. In Year 6, teaching is very good. Teachers plan lessons thoroughly, identifying learning intentions and key questions to ask pupils. This enables them to focus well on specific teaching points and consequently pupils make very good progress in using and interpreting evidence. Teachers use their very good knowledge and understanding of the subject to ask probing questions. This ensures that pupils develop clear ideas and make very good progress in using their own scientific knowledge and understanding to make predictions.
74. The curriculum provides a good balance between the different areas of the programme of study and there is an appropriate emphasis on practical science. The policy is up-to-date and the co-ordinator has developed an appropriate scheme of work, which maps out progression through the key stage. She has developed a thorough portfolio of pupils' work in science, which contains examples of pupils' work at each level in all four aspects of the subject. The monitoring role of the co-ordinator has developed since the last inspection. She now examines pupils' work, checks teachers' planning regularly and has carried out some lesson observations, providing appropriate feedback from these activities. Displays around the school reflect the high quality of work carried out by different year groups. Resources are good; they are clearly labelled and easily accessible. The school has a well-cared for environmental area, which it uses effectively to support the science curriculum. The school makes limited use of information and communications technology in science, but is developing its resources in this area.

ART AND DESIGN

75. Pupils throughout the school achieve average standards in art and design, which maintains the position reported at the time of the last inspection. Younger pupils investigate materials and enthusiastically explore ideas of how to put them together to make their own sculptures. Pupils begin to realise that art and design work is based on developing ideas when they use work on William Morris to design their own stencils and make very pleasing repeating patterns. Different techniques of applying paint are taught carefully. However, the majority of pupils have had insufficient experience of handling paint to benefit from the teaching. All pupils have the opportunity to work carefully with clay to make a range of items such as faces decorated to show emotions. Satisfactory emphasis is given to pupils' planning and preparing designs for their work before they start. Pupils evaluate their own

work and that of others in the group successfully. Older pupils work with differing materials to make a collage of a nursery rhyme. However, for many, their success is limited by immature skills in cutting and joining fabrics and by a lack of appreciation of the hard work required to design and complete their collage. All pupils use sketchbooks to record their observations and ideas, although these are used to greater effect in some classes than in others. Pupils' learning in art and design is satisfactory. However, it is limited by their having insufficient experiences in exploring a range of media in order to understand how they can be used to best effect when being selected for a final piece of work. Pupils with special educational needs and those with English as an additional language participate equally in the lessons and make satisfactory progress.

76. Pupils' attitudes towards art and design vary. In most lessons, they listen carefully to instructions and give careful thought to what they are doing. They work conscientiously and take a pride in what they are doing. However, there are a few instances of pupils not taking the subject or their work seriously. As a result, they do not take sufficient care with their work and the end result is of a low standard.
77. Almost all teaching is good. In 67 per cent of the lessons seen it was good or better and in 33 per cent it was very good. In these lessons teachers have a good knowledge and understanding of art and design. They teach pupils the skills necessary to develop their work by careful demonstration of techniques. Importance is attached to the quality of the finished product and pupils are left in no doubt about their teachers' expectations of their work and behaviour. Teachers put an enormous effort into interesting their pupils and raising the profile of art and design as an important aspect of life. In some cases, good, enthusiastic teaching is stronger than the work produced by pupils. Where teaching is less satisfactory, it is because the teacher is unsuccessful in trying to inspire pupils and persuade them that art and design is a demanding and worthwhile subject. Teachers' planning is inconsistent. Good lessons are supported by careful plans that build on pupils' previous experiences. In other lessons, brief plans do not provide a clear direction for the work. Teachers are supported by a well-structured scheme of work. It provides for teaching about a range of art and artists, but insufficient emphasis is given to using resources for art from other cultures and times and few visits are made to art galleries. The co-ordinator has planned an Arts Week for the near future which promises to be a stimulating event and a good impetus to raise the profile of art and design in the school.

DESIGN AND TECHNOLOGY

78. By the age of eleven pupils achieve average standards in design and technology, which is similar to standards seen during the previous inspection. Younger pupils design and make containers for money. Their designs are careful and thoughtful, with good attention paid to details. Accompanying notes explain exactly how the containers will be made and the materials to be used. Skills of stitching are developed appropriately, with some skilful use of stitches to join fabrics such as felt. Pupils evaluate commercially produced biscuits well, in order to improve their own recipes. Older pupils successfully make bread and relate types of bread to learning about healthy eating. They begin to learn the importance of evaluating and changing designs when they write useful suggestions for one another to improve battery powered vehicles. Throughout the school, satisfactory attention is paid to the designing and making process. As a result pupils understand the importance of clear, thoughtful designs to make a successful item. However, pupils' manipulative skills such as cutting and joining are not always well developed. Pupils are enthusiastic about their work. They co-operate with one another well. When evaluating each other's work, they take care not to say anything that will be hurtful or upsetting to each other. They enjoy learning to stitch and cook and take a pride in what they are making. As a result all pupils including those with special educational needs and English as an additional language make satisfactory progress as they move through the school.
79. The quality of teaching is good overall and ensures that pupils learn at a satisfactory rate. In three of the five lessons seen, teaching was good, and was satisfactory in the remainder. Teachers have a sound knowledge and understanding of the subject. In the good lessons, teachers explain and teach skills very clearly, enabling pupils to learn well. However, their attainment is still only satisfactory because they have insufficient experience of selecting materials and working independently. For example, when making money containers, all pupils were given pre-cut pieces of the same fabric.
80. A clear policy and scheme of work support teachers' planning. The co-ordinator monitors planning for units of work and has a clear idea of what is happening in her subject throughout the school. She has a clear action plan, is fully aware of the need to develop the use of information technology in the designing and making process and is keen to develop pupils' skills of self-evaluation.

GEOGRAPHY

81. Standards in geography have remained consistent since the last inspection in 1997 and are average. Geography was only timetabled for Year 5 during the term in which the inspection took place, as it is taught alternately with history. Only one lesson was observed. Judgements are informed by evidence gathered through discussion with a group of Year 6 pupils, scrutiny of pupils' past work in their books, displays of pupils' work and an examination of relevant documentation.
82. Pupils in Year 3 locate the capital cities and some of the major rivers of the United Kingdom on a map and are developing their awareness of environmental issues. In Year 4, pupils compare the physical and human features of Uxbridge and Sedburgh using maps, aerial photographs and graphs. Year 5 pupils discuss how humans affect the environment when analysing the results of an environmental questionnaire. They use a variety of information sources, which include photographs, maps and climate data to ask and answer enquiry questions about a village in India. In Year 6, pupils use charts to show how temperature changes during the year in the Alps. They discuss the features of the Alps that make them suitable for habitation and tourism and understand the advantages and disadvantages of tourism for the Alps. They describe physical processes such as erosion clearly. In their work on rivers, Year 6 pupils use appropriate geographical terms such as meander, tributary and estuary. They talk sensibly about the impact of human activities such as gold mining or dam building on a river and its surrounding area.
83. In the lesson observed during the inspection, teaching was good. The teacher reinforced the learning objectives and evaluated pupils' learning regularly throughout the lesson. Pupils responded well and used time effectively to make good progress.
84. All pupils, including those with special educational needs and with English as an additional language, make satisfactory progress from the start to the end of the key stage. They develop an appropriate geographical vocabulary and knowledge of different places. Pupils enjoy talking about the subject and their attitudes to learning about different places are good. They develop appropriate skills of geographical enquiry and use a range of secondary sources well. Pupils in Years 4 and 5 have opportunities to use geographical fieldwork techniques, when studying their local area and environmental issues. Year 6 pupils develop their fieldwork skills further during the annual school journey.
85. The co-ordinator has developed an appropriate policy and scheme of work for the subject. The monitoring role of the co-ordinator has improved since the last inspection. She now monitors pupils' work and teachers' planning and provides developmental feedback to staff. There are sufficient resources for the subject. These are well organised and accessible to teachers.

HISTORY

86. Standards in history are average and have remained consistent since the last inspection. Pupils in Year 3 use maps and textbooks sensibly to help them give reasons for the Roman invasion of Britain. Year 4 pupils explain why the Romans built roads. They describe the main events and characters from Tudor times, for example, the Spanish Armada and religious changes and individuals such as Henry VIII and Sir Francis Drake. In Year 5, pupils use written sources of evidence well, in order to answer questions about Ancient Egypt such as how the pyramids were built. They produce good display work, showing the process of mummification and explaining how a shadoof works. In Year 6, pupils make appropriate use of information sources, such as posters and photographs, to help them understand details about the London Blitz. They use computers to structure written accounts of the Blitz, which makes a useful contribution to their literacy skills. They give realistic reasons for Britain declaring war on Germany in 1939. Their written 'wireless statements', of British and German broadcasters describing a dogfight, show appropriate understanding of how events can be interpreted in different ways.
87. Teaching is satisfactory overall. In a mixed Year 3/4 class, for example, the teacher asked challenging questions and these made the pupils think hard. She used the final part of the lesson appropriately to reinforce the main teaching points. Pupils showed clearly that they understood why and how the Romans built roads. In one Year 6 lesson, teaching was good. The teacher's planning included clearly focused aims. She explained these well to the pupils and revisited them at appropriate times during

the lesson. This kept the pupils focused on using the evidence they had extracted from different sources about World War 2. The teacher made good use of questioning and this enabled pupils to develop their use of evidence to give reasons for events during World War 2. In another Year 6 lesson, teaching was satisfactory. The teacher modelled how to structure an account of the Blitz and provided pupils with appropriate support sheets. This enabled the pupils to structure their own accounts well. However, the teacher did not sufficiently emphasise historical facts and the use of sources to provide evidence.

88. Pupils' attitudes to the subject are good and they behave well in lessons. They work well together and are keen to contribute to discussions. Teachers support individuals and groups of pupils well. This ensures that they remain focused on tasks and work hard. As a result, all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress.
89. The co-ordinator has developed an appropriate policy and scheme of work for the subject and planned visits for all classes enrich the history curriculum. Pupils in Years 3 and 4, for example, visit Gunnersbury Park, where they find out more about life in Roman and Tudor times. Year 5 pupils visit the British Museum as part of their work on Ancient Egypt and Year 6 pupils visit a World War 2 bunker in Uxbridge. The monitoring role of the co-ordinator has improved since the last inspection. She monitors pupils' work and teachers' planning and provides developmental feedback to staff appropriately. There are sufficient resources for the subject, which are organised well and accessible to teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. Standards in information and communication technology (ICT) are below average overall. Whilst pupils have a good knowledge and understanding of the value of ICT to support their learning, lack of sufficiently powerful hardware in the past has limited the development of their skills in the subject and these are below expectations for their ages. Although this is a similar judgement in relation to standards to that made in the previous inspection report, the school has made sound progress in addressing the key issue raised at that time, to improve teaching in ICT and ensure curriculum requirements are met.
91. All classes have lessons timetabled throughout the week, both within the classroom and in the very newly opened ICT suite. In lessons seen, teaching is never less than satisfactory and in nearly three-quarters is good. In class based lessons, teachers use pencil and paper resources well to supplement the single computer available. In Year 4, for example, pupils eagerly answer questions on how to pose 'yes' and 'no' questions to construct a branching tree diagram to sort forms of transport. They applaud spontaneously when one of their peers correctly sorts the examples on the board. In a Year 6 lesson on using email, pupils have a clear understanding of the sequence of action to compose and send messages. The teacher makes the activity relevant to their interests, as they send a message to another school, telling the pupils there how to use email. In both lessons, the high quality of questioning results in a lively pace and good quality of learning. All pupils, including those with special educational needs and those with English as an additional language, are fully engaged in the activity, and make satisfactory progress.
92. Teachers make good use of the single computer in each classroom, to demonstrate the function of a program to be used by individuals throughout the week and to provide practice in basic skills. In Year 5, for example, two pupils operate a data base program sensibly, whilst the teacher and the rest of the class watch and offer comments on how to negotiate through the information. In the Year 3 and 4 classes, pupils use a graphics program to create repeating patterns. However, their skills in manipulating the program are below those expected for their age. Additionally, in order to ensure all pupils have a chance to complete each activity, these take place during lessons in different subjects, such as history, which distracts attention.
93. Pupils in Year 6 have produced interesting multi-media presentations, which show clearly their knowledge and understanding of the value of tape recorders, video and digital cameras, graphics and text to create lively and informative projects. However, these were undertaken before the opening of the ICT suite and, whilst extensively annotated, the majority are hand-produced and make little use of ICT skills. The very recently opened suite is welcomed and enjoyed by teachers and pupils alike. Lessons here are linked effectively to other areas of the curriculum, such as science, geography and history. Pupils work enthusiastically and co-operate well. They treat the new equipment with respect

and respond promptly to teachers' instructions. Year 4 pupils, for example, make significant progress in both their understanding and skills in constructing branching trees to identify leaves by shape and structure. This results from the teacher's effective use of demonstration from the control computer, her high expectations and sympathetic support for those pupils who found the task more difficult. Currently, however, most activities in the suite are based on word processing and pupils' skills in this are below expectations for their age in all year groups.

94. The co-ordinator has produced a detailed action plan to improve provision and a comprehensive scheme of work to ensure all aspects of the curriculum are covered appropriately. She is enthusiastic about the potential of the new resources and confident that standards will improve as these are brought into full use. She is aware that curriculum planning needs reviewing, as currently pupils in Year 3 are tackling work more appropriate for older pupils, which they find too difficult for their current levels of understanding and skills.

MUSIC

95. Standards in music by the age of eleven are below average. Across all year groups, standards are average in listening to and appraising music and pupils enjoy composing, but their performing skills are below expectations for their age. This maintains the position found by the previous inspection, although the quality of performance was not judged at that time.
96. Pupils enjoy music. In assemblies, they greet familiar songs with enthusiasm and many know the words of these by heart. They sing confidently, but the quality of singing is somewhat flat, and lacking in expression. The school is aware of this and singing assemblies have been introduced recently to improve the overall quality and tone. In lessons, pupils listen carefully and attentively to music. In Year 5, for example, listening to 'The Funfair', they recognise repeating themes and identify the individual fairground ride represented. Most pupils, including those with special educational needs and those for whom English is an additional language, have a good sense of rhythm and keep to a beat well, in Year 3, for example, clapping and tapping different parts of their bodies, following the leader well. They recognise and name different tuned and un-tuned instruments accurately and understand the different sounds they make. Teachers use appropriate musical vocabulary and introduce pupils to concepts such as notation, pulse and beat, which pupils use enthusiastically, for example, in Year 4 calling out 'ostinato' in Italian accents! In Year 6, pupils are aware of the correct terminology for musical notation, such as crochet and quaver. Pupils throughout the school work hard at composing their own music, but their skills in playing the different instruments available are below expectations for their age.
97. The quality of teaching is satisfactory. Teachers use a commercial scheme sensibly to ensure all aspects of the subject are covered appropriately and work hard to implement this. In lessons, they maintain a good pace and most pupils respond positively to high expectations of good behaviour and concentration. The extensive resources are used well to give pupils ample practical experience of making music, but some teachers lack sufficient expertise to improve pupils' performance, in lessons and over time. The school has a wide range of recorded music from different cultures and times and these are used effectively, for example, to create an appropriate mood in assemblies. However, teachers taking the assemblies do not make use of the opportunity to improve pupils' listening and appraising skills by discussing with them the music which is playing.
98. The co-ordinator is aware of her colleagues' lack of subject expertise and has a useful action plan to develop the subject. However, whilst the commercial scheme has been introduced to improve teaching and learning, no recent in-service training has been available to discuss and evaluate standards. The subject does not have an attached governor, as other curriculum areas do, to assist in developing provision.
99. Music plays an important part in pupils' social and cultural development. Regular activities, such as the 'International Evening', Christmas productions and Carol singing in the town centre and the Year 6 end of term musical are enjoyed by all. A lunchtime music club provides pupils with additional opportunities to make music, although this is poorly attended in the summer term. Additional tuition in strings and brass instruments is available to any pupil who wishes to take the option and teaching in these instruments is very good.

PHYSICAL EDUCATION

100. Standards in physical education are average. The overall satisfactory standards outlined in the previous inspection report have been maintained. There is no difference in standards between boys and girls. During the inspection, lessons focused on dance and outdoor games. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well in lessons and make satisfactory progress across the school. Teachers' planning is based on a very comprehensive scheme of work, which aids the smooth progression of all the required skills in the subject. Pupils' learning is enhanced with a broad range of sporting activities at lunchtimes and after school, such as cross country and line dancing, as well as football, rounders, tennis and gymnastics. Extra-curricular activities generate considerable pupil interest and support their progress well.
101. Teachers carefully plan and provide a good mix of co-operative and competitive work. Activities are on offer for both boys and girls. However, in the main, the boys attend the 'cross country' club and the girls take up the 'line dancing'. Arrangements for swimming lessons are in place for pupils in Year 5. By the time they leave school at age eleven, a significant number, about 80 per cent, of pupils swim at least 25 metres and practise water safety. Pupils also enjoy friendly matches and competitive sport with local schools. Arrangements are in place for pupils to receive professional coaching in football and gymnastics.
102. In dance lessons, pupils make satisfactory gains in developing skills such as expressing mood and feelings; for example, Year 4 pupils practise angular and curved body shapes when static and moving. Pupils in Year 6 work in small groups and successfully devise their own rhythmic dance to music. They effectively plan and perform a native American-Indian dance. They explore, improvise and combine movements and have appropriate opportunities to assess each other's performances. In outdoor games, Year 3 pupils develop satisfactory skills in running, while Year 5 persevere in throwing the javelin and beanbag catching, despite the wind working against them! Pupils in the after school rounders club practise taking defending and attacking positions; developing tactics of avoidance and showing good control and accuracy in passing and receiving the ball. Pupils develop their knowledge of exercise in a healthy lifestyle satisfactorily. In lessons, for example, they regularly talk about the effect of exercise on the body.
103. The quality of teaching and learning is good. Teachers explain activities clearly and give appropriate reminders of safety. Most pupils listen carefully, follow instructions correctly and work safely. Most teachers use good subject knowledge to plan and focus carefully on specific skills. They create an effective pace in lessons and have appropriate expectations of behaviour. Through this, pupils steadily develop and extend their range of skills. Good explanations, and individual as well as group demonstrations, create an effective learning environment. Pupils strive to improve their performance, through taking advice and examples given in lessons and show appropriate concerns for quality and precision. Pupils have positive attitudes towards physical education and take obvious enjoyment in all lessons. They are active and enthusiastic and co-operate well, showing respect for others and equipment. Most pupils observe good sporting behaviour.
104. The co-ordinator has clear direction for the subject, but her role in formally monitoring and evaluating teaching and learning is not fully developed. The resources are good, well organised and centrally based for ease of use.

RELIGIOUS EDUCATION

105. Standards in religious education are similar to those found at the last inspection. Pupils' knowledge and understanding are in line with the expectations of the locally agreed syllabus. Clear guidelines to support teachers' planning have been developed, with details of resources and activities. Pupils achieve well in lessons overall and make satisfactory progress during their time in school. Pupils with special educational needs and those with English as an additional language achieve well in lessons and make expected progress. They receive appropriate help from teachers and support staff.
106. Throughout the school, pupils learn about the major religions of the world. Their learning is constantly enriched by the many religions and their associate cultures which are represented amongst the pupils and their families. They develop positive attitudes towards religion, considering important aspects of similarities and differences. Their personal spirituality and moral understanding are also considered

and expressed in prayers, as evidenced in some assemblies with focus on 'Key People', such as the Pope, Mother Theresa and Martin Luther King.

107. Most pupils have learnt about the life of Jesus Christ through stories from the Bible and demonstrate adequate knowledge of his teachings. Many are able to understand the deep meaning of the religious stories. For instance, pupils in Years 3 and 4 learn about the importance of care and friendship through the story of the Good Samaritan. They think about the idea of 'forgiveness' as they enact the story of Zacchaeus. Pupils learn about other major religions of the world and acquire understanding and respect for the life of people from various cultural backgrounds. Pupils also visit the local places of worship such as the church and make note of its special features. Some of their work in religious education makes meaningful links with history and geography.
108. Pupils' attitudes and responses to discussions of religious topics are good. They show curiosity about and respect for the belief of others and are interested in the ways in which religion is expressed in day-to-day life; for example, the Muslim preparations for prayers or the importance of Langar, the sharing of food, in Sikhism. Pupils in Year 6 learn about the birth and the marriage ceremonies and link their knowledge to other cultures, customs and ceremonies effectively. Pupils listen carefully to the teachers explanations and stories used in lessons. They behave well in class and respond to questions with confidence. Most pupils show a positive willingness to discuss and share personal experiences with others. Classes write their own versions of parables and explore the significance of the teaching they convey.
109. In lessons observed, teaching was satisfactory. Teachers manage pupils well and ask appropriate questions. Their knowledge of the subject is satisfactory. They use an appropriate range of activities and suitable artefacts to maintain the interest of all pupils. For example, in a Year 6 lesson about the Christian ceremony of marriage, pupils looked at marriage photos, listened to recorded music of the 'wedding march' and wrote their own marriage vows based on the traditional ones. Teachers' expectations of what pupils can achieve are generally appropriate. Useful assessments are made of pupils' work and knowledge of facts and this helps teachers plan future lessons based appropriately on pupils' previous knowledge and understanding. Visits from people within the community add to the positive impact the subject makes on pupils. Resources, including multi-cultural artefacts to teach pupils about other religions of the world, are adequate. The range and quality of religious education books are satisfactory.