

INSPECTION REPORT

WHITEHALL PRIMARY SCHOOL

Chingford, London

LEA area: Waltham Forest

Unique reference number: 103036

Headteacher: Mr Paul Smith

Reporting inspector: Mrs C Pittman
18275

Dates of inspection: 30 April - 3 May 2001

Inspection number: 193337

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Normanton Park
Chingford
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Appropriate authority: The Governing Body

Name of chair of governors: John Carroll

Date of previous inspection: 19 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18275	Mrs C Pittman	Registered inspector	Under Fives Art	What sort of school is it? How high are standards? How well is the school led and managed?
9502	Ms R Hall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23250	Mr A Seymour	Team Inspector	Equal opportunities Mathematics Physical education	How well are pupils taught?
29988	Ms L Thorogood	Team Inspector	English as an additional language English Music	How good are the curricular and other opportunities offered to pupils?
8798	Mr D Maxwell	Team Inspector	Geography History Religious education	
31218	Mr T Allen	Team Inspector	Science Information and communication technology Design and technology	
1643	Ms D Lynn	Team Inspector	Special educational needs Hearing impairment	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitehall Primary is a two-form entry community school, with a Hearing Impairment Unit, situated in a residential area in Chingford on the outskirts of London. The school is much larger in size than other primary schools. There are 406 pupils from 3 to 11 in mixed ability classes. The attainment on entry is well below average. Approximately one third of the children attend the nursery but few of the rest have had any playgroup experience.

The school is very popular and draws most of its pupils from a large catchment area with a variety of socio-economic backgrounds although a large proportion of pupils come from backgrounds with social and economic difficulties. The percentage of pupils speaking English as an additional language is high. The percentage of pupils eligible for free school meals is also above the national average. The number of pupils with special educational needs (SEN) and those with statements of special educational need is above average.

HOW GOOD THE SCHOOL IS

This is a very effective school. It helps pupils to achieve to the best of their ability. Most make good progress from the time they come to the school to when they leave at eleven years. High proportions of pupils are keen to learn. Pupils' good behaviour and the very good relationships they have with each other contributes positively to a good learning environment. The teaching is consistently good with much that is very good. Staff constantly look for ways to improve the quality of their teaching, are imaginative and make challenging demands on the pupils. There are very good arrangements to support all pupils and care for them and the school has a very strong partnership with parents. The leadership and management of the Headteacher and key staff are excellent. The school is very well governed, self critical, and gives very good value for money.

What the school does well

- When pupils leave aged 11 years they attain standards that are well above average in comparison to similar schools and they make good progress overall;
- Pupils achieve particularly well in mathematics and information and communication technology (ICT);
- Good progress is made by pupils with special educational needs;
- The headteacher's leadership and management is excellent;
- Teaching is consistently good and much of it is very good;
- Pupils are very enthusiastic about school; their good behaviour and respect for each other create very good relationships throughout the school;
- The school's provision for pupils' personal development is very good;
- The school cares for its pupils very well and parents think very highly of it;

What could be improved

- The skills of writing across the curriculum;
- Developing the nursery and reception classes into a more cohesive Early Years Unit;
- Co-ordinators monitoring the teaching of skills in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected four and a half year's ago, there were weaknesses in the standards achieved at both key stages and the quality of education provided needed some improvement. Since then the school has made some remarkable improvements.

Achievement in mathematics, science and ICT has improved considerably. There is now an appropriate design and technology curriculum in place. Teaching has improved significantly and so has the quality and range of learning opportunities for the pupils. Co-ordinators now monitor the implementation of policies and schemes more effectively although they do not monitor the teaching of skills sufficiently to identify areas for improvement. Assessment is used more effectively to evaluate pupils' progress,

particularly in English and mathematics. However, there is scope to improve assessment in the other subjects. There has also been a marked improvement in English and design and technology throughout the school. Pupils' attainment in writing, however, is very low when they start at the school and continues to be a weakness.

Besides addressing the key issues from the last inspection the school has also effectively improved its performance in many other areas. Governors are now more involved in financial planning and supporting the curriculum. They know the school's strengths and weaknesses. Staff development has been much improved. There is now a good induction programme and teaching assistants are well trained. Given the very good quality of its leadership and the commitment of its staff, the school is well placed to develop even further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	C	A
mathematics	C	E	B	A
science	C	E	B	A

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

Most children when they start school are achieving standards well below those expected of children of this age. By the time they start in Year 1, attainment is just below the expected standard in many cases, although attainment in writing is still low. When they leave at eleven years, pupils' attainment is above average in mathematics and science and in line with national averages in English. When judged against similar schools results are well above average for all the core subjects. This is very good achievement considering that since the last inspection, there are nearly three times as many pupils with special educational needs requiring support in the school. The school's challenging targets last year were exceeded in English and science and just fell short in mathematics. Boys perform better than girls. The school has made good improvement in mathematics and science and brought English into line with national averages. This upward trend is largely the result of successful targeting and monitoring of pupils.

By the end of both Key Stage 1 and 2 attainment is broadly in line with expectations in all other subjects with the exception of ICT where it is above expectations nationally and pupils are achieving very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good overall. Pupils respect each other and their teachers.
Personal development and relationships	The personal development of pupils is good overall. Relationships throughout the school are very positive and older children are given specific responsibilities, which they complete enthusiastically

Attendance	Attendance levels are unsatisfactory. This is a result of the number of pupils who are taken out of school for holidays in term time. Although the school does much to impress upon parents the importance of regular attendance, parents have yet to understand the implications such interruptions can have on the continuity of their child's learning.
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Pupils' attitudes to learning are very good. They are very enthusiastic about school and show sustained interest and commitment to their work. They enjoy learning and are often reluctant to stop when they have to. Pupils' relationships are very good. They are tolerant of each other, listen very well and show a mature and growing understanding of differing viewpoints. There were no exclusions.

TEACHING AND LEARNING

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

Teaching is good or better in just over half the lessons seen. It is very good in just over one in five lessons. Most of the best teaching occurs in Key Stage 2. There is a negligible amount of unsatisfactory teaching.

Teaching is usually knowledgeable, stimulating and perceptive. The best teaching uses imaginative resources and makes intellectual and creative demands on all pupils to extend their learning. Challenging questions are used to extend and verify what pupils know and understand. Relationships between pupils and their teachers and also with each other are very good and provide a positive learning ethos in which achievement flourishes. Pupils are consequently keen to learn, work well for long periods and generally make good progress. Numeracy is taught better than literacy. Writing skills are still not emphasised enough throughout the school. The school meets the needs of most pupils well, although pupils with SEN are better challenged than higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and breadth of the curriculum is satisfactory. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision for pupils with SEN. They have access to the full curriculum and individual education plans are well designed to challenge and stretch pupils' capabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. The principles of right and wrong are actively promoted, and pupils' moral development is very good. Pupils' social and cultural development is also very good. They show a high degree of respect for the differences between people and for their values and beliefs. Spiritual development is good.
How well the school cares for its pupils	The schools' procedures for monitoring academic performance are very good. Children are well known and this awareness is used very effectively to support their personal development. The procedures for assessing pupils' attainment and progress are good in English and mathematics but insufficiently developed elsewhere.

The partnership between the parents and school is very good. Most parents are happy that the school works closely with them. Pupils are given very good guidance and personal support. The quality of information provided for parents, particularly about pupils' progress is very good. The school has excellent systems for monitoring and promoting good behaviour and deals with any issues of anti-social

behaviour very efficiently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the headteacher and his deputy ensures clear direction for the work and development of the school. Very good management by a cohesive and committed senior management team promotes high standards.
How well the governors fulfil their responsibilities	Governors monitor performance effectively, have a very good understanding of the school's strengths and weaknesses and set the right priorities for development and improvement.
The school's evaluation of its performance	The headteacher and his senior managers monitor teaching and curriculum development very well; although there is insufficient monitoring of teaching by some subject co-ordinators.
The strategic use of resources	Very good. Decisions on spending are linked very effectively to educational priorities. This ensures that the best value for money is achieved and the best use is made of resources.

One of the main reasons for the good progress made by pupils last year is the very effective leadership provided by the headteacher. He has built a committed team who reflect critically on what they can do to improve learning. There is good delegation to staff with management responsibilities and usually, very good evaluation of outcomes. The governing body is shrewd, effective and well aware of best value principles.

There is a good match of teachers to the demands of the curriculum. There are enough support staff in the main school although there is insufficient support for Early Years. Teaching assistants are very well trained. The purpose built accommodation is well planned and good use is made of the specialist areas such as the music room, the library and ICT area, which are easily accessible in a central location. The school is in a very good state of repair and cleaned to a high standard. Resources are good in most subject areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a few parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress • The teaching is good • They feel comfortable about approaching the school with questions or problems • The school is helping their children to become mature and responsible • The school is well led and managed 	<ul style="list-style-type: none"> • The work children are given to do at home. • How well informed they are about their child's progress.

Inspectors agree with the positive remarks made by parents. The use of homework to raise standards further is good overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. Parents are well informed as to their children's progress. Reports are detailed and meet requirements and there are termly meetings with parents to discuss their child's progress. The school also operates an open door policy so that parents can check on their child's progress whenever they need to.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children when they start school are achieving standards below and often well below those expected of children of this age. However, by the time they reach Year 1, most make good progress in their learning and attainment is just below the expected standard for most children, although standards in writing are still well below average. By the time they leave school at the end of Year 6, pupils are achieving results that are in line with national averages in English and above the national average in mathematics and science. When judged against similar schools results are well above average for all three core subjects. This is very good achievement considering that since the last inspection, the number of pupils with SEN taking the tests has nearly trebled.
2. Pupils' achievement at eleven years, when judged against their prior attainment at the end of Key Stage 1, is above average for science and in line with expectations in English and mathematics. This is good progress. Inspection evidence shows that the underachievement in reading and mathematics in Key Stage 1 at the time of the last inspection has been improved, although writing standards are still well below average. There is excellent analysis of attainment by gender and ethnicity. However, inspectors found that there is no significant difference between the attainment and progress of pupils by gender, ethnicity and social background in lessons or through a scrutiny of previous work. Analysis of test data shows that boys perform better than girls in the core subjects of English, mathematics and science. The school has made rapid improvement in all these core subjects, bringing English up into line with the national average and improving mathematics and science to above average levels. This upward trend is largely the result of successful targeting and monitoring of pupils. The school's challenging targets last year were exceeded in English and science and just fell short in mathematics.
3. The results of the end of Key Stage 1 National Curriculum tests for English are well below the national average for reading and writing. The percentage of pupils reaching higher levels in reading was well below the national average, and when compared to similar schools. No pupils achieved the higher level 3 in writing, which is below average when compared nationally and with similar schools. The number of pupils in Key Stage 2 who reach higher levels in English is similar to the national average but, in comparison to similar schools, it is well above average. The poor Key Stage 1 results do not reflect the standards seen during the inspection. In lessons standards are at expected levels at both key stages. This is good improvement since the last inspection when standards in English were unsatisfactory overall. The difference in last year's test scores, at Key Stage 1, is explained by the very large proportion of pupils with SEN. Additionally, a significant number of these pupils joined the school at various points in Years 1 or 2, not having the benefit of a consistent school experience since the reception class. Lastly, a number of pupil absences on the day of the tests reduced the proportion of pupils achieving at higher levels. The improving trend in English since the last inspection was disrupted by the results achieved by this group of pupils.

4. In mathematics, the attainment of pupils, in the national tests and in comparison with similar schools, is well below the average by the end of Key Stage 1. By the end of Key Stage 2, results are above average against all schools nationally and well above average when compared to similar schools. Improvement since the last inspection of the school is good and pupils with special educational needs make good progress. Inspection findings show that by the time pupils are aged seven and eleven attainment is close to that expected for their age and their achievement is good.
5. In science, national test results at Key Stage 2 show that thirty five per cent of pupils achieved standards at the expected level, which was in line with the national average. Fifty per cent attained the higher level, which was well above the national average. Overall, standards attained in science were above the national average, although, when compared to the performance of similar schools, they were well above average. This represents a significant improvement on the previous year when standards were well below average. At Key Stage 1, teacher assessments last year showed that the percentage of pupils attaining at the expected level was well below average but the pupils attaining standards at the higher level were in line with expectations. Inspection findings indicate standards in line with national expectations at the end of both key stages. Progress is good at both Key Stages 1 and 2.
6. There has been an improvement in the standards attained in literacy and numeracy since the last inspection, although there has been better improvement in numeracy than literacy. Pupils have good opportunities for speaking and listening. Discussion is of a good standard in all subjects and teachers actively encourage and develop this skill in lessons. Standards of reading are improving and help pupils to make progress in many subjects. By the end of Key Stage 2 many pupils are confident in the use of subject specific vocabulary. Writing standards at Key Stage 1 are below average, although a significant minority is producing work in line with expectations. Too much time is spent discussing writing rather than incorporating discussion into the writing process. At Key Stage 2 pupils progress well with their writing in literacy lessons but the standard of work produced in other curriculum areas is often of a significantly lower standard with many pupils failing to join their handwriting and spelling inaccurately. Literacy skills and particularly writing skills are underdeveloped through the other subjects of the curriculum.
7. The numeracy strategy has been successfully implemented within mathematics lessons and the use of numeracy in other subjects is beginning to have a positive impact on pupils' achievement. Most pupils apply a range of techniques effectively to solving mathematical challenges. They find ways of breaking up difficult calculations into manageable sections. The pace of their learning is beginning to improve significantly. Throughout the school activities are provided at appropriate levels according to pupils' abilities. This is done particularly well in Key Stage 2 where pupils are placed in ability sets.
8. Pupils' attainment in information and communication technology, by the end of both key stages, is above expectations nationally and they are achieving very well. For example, at Key Stage 1, Year 2 pupils successfully used ICT to extend their learning of mathematics when they collected data individually from their class, such as favourite foods, travel to school, and use the program to enter their data and present the information in graph form. In Year 6 pupils use the computer to make multimedia presentations including pictures, animations, text and sound for example in their presentation of Sports on the Water. Good use is made of the digital camera for recording pictures on materials for display. They use spreadsheets to record and analyse information on databases for example in mathematics. Information and

communication technology is fast becoming part of their everyday repertoire of ways to communicate.

9. By the end of both Key Stage 1 and 2 attainment is broadly in line with national expectations in all other subjects and the progress pupils make is satisfactory.
10. Pupils with special educational needs and those with English as an additional language make good progress in acquiring basic literacy and numeracy skills. Progress is particularly good in reading, spelling and handwriting, as a result of specific targets in Individual Educational Plans (IEPs) and effective in-class support. Pupils who speak English as an additional language are well supported in their language development by a specialist teacher who works both within lessons and in small groups with these pupils in order to ensure that they attain at the same level as their peers. Early assessment helps to ensure that pupils in the Hearing Impairment Unit consistently make good progress across a range of subjects. Some parents said that needs of higher attaining pupils are not being met. Whilst this may be the case in a few classes the proportions gaining level 5 in 2000 was well above average in all three subjects compared to similar schools. Higher achieving pupils are particularly well challenged in mathematics because of the grouping arrangements. For example when Year 2 pupils join a Year 3/4 mathematics set.
11. Since the last inspection, at Key Stage 1, there has been very good improvement in standards of attainment in mathematics, science and ICT. There has been good improvement in English and design and technology. Standards in the rest of the subjects have been maintained. At Key Stage 2, there has been very good improvement in mathematics and good improvement in English, science, ICT and design and technology. Standards have been maintained in all other subjects.

Pupils' attitudes, values and personal development

12. Pupils show very positive attitudes to school. All but a very few arrive on time, ready for work. They are enthusiastic about their learning and about their extra-curricular activities such as the flourishing gardening club. Working on the computers is a particular attraction, both in class and before and after school. This is so popular at lunchtime that there is a rota to ensure equal access.
13. Pupils behave well in lessons. The majority are quick to respond to teachers' instructions and settle down to tasks well. In assemblies they listen and participate appropriately. They move around the school in a careful and orderly way and as a result the school has a calm and businesslike atmosphere. At lunchtime pupils behave well; they are able to relax and chat together as they eat. In the playground they share equipment well and make full use of the space for a variety of games. There was no evidence of bullying seen during the inspection. The school has a number of pupils whose behaviour is often more challenging but all staff apply the behaviour policy consistently and disruption by these pupils is kept to a minimum.
14. All staff and pupils have very good relationships. They work well together, for example, this was seen in a Year 2 maths session where pupils worked very productively at tasks related to fractions. A Year 4 assembly was of a high standard as a result of the pupils' individual confidence in performance and also because of the teamwork they showed. Pupils have a clear understanding of the effect of their actions on others and are particularly supportive of those in their class who have impaired hearing. Pupils are encouraged to take responsibility for themselves and by the time they reach Year 6 they are mature and thoughtful young people. Opportunities for gaining independence and

using initiative are plentiful outside the classroom, for example, a group of Year 6 boys suggested that they might organise a games club for younger pupils in the hall at lunchtime, which is now running, and the recent fundraising appeal for earthquake victims was a result of a request from pupils. There are opportunities to undertake roles of responsibility in each classroom. All junior pupils act as dinner monitors and Year 5 pupils organise the infants sports day.

15. Relationships are very good. Boys and girls and pupils of different ages get on very well together. Pupils have a high level of respect for the feelings values and beliefs of others. This was evident in a Year 4 religious education lesson when pupils listened respectfully as a child recounted her experience of the Hajj pilgrimage and when another re-enacted the walk around the Ka'bah.
16. Attendance levels are unsatisfactory. This is a result of the number of pupils who are taken out of school for holidays in term time. Although the school does much to impress upon parents the importance of regular attendance, parents have yet to take on board the implications such interruptions can have on the continuity of their child's learning.
17. Pupils with hearing impairment are well integrated into mainstream classes. They work well with the other pupils and are happy to take a leading role when this is requested. Some use signing well with support staff. Other pupils also sign. There is a similar pattern with pupils with learning difficulties. One boy was very proud to recount a learning strategy that he had learnt in a session where he was withdrawn to help with his reading difficulties and the other pupils listened carefully in order to learn from him. Pupils with behaviour difficulties benefit from teacher's good understanding of how to support them in a positive way. Where needed, individual behaviour programmes are established.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching in the school is good and the strengths far outweigh the weaknesses. Teaching is satisfactory or better in ninety five per cent of lessons. It is good in thirty eight per cent and very good in nineteen per cent. In five per cent of lessons teaching is unsatisfactory. This is an improvement on the last inspection. Teaching is strongest in Key Stage 2 where it is at least good in three out of five lessons, and very good in one in five. In just over half the lessons in Key Stage 1 teaching is good or better and very good in almost one in five. In the nursery and reception classes teaching is good in a quarter of the lessons and satisfactory in the remainder. There is a negligible amount of unsatisfactory teaching Key Stages 1 and 2, most often in physical education.
19. Most lessons are planned very carefully with clearly expressed objectives. Teaching is most successful when teachers remain focused on these objectives and provide activities to achieve them. This was illustrated well in a Year 4 literacy lesson where the objectives were to write a class poem with pupils successfully drafting their own poems. Teaching and learning is also effective when activities are lively and appeal to pupils as in a Year 2 information and communication technology lesson where pupils were very excited when they produced graphs after entering data into the computer. There is some very effective use of computers to promote learning across the school.
20. Teachers demonstrate good subject knowledge and understanding and have high expectations. This is often evident in English and mathematics lessons because the school is implementing the National Literacy Strategy and the National Numeracy

Strategy well. For example in a Year 6 English lesson teachers and pupils were confidently using technical vocabulary such as 'characterisation'. Many pupils in the class produced writing that was better than the average expected for their age. By contrast, in a less successful physical education lesson, the teacher showed limited understanding of the subject and missed opportunities to show pupils how to improve their performance and give them time to do so.

21. Some teachers meet the challenge of addressing the differing needs of pupils well. Sometimes this is done through questioning. For example when a teacher in the mental arithmetic part of a mathematics lesson was pitching easier questions for lower achieving pupils and asking more demanding questions of the higher attainers. As a result all pupils made very good progress in their learning. Teachers also use questioning effectively to assess pupils' understanding and progress. Within lessons different activities can be provided as in the same mathematics lesson where higher attaining pupils were completing difficult work about fractions in a more abstract way than a group of lower attaining pupils who were representing fractions more practically. All pupils achieved well. In an English lesson where tasks were not suited to pupils' needs, some pupils finished very quickly and no further work was provided to extend their learning.
22. Successful teaching has a sense of urgency about it and time is used very well. Pupils' interest is kept up by maintaining a lively pace to learning and by varying activities as was seen in a Year 2 science lesson about seeds. Learning in this lesson was very good, also helped by the wide variety of seeds provided by the teacher, ranging from a coconut to strawberry seeds, that the pupils examined and drew. In an unsatisfactory history lesson the pace was very slow and pupils learned very little.
23. The quality and use of day-to-day assessment is good overall. In their weekly planning and daily lessons teachers build in ways to assess pupils' learning and there is an established policy for marking that is aimed at helping pupils to improve their work. Pupils benefit from the feedback given by good marking that shows them their work is valued. These procedures enable the school to have a good knowledge of pupils' attainment. However, although there are examples of thorough and constructive marking in the school the quality of marking is inconsistent and sometimes work is unmarked. There is room for improvement in this area across the school. The day-to-day assessment of pupils' work is very good in the reception classes and good in many other classes. However, the quality varies in some, where assessment is not recorded or used to improve further planning.
24. Literacy is taught appropriately in English lessons but literacy skills are not consistently reinforced in other subjects of the curriculum. Nonetheless, literacy is beginning to make an impact on pupils' overall attainment. Most teachers ensure that pupils know the correct terminology for the subject but some do not follow this up by giving pupils the relevant vocabulary to use in specific subjects. Numeracy is effectively taught in mathematics lessons; and used appropriately in other subjects.
25. Many teachers have very good discipline and pupils behave well. This clearly contributes to effective learning. Most use a range of strategies to achieve a positive learning environment. Generally, relationships between pupils and teachers in the school are very good. Because pupils respect their teachers and they value pupils' efforts and contributions, learning improves. Homework is used effectively to support learning and raise standards.
26. Both teaching support staff and learning support assistants were frequently observed making important contributions to pupils' learning. For example in a mathematics

lesson with lower attaining pupils in Key Stage 2, where the teacher and learning support assistants were constantly motivating pupils whose learning in the lesson was good.

27. Teachers have good quality information about hearing impaired pupils and pupils with SEN and they use this well. Individual support from the class teacher is frequently well timed to ask pupils the questions that help them to formulate their written answers. Teachers manage pupils with behavioural difficulties well and understand the importance of warmth, calm and patience with troubled pupils who are not always able to show at the time that they appreciate this. Occasionally teachers don't ask hearing impaired pupils questions during whole class sessions in case they have difficulties in answering them. This diminishes pupils' opportunities for success in front of their peers. Interpreters are provided for EAL pupils.

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

28. The school has maintained a broad and balanced curriculum since the last inspection. There is satisfactory provision for pupils in the Foundation Stage, and the issue concerning design and technology, from the previous inspection, has been addressed. The curriculum for Key Stages 1 and 2 has been appropriately adapted following greater use of statistical information available from national tests, which has helped the school to prioritise its aims and objectives. The allocation of time to the various curriculum subjects is currently under review in response to the clearly rising standards in the core areas, which have been a key area for improvement since the last inspection. At the moment, whilst all have an appropriate allocation of time, due to the organisation of the curriculum some foundation subjects disappear for part of the year, which inhibits the progressive development of subject specific skills and knowledge in these areas.
29. The school has successfully implemented national strategies for literacy and numeracy and is effective in teaching basic skills. However, the teaching of literacy skills across the curriculum is a weakness. Teachers make good use of pupils' speaking and listening skills in other subjects, but an area of weakness in the curriculum is the lack of focus on writing skills in other subjects such as history or science. A strong feature of the curriculum is the focus on mathematics in all classes. This has led to rising standards and high aspirations for each year group. Effective links are made between numeracy and other subjects, particularly science. Information and communications technology is used effectively to support learning both when it is taught as a separate subject and when used in classrooms to support learning across the curriculum.

30. The school has responded positively to changes in the curriculum effective from September 2000. The curriculum includes all subjects of the national curriculum, religious education and provision for pupils to learn about personal, social and health education. There are appropriate arrangements for pupils to receive drugs and sex education. Collective worship takes place every day, making reflection and opportunities for prayer a regular part of each day and contributing to pupils' understanding of and respect for the rights and needs of others.
31. Curriculum co-ordinators have produced clear policy documents and schemes of work to support teachers' weekly and daily planning. In some lessons, teachers have not adapted their planning to meet the full range of abilities in their classes. For instance in some literacy lessons middle and top ability groups are treated the same and no extension work is evident in teachers' planning. However there is good provision for pupils with special educational needs. A teacher funded through the ethnic minority achievement grant gives good support to groups of pupils for whom English is an additional language. There is a clear commitment to equality of opportunity.
32. A very good range of extra-curricular activities is available, and supports and extends curriculum provision. At the present time, there are several sports clubs and teams, including football, hockey, cricket, badminton and netball, and both boys and girls have the opportunity to participate in competitive team fixtures. There is a music club and the opportunity to learn to play a musical instrument. Pupils can attend the computer club or use the ICT suite before school in the mornings to revise for their end of Key Stage 2 tests using the Internet. Other clubs and extra-curricular activities include the gardening club and the lunchtime homework club. There is a range of worthwhile links with the community and with partner institutions, which includes a 'reading partners' scheme linking year 8 pupils of the local secondary school with year 3 pupils. The school is also a link school for Middlesex University's teacher training department and takes student teachers for teaching practice each year. Work experience placements are offered for older students from both independent and state secondary schools, and nursery nursing students from two local colleges undertake placements at the school. This provides the pupils with extra help and support with their learning and a wider range of adult role models in their environment. Visitors to the school include local clergy and police officers.
33. The provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection.
34. There is good provision for spiritual development. Assemblies are well planned and delivered and have status within the school day. There is time for reflection or prayer and pupils respond thoughtfully. Within lessons there were also opportunities for spiritual development such as when pupils in Year 5 looked at Dinky cars and other toys owned by people in the past. Religious education lessons also support this area well. The Hajj pilgrimage re-enacted in a Year 4 class allowed pupils good opportunities to think about the importance and symbolism of holy places.
35. There is very good provision for moral development evident in the way all adults act as good role models. The headteacher and deputy in particular are respectful of children's views but define their high expectations of pupils' behaviour clearly. Themes such as telling the truth and unselfishness are addressed in assembly. The behaviour policy has given pupils a framework of rules and they understand these well.
36. There is very good provision for social development. The layout of the school ensures that pupils from all age groups are encouraged to mix. Older children are encouraged to look after the younger ones. In the gardening club, for example, Year 6 children

helped younger children with their planting and a group of Year 6 boys organises a games session at lunchtime for Year 3 pupils. Since the last inspection a link has been established with an adjacent secondary school for Year 8 pupils to come in regularly to hear Year 3 pupils read. At the end of last term the school held a Deaf Awareness Week that highlighted the experience of both visitors and pupils with impaired hearing. Pupils are also encouraged to think of the circumstances of others, for example, in fundraising for the Earthquake appeal, for Imperial Cancer Research or for Comic Relief.

37. The provision for cultural development is very good. Since the last inspection the school has joined the Comenius programme, which promotes links between European schools. The school has established links with schools in Italy, Sweden and the Czech Republic and have sent and received Christmas parcels, emails, and other resources, which are displayed around the school. Displays of work also reflect the multi-cultural society in which we live. A pupil described her experience of the Hajj pilgrimage in a religious education lesson and the school has had visits from an Indian Music workshop, African drummers and a brass quintet from the Royal Opera House.
38. Hearing impaired pupils and pupils with other special educational needs follow the full National Curriculum. Any withdrawal lessons are timetabled to take account of this. The arrangements for using pupils individual education plans are good and planning for work includes a good range of strategies to help pupils with their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The arrangements for the care and welfare of pupils are strengths of the school. Good relationships between all staff and pupils ensure that each child is supported well in both their personal and academic development and thorough records and comprehensive systems underpin this.
40. Procedures for attendance are applied consistently; registers are filled in accurately and unauthorised absence is low. Attendance is monitored carefully and the school works closely with the education welfare officer where necessary. The school promotes the importance of attendance well but parents continue to book holidays in term time resulting in lower than average attendance figures.
41. The school has good procedures for Health and Safety. Regular inspections of the site take place and risk assessments and insurance requirements are undertaken for all external activities. The headteacher is responsible for child protection and works closely with the deputy and special educational needs co-ordinator (SENCO) in this area; staff have had relevant training. There is a well-stocked, comfortable medical room and very good coverage for first aid. Detailed records of incidents are kept.
42. The school's procedures for monitoring and promoting good behaviour are excellent. The implementation of the behaviour policy is very effective. Pupils understand the codes of behaviour and they are rewarded in a variety of ways such as receiving the Whitehall trophy, which is awarded each week or by being listed in the Merit book and praised in assembly. Incidents of inappropriate behaviour are monitored very carefully. There is a log of 'time out' incidents, which is analysed regularly, and some children are put 'on report'; this was seen to work well as steps towards improving behaviour are highlighted and pupils are encouraged to work on and maintain these aspects throughout the day. Very effective procedures are in place to deal with bullying and racism but there was no evidence of incidents of this nature during the inspection. The positive approach taken by all staff towards behaviour means that class control is good

and that all pupils are treated fairly. Lunchtimes are well organised and pupils are supervised well. Equipment is available in the playground for pupils and this time is enriched further by the provision of a wide variety of clubs and access to the computers.

43. The assessment systems are methodical and of good quality. They are helping the school to maintain high standards in core subjects. Core subject planning is closely linked with assessment data as is planning for needs of SEN and hearing impaired pupils. The school uses a wide range of assessment strategies. Crucially, these strategies are used effectively in the core subjects to help teachers in their planning to set up extra help for those who need it whether they are higher attainers or because they are encountering some difficulties with the work. As a consequence assessment is helping to raise staff expectations of what pupils can achieve.
44. The school assesses pupils' progress in core subjects at least half-termly and the special educational needs co-ordinator also regularly assesses the work of pupils with learning difficulties. Regular levelling of work has enabled staff to develop expertise in this area and staff have contributed to an LEA folder to help other schools in the borough. Results of assessments are discussed by the senior management team and with staff. The headteacher and deputy are actively involved in supporting identified groups in English, science and mathematics. Individual pupils' work is monitored and individual targets are set after discussion between the pupil and teacher.
45. The procedures for monitoring and supporting pupils' personal development are very good. The school does very well in including pupils who have been disaffected in other schools. There is very good inclusion of partially hearing pupils in lessons and some teachers have attended signing courses.
46. Although assessment information is used well in the core subjects to guide curricular planning, this is not always the case in other subjects. In some subjects, for example religious education, teachers assess pupils' work according to their own criteria and there is no overview as to pupils' overall achievement in the specific subject. Marking is not used consistently as an assessment tool.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have very positive views of the school. Two thirds of parents strongly agreed that they would feel comfortable about approaching the school with questions or a problem; that the school is well led and managed and that their child likes school. Over half strongly agreed that their child is making good progress, is expected to work hard and is becoming more mature and responsible, that the teaching is good and that the school works closely with parents. These views were also stated at the meeting. The findings of the inspection team support all the positive views expressed by parents. The main concern raised by parents in the meeting and through the questionnaire was about the amount of homework. The provision for homework was judged to be good. The homework policy was introduced last September following a referendum of parents' views. Inspection evidence shows that it is implemented consistently and is helping to raise standards particularly in reading and mathematics.
48. Parents receive very good information about the school. The prospectus and annual meeting for parents meet requirements and are well written and accessible. At the start of each year parents are given information about the curriculum that will be covered and meetings are held on specific topics such as mathematics, the standardised attainment tasks (SATs) and ICT. Information about SATs tests is useful

to parents and the school provides past papers to assist in pupils' preparation. There are termly meetings for parents to discuss their child's progress and reports are detailed and meet requirements. The headteacher and deputy are accessible to parents who also appreciated the approachability of all staff at the school.

49. Parents receive regular questionnaires about their views of the school. They are also asked for their views on specific areas such as homework. The school took the results of this referendum into account when producing a policy. A large number of parents are represented on the governing body, which ensures further good links are made.
50. The contribution of parents to children's work at school and at home is good. The majority of parents hear children read regularly and ensure that children complete their homework. Parents are also invited into school. A class assembly that took place during the inspection was well attended. Parents are involved with school trips, run a home/school tape scheme and others help in the classrooms. All parents are invited to be involved in statutory reviews of SEN. Hearing impaired pupils have a daily contact book to enable the teacher to maintain a dialogue with parents.
51. There is an active parent, teacher association (PTA), which raises considerable funds for the school as well as organising a range of social events such as a roller disco, Barn Dance, Christmas Bazaar and Summer Fete.
52. The effectiveness of the school's partnership with parents is a strength of the school. This is an improvement on when the school was last inspected.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher and his deputy provide excellent leadership and have a clear, shared vision of where the school is going and how standards are to be improved. A significant strength has been the development of a climate of mutual respect amongst staff and pupils alike. Staff and pupils feel valued; this improves their self-esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work. The links with parents and the local community are very good. The headteacher has an open-door policy, which instils confidence in parents to share problems and concerns.
54. The school is very well managed. Senior managers and curriculum co-ordinators make a cohesive team, have clear roles and carry out their responsibilities very effectively. Staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The strong team ethos is reflected in their high levels of commitment. The school reviews its own work very effectively. Decisions are arrived at by a thorough analysis of the problem or issue. The senior management team has been very effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other very efficiently and policies and schemes of work are developed collaboratively. Subject co-ordinators monitor learning to help teachers assess outcomes and plan future activities, although, with the exception of the core subjects, the co-ordinators' role in monitoring teaching is still insufficiently developed.
55. Educational priorities such as the forward planning for ICT provision is well supported through careful financial management. The school improvement plan is excellent. It is well organised, costed, sets realistic targets and is effectively targeted to periodic review to ensure the implementation of plans and focus on further raising standards in specific areas. The day-to-day running of the school is very well organised.

Administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities very well and often go well beyond their stipulated contracts.

56. Governors make an effective and increasing contribution to strategic planning and management. There is an appropriate committee structure, which monitors and evaluates the work of the school. Governors are actively involved in planning decisions. There is a shared commitment to improvement and the need to succeed. There is also an excellent programme which helps to integrate both staff and governors into the life of the school. Governors fulfil their statutory duties very well in helping to shape the direction of the school and, through effective monitoring, understand its strengths and weaknesses. Both staff and governors are involved in regular audits and evaluations of the progress made in meeting the school's targets for improvement.
57. There is a good match of teachers to the demands of the curriculum. There is a very good mix of experienced senior staff and teachers new to the profession. There is an appropriate number of support staff who have been very well trained in the main school. However, there is a need for more support for pupils in the reception classes. The midday supervisory assistants manage pupils well at lunchtimes. The process for the induction of newly qualified teachers is excellent. There are also excellent procedures for all teachers to have professional interviews with a senior colleague to identify strengths and areas for improvement. This procedure also helps to identify training needs, which are also managed well. The school ensures that members of staff attend regular training sessions. Overall the very good quality of the staff as a whole has a major impact on the ethos of the school and on standards.
58. The quality of leadership and management for pupils with hearing impairment, and those with other special educational needs is good. The special educational needs co-ordinator and the hearing support teacher work well together from a basis of respect and of valuing the potential of all of their pupils. This respect is also shown by other staff who work to the SEN co-ordinator's leadership. The organisation of SEN in the school is good as is advice on the needs of hearing impaired pupils or those with English as a second language. Thought and care is given to the needs of all pupils with SEN, EAL or the hearing impaired and any withdrawal of pupils is carefully planned. The good quality specialist resources and accommodation also help pupils with hearing impairment or with other special educational needs to know that they are valued and well provided for.

59. The accommodation is very good for the number of pupils on roll. The high standards of cleanliness and maintenance noted in the last inspection have been maintained. The accommodation is well planned and good use is made of the specialist areas such as the music room, the library and ICT area, which is placed at the heart of the school. The classrooms are cramped in space but teachers work hard to overcome this by using the open areas adjacent to each classroom. The nursery and reception classes have yet to become fully integrated as an Early Years unit. Both the inside and outside environments are maintained to a high standard.
60. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and Governors. All departmental plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes significant savings in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grants are used very effectively for their designated purpose. Resources are good in most subject areas.
61. The school makes excellent use of new technology. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources. There has been significant improvement to certain aspects of management, such as governor involvement in the curriculum and the monitoring of teaching, since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards of attainment in writing throughout the school by:

- ensuring that sufficient time is given to teaching literacy skills and particularly the skills of writing across all subjects;
- developing strategies to improve the quality of independent writing;
- providing more time to improve the quality of handwriting;
- encouraging pupils to take responsibility for their own learning.

Paragraphs: 2, 3, 6, 79, 116, 122, 149

Raise standards of achievement in non-core subjects through co-ordinators monitoring the teaching of skills in their subject areas by:

- providing appropriate INSET;
- observing teaching and learning more systematically;
- devising a manageable and practical system of assessment for each subject;
- monitoring, evaluating and targeting pupils' outcomes to improve their achievement.

Paragraphs: 54, 106, 107, 114, 120, 126, 146, 151

Review and develop the school's provision of the Foundation Stage into an Early Years Unit by:

- reviewing and clarifying the role of the co-ordinator;
- improving the progression and continuity of pupils' learning by joint planning in the nursery and reception classes;
- improving teaching resources.

Paragraphs: 28, 57, 59, 69, 71

Other issues for consideration:

Review the marking policy to make sure it is consistently applied throughout the school.

Paragraphs: 23, 46, 79, 125, 150

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	38	38	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	2000 –2001
Number of pupils on the school's roll (FTE for part-time pupils)	40	406
Number of full-time pupils known to be eligible for free school meals		98

FTE means full-time equivalent.

Special educational needs	Nursery	2000 –2001
Number of pupils with statements of special educational needs	1	10
Number of pupils on the school's special educational needs register	5	104

English as an additional language	No of pupils
Number of pupils with English as an additional language	40

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	38	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	30
	Girls	20	20	20
	Total	43	44	50
Percentage of pupils at NC level 2 or above	School	73 (78)	75 (76)	85 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	31	28
	Girls	20	20	20
	Total	45	51	48
Percentage of pupils at NC level 2 or above	School	76 (80)	86 (81)	81 (78)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	32	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	29
	Girls	21	20	22
	Total	46	47	51
Percentage of pupils at NC level 4 or above	School	77 (70)	78 (59)	85 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	30
	Girls	22	22	24
	Total	48	50	54
Percentage of pupils at NC level 4 or above	School	80 (67)	83 (59)	90 (53)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	12
Black – other	8
Indian	6
Pakistani	10
Bangladeshi	4
Chinese	0
White	281
Any other minority ethnic group	7

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: 2000-2001

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	22.6
Average class size	26.1

Education support staff: 2000-2001

Total number of education support staff	9.0
Total aggregate hours worked per week	176

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20.0

Total number of education support staff	3.0
Total aggregate hours worked per week	87

Number of pupils per FTE adult	8.0
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	965517
Total expenditure	1002128
Expenditure per pupil	2278
Balance brought forward from previous year	110510
Balance carried forward to next year	73899

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	406
Number of questionnaires returned	244

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	0	0
My child is making good progress in school.	52	45	1	0	0
Behaviour in the school is good.	47	48	2	0	2
My child gets the right amount of work to do at home.	27	50	9	2	5
The teaching is good.	53	44	1	0	1
I am kept well informed about how my child is getting on.	49	42	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	28	2	0	1
The school expects my child to work hard and achieve his or her best.	59	37	0	0	2
The school works closely with parents.	51	43	5	0	2
The school is well led and managed.	65	31	0	0	2
The school is helping my child become mature and responsible.	57	41	1	0	1
The school provides an interesting range of activities outside lessons.	36	45	5	0	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. The education provided for the Under Fives is broad and balanced and in line with the nationally recommended areas of learning. Most children when they start school are achieving standards well below those expected of children of this age. However, they make good progress in the nursery and reception classes and by the time they reach Year 1, some are achieving at the expected standard with the majority achieving just below average. Writing standards, however, are still below average for most children. Pupils make very good progress in personal, social and emotional development, mathematics and physical development. Progress is still good but less marked in communication, language and literacy, and creative development. The area where the least progress is made is in children's knowledge and understanding of the world. The provision for pupils with SEN is good. Pupils are identified early and are successfully working towards the targets in their individual education plans before they start formal education. Higher achievers are less well challenged.

Personal, social and emotional development

63. Nearly all the children enter the school with immature skills in personal and social development. Pupils' confidence is not strong when they start in the reception class and few are able to establish effective relationships. They prefer to work alone and find working in groups, sharing and taking turns difficult. Few are able, when they join, to take the initiative in games or activities, although most listen and respond well and are eager to explore new learning. By the time they are five many make good progress and some are attaining at the expected level for this age. They are working well in groups by this stage and are developing their own independence. They show a growing confidence in making choices, particularly when allowed to choose their own reading books. They are beginning to know right from wrong and are becoming increasingly more sensitive to the needs of others. This is evident in the way they care about and the tolerance they show for children with a hearing impairment. This shows good achievement and reflects the skilful teaching in the reception classes where children are constantly encouraged to feel confident about what they can achieve. They are rewarded with praise when they show initiative or make choices and are encouraged to think about others and why they have taken certain actions.

Communication, language and literacy

64. Teachers in the nursery and reception classes place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity, including role-play. Many children talk confidently about what they like doing. Children make a satisfactory start to early reading and writing skills and many show good progress. All adults use talk to good effect and are good, active listeners. Children are encouraged to take books home regularly. They enjoy books and handle them carefully. When they first start at the school they understand how books work but do not associate sounds with words and letters. Some, not many, can tell stories, using the illustrations within the book and answer simple questions. However, they are unable to recognise their own name and other familiar words. Children's development of early computer skills is good. However, their ability to write is well below expectations. By the time they start their formal education at age five years, many can write their name and they know some small connecting words. They are able to recognise initial sounds associated with the letters of the alphabet and a few recognise

key words from their first reader. A sound understanding of phonics is developing through effective word, sentence and text level work using well-known stories and rhymes. Children hold their pencils correctly and some can shape letters accurately. Most can trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are more confident when talking about their drawings and mark-making. The majority are achieving below average standards. Teachers understand young children well. Assessment is immediate and this enables every child to make progress. However, there is insufficient continuity in how children are taught when they first come to the nursery and how they are taught in the reception classes. Planning for literacy and numeracy is too fragmented between the nursery and reception classes to adequately inform children's progress, lesson on lesson and year on year.

Mathematical development

65. Children make good progress in the mathematical area of learning. On joining the school most children are achieving standards below the expectation for children of this age. However they are beginning to use some mathematical language such as 'bigger' appropriately and can match items, although few know counting rhymes. By the beginning of Year 1, many are using number to ten and can sort, match, order and sequence and are familiar with counting songs and games. However, most are achieving just below average for children of this age, although their ability to count is at the expected level. Basic mathematical skills are well taught. Although they do not use strategies for counting, most pupils are able to count up to ten with the teacher. They find it more difficult to use number but a few can add simple sums on their fingers. Children's attitudes to their learning are very good although teaching methodology is sometimes not particularly inventive. For example in a numeracy lesson in a reception class the task set is very teacher directed and although it gives pupils practice in counting and recording the majority of the younger children found it difficult to count on.

Knowledge and understanding of the world

66. Children enter the reception class with basic general knowledge. Good teaching builds on this knowledge to help them understand more about the place where they live and their families past and present. When they start in the nursery most are achieving well below average in this aspect. Very few know how they get to school or question the differences and similarities in the world around them. One or two can use the skills of cutting, joining, folding and building successfully. By the time they enter formal education at age five, most are able to talk about where they live, their families, the past and present in relation to themselves and they are aware of some features of living things. They talk about when they were younger and the toys they used to have. Teachers challenge all the children to work according to their capability. Children are encouraged to use the computer independently and do so with confidence. Most can control the mouse and recognise letters on the keyboard. A few can select resources and a larger group now uses tools safely, although most are still achieving standards which are below average.

Physical development

67. On entering the school, most children are unable to use small equipment like scissors, They are not confident about climbing and balancing, with or without help. The outdoor play area has helped children to make good progress in the development of their physical skills. They can run, jump and balance and show awareness of the needs of others in the space around them. Teachers make good use of language to encourage children in their physical responses. Children are challenged to think carefully of how they can demonstrate movement. Children demonstrate that they can use space creatively. Teachers also teach skills such as cutting to enable children to gain safe control of these more delicate movements. By the time pupils reach the end of the Foundation Stage they are attaining standards in line with expectations for this age.

Creative development

68. This is another area where children are making good progress on what they could do when they first came to school. Children start from a fairly low level of skill when they enter the nursery. They cannot use imagination in play with others or represent ideas with their artwork. However, teachers encourage them from the time they first start school to experiment with paint and colour and work from observation and imagination. Teachers support and extend the children's love of role-play with puppets and imaginary characters. By the time the children reach Year 1, most are achieving below the expected standard.
69. The quality of teaching in the Foundation Stage is satisfactory overall. One in four lessons are good. Teachers have a good knowledge of very young children. Individual lessons are well planned taking account of the requirements of children's different capabilities although there is insufficient planning in terms of how pupils are achieving overall. Individual teachers keep their own records in the nursery and reception classes. However, the co-ordinator does not know the strengths and weaknesses of the teaching and learning, particularly in the reception classes as she does not monitor and evaluate teaching or the children's learning outcomes. A wide variety of stimulating and well-structured activities are provided within each session and children's responses are supported and extended sensitively. Appropriate interventions are made to give direction and enable learning to be consolidated. However there is no overview by the co-ordinator to monitor the progress made by individual pupils from the time they start at the school to the stage when they begin their formal education aged five years. Teaching staff and assistants work very well together and have a clear understanding of how young children learn.
70. A simple baseline assessment has been successfully carried out. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations, before and after admission, are well received by parents and establish effectively common objectives between home and school.
71. The Under Five classrooms are visually pleasing and stimulating. Overall, resources are satisfactory. There are sufficient books for pupils to use and borrow. However there are insufficient teaching assistants to adequately support the Under Fives' curriculum, particularly in the reception classes. Regardless of this, pupils under five are making good progress and are prepared very well for more formalised work in Key Stage 1. There has been good improvement in the progress made by children under five since the last inspection.

ENGLISH

72. The last inspection reported standards which were below the national average for both key stages. The test results for the year 2000 indicate a similar test outcome at Key Stage 1 but a significant improvement at Key Stage 2, with pupils attaining at a level well above average for schools in a similar context and in line with standards achieved in all schools nationally. In relation to their prior attainment, the proportion of pupils reaching the higher level 5 score was in line with expectations, although it fell slightly below for those attaining level 4. The poor Key Stage 1 results do not reflect the standards of work seen at the end of the key stage during the inspection, which were close to standards seen in the majority of schools. This difference in test scores and current attainment at Key Stage 1 is explained by the very large proportion of the pupils in last year's national tests having special educational needs. Additionally, a significant number of these pupils joined the school at various points during Year 1 or 2, not having had the benefit of a consistent school experience since the reception year. The steadily improving profile of attainment in English since the last inspection was interrupted by the poor test scores of this cohort of pupils. The upward trend in Key Stage 2 is in line with that seen nationally, and reflects the good progress evident in pupils' books and standards comparable to those seen nationally in this inspection.
73. The improvement in the overall standards in English are due to the effective implementation of the National Literacy Strategy together with a range of initiatives adopted by the school to support literacy development. Many pupils benefit from the Additional Language Support group work which is offered, and the booster classes which are available for the Year 6 pupils who are preparing for their end of Key Stage 2 tests.
74. Pupils start school with low levels of attainment in English. Most of the youngest pupils speak willingly and relevantly, but not all have the ability to structure their speech well. During the inspection standards of pupils' work in speaking and listening were below expectations at the beginning of Key Stage 1, but in line with national standards by the end of Key Stage 2. All teachers work hard to ensure that they monitor pupils' attention in lessons, and vary their approaches to ensure they capture and hold pupils' interest. In some Key Stage 1 lessons pupils' attention wanders more easily and they listen less readily. Consequently teachers spend more time on behaviour management strategies.
75. By the time pupils reach the older age groups in Key Stage 2 they concentrate for long periods and take a more active role in sharing their thoughts and ideas. They make good progress, and by Year 6 are confident and articulate, expressing their thoughts and views well, although occasionally not in standard English. In a Year 6 lesson on characterisation, pupils demonstrated very good listening skills, an ability to empathise with a character, and to "read between the lines" when answering the teacher's searching questions.
76. Pupils who speak English as an additional language are well supported in their language development by a specialist teacher who works both within lessons and in small groups with these pupils in order to ensure that they attain at the same level as their peers.
77. Pupils regularly produce class assemblies for the school, and concerts and other performances for parents. They gain an understanding of skills required for public speaking and acting, which they do well and with confidence. Pupils read their own work aloud in class frequently, and evaluate each other's contributions sensitively. They are aware of the needs of the hearing impaired pupils, and some older pupils

communicate through signing to their deaf classmates.

78. In the previous inspection the development of reading skills was unsatisfactory, and the reading books available were restricted to those from one reading scheme. There has been a clear focus on raising attainment in this area. Reading is a regular part of each literacy lesson and pupils are expected to read regularly at home. Standards of reading at Key Stage 1, whilst still slightly below average are close to the standards expected nationally. A wider variety of books is provided, with two core schemes supplemented by other non-scheme texts and pupils progressing through the levels steadily. At Key Stage 1 most pupils know the mechanics of reading associated with their age and stage, but lower attaining pupils use a restricted range of strategies when tackling new words, most often looking to an adult for help. By the end of the key stage the higher attaining pupils talk knowledgeably about a range of books. Pupils' enjoyment and pleasure in reading increases with age, and Year 6 pupils talk enthusiastically about a range of books and authors. Key Stage 2 pupils have positive attitudes to reading, and many belong to the local library. The majority has sound library skills, with one pupil explaining confidently how to interrogate a library database. Older Key Stage 2 pupils use their competent library and research skills when gathering information for topics and projects. Teachers keep regular records when pupils read, and most make helpful comments in pupils' reading record books.
79. Standards of writing seen during literacy hour in Key Stage 1 are slightly below standards seen nationally. However, higher attaining pupils and many of average ability in Year 2 produce work which is in line with national expectations, although poor handwriting ability and lack of strategies for self help with spelling reduces the quality of work produced by some lower attaining pupils. Teachers use the literacy strategy appropriately to encourage pupils to extend their vocabulary and develop spelling strategies but at Key Stage 1 there are too few opportunities to engage in extended writing and practise what they have learned. In Key Stage 2 pupils progress well with their writing in English lessons, and writing seen in their English books is satisfactory or better. Periods set aside for sustained writing have enhanced the quality of writing in Year 6. Standards of written work produced in other curriculum subjects is often of a significantly lower standard, with many pupils failing to join their handwriting, neglecting to use capitalisation and spelling inaccurately. Older pupils progress well in their learning in English lessons due to effective teaching in Key Stage 2. Some very good teaching was seen in which teachers demonstrated composing and scribing, providing effective models for pupils to learn from. At both key stages, marking of pupils' work is inconsistent. Some teachers offer very few comments on how pupils could improve. In some books non-standard English remains uncorrected, with sentences such as "He should of done it" remaining unmarked. The use of ICT in the subject is good.
80. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. No unsatisfactory lessons were observed. In the best lessons, teachers' enthusiasm for the subject combined with effective teaching strategies ensures that pupils have a rich language experience and gain in knowledge. In a very good Year 4 lesson the teacher used a poem to inspire pupils' writing, resulting in the composing of some very good poetry by the class, with imaginative and creative vocabulary evident in the work of most pupils. The poem demonstrated the pupil's understanding of the significance of words and love of language. In one or two lessons which were just satisfactory too much time was spent on some aspects of the lessons, which were over directed and limited pupils' response and creativity.
81. All teachers have a secure knowledge of the literacy strategy. They plan thoroughly, and differentiate work appropriately, although there are a few instances where plans do

not identify clearly how expectations for different abilities are to be covered. Classes are not organised into ability sets for English as they are for mathematics. The wide range of abilities, particularly in the Key Stage 2 classes means that a few pupils with special educational needs or of high ability are sometimes not set work which is well matched to their needs during the literacy hour. Where learning support assistants or additional teachers are available to take groups these pupils are well supported with their learning.

82. Management of the subject is good. The co-ordinator is well qualified, and has an allowance of time to monitor and support teaching throughout the school. He has attended many courses and delivered in-service training to colleagues. Tracking and assessment of pupils in English is good, including monitoring and tracking of pupils for whom English is a second language and those with special educational needs. The weakness in writing across the curriculum has been recognised by the co-ordinator. He has a good grasp of standards, quality of teaching and curriculum and resource needs from careful monitoring of lessons and teachers planning. One of the governors works with the co-ordinator to promote the raising of standards in literacy. Events such as Book Week, writing competitions, visits to the theatre and visits by theatre companies enhance the curriculum for English.

MATHEMATICS

83. In 2000 in the tests at the end of Key Stage 2 the results in mathematics were above the national average and were well above average when compared to similar schools. The proportion of pupils who reached level five of the National Curriculum, which is beyond expectations for eleven year olds, was also above the national average and well above average compared to similar schools. Over the past four years there has been a steady overall improvement in the school's results in mathematics. Since 1996 boys have always achieved better results than girls in mathematics and have almost always exceeded the national average for boys. In the same period girls have tended to be below the national average for girls.
84. Evidence from the inspection shows that these high standards are being maintained. Importantly, in all eight classes in Key Stage 2, overall standards are above average so the school is very well placed to maintain this strong position in the future and has the potential to improve it further. Inspectors investigated the difference between the attainment of boys and girls. Trends are due to individual skills and aptitudes and not related to gender differences.
85. Higher achieving pupils in Years 5 and 6 show considerable confidence in dealing with different fractions and are able to use strategies so that fractions can be compared easily and then put into order. Pupil of average ability in Years 5 and 6 are making very good progress towards using a variety of strategies to complete calculations such as 387×54 quickly and accurately, and some are also able to provide sensible estimations of answers in order to check their accuracy. Many lower attaining pupils in Year 6 achieve standards in some aspects of mathematics that are close to those expected of eleven year olds. A very positive aspect of pupils' mathematical achievement is the ability to explain clearly the methods that they have used to arrive at answers, thus demonstrating their developing understanding.
86. In 2000 results at the end of Key Stage 1 were below the national average and were average when compared to similar schools. The proportion of pupils who reached Level 3, which is beyond expectations for seven year olds, showed the same pattern. Since 1997 results at Key Stage 1 have usually been at or above the national average,

and the poorer results in 2000 were a reflection of a group of pupils with significant special educational needs. In contrast, to Key Stage 2, since 1996 girls have always done better than boys in mathematics in Key Stage 1 and have usually been above the national average for girls. Boys have usually been below the national average for boys. The school is very aware of the differences in the patterns of achievement between boys and girls across the school and intends to continue to monitor the situation closely. Inspectors could find no significant differences when observing lessons and looking at pupils' work.

87. Inspection evidence shows that standards at the end of Key Stage 1 are now slightly above the levels expected for seven year olds. In the four classes in Key Stage 1 pupils reach average expectations in one class and are slightly in advance of them in the other classes. As in Key Stage 2 the school is well placed to maintain and improve its position in mathematics. In a lesson in Year 2 many pupils were able to quickly and accurately find the difference between two numbers up to twenty. Higher achieving pupils are beginning to do this with numbers up to a thousand. In another Year 2 class many pupils were developing a good understanding of an advanced concept for seven year olds, knowing that different fractions can have the same value.
88. In the last inspection raising standards in mathematics was identified as a key issue for the school. The school has been very successful in addressing this issue. A key factor in improving standards in mathematics is the quality of teaching. Thirteen lessons were observed during the inspection. In just over three-quarters of lessons the teaching was at least good, and it was very good in just over one third. Teaching was never less than satisfactory.
89. The school has implemented the National Numeracy Strategy with vigour and in almost every lesson its principles were carried out thoroughly. It is significant that in the least successful lesson the teacher did not do the high proportion of direct teaching that the strategy requires. Across the school great care is taken over planning and there is a consistency of approach that benefits pupils. The objectives in the strategy are addressed systematically and in each lesson there is always one key objective. In the best lessons this objective is explicitly shared with pupils who then understand what it is that they are about to learn, and at the end of lessons they are asked to reflect on whether they have achieved this objective or whether they need further practice. Involving pupils in their learning in this way is a very effective strategy. Lessons begin with a brisk ten minutes of mental mathematics. The most successful teachers vary the difficulty of questions so that the lower attaining pupils achieve success and the higher achieving pupils are also challenged at an appropriate level. Pupils are taught strategies to improve their speed and are often asked to explain their methods. In a lesson where teaching was satisfactory the teacher followed this principle but pupils' learning was less successful because they were given insufficient opportunity to practise. Numeracy is beginning to be well used in other subjects.
90. Throughout the school activities are provided at appropriate levels according to pupils' abilities. This is done particularly well in Key Stage 2 where pupils are placed in ability sets. Occasionally, very talented pupils from Year 2 are placed in these sets in Key Stage 2. The SEN co-ordinator and learning assistants play a vital part in helping lower attaining pupils to make good progress by giving them intensive support.
91. Teachers place great emphasis on developing pupils' understanding of place value so that by Year 6 many pupils are confident with numbers to two decimal places. Great use is made of different kinds of number lines so that pupils' understanding of place value is reinforced visually. A Year 1 teacher made very good use of a computer

program in a lesson on place value. However, this was an exception and the school is aware that it needs to further develop the use of information and communication technology particularly in mathematics. Very good use is made of other resources in mathematics.

92. Leadership and management of mathematics is excellent. There are two able co-ordinators and it is important to acknowledge the contribution of the headteacher who played a key role in introducing the National Numeracy Strategy. He also takes booster classes for Year 6 pupils and helps many to achieve highly. There is careful analysis of data and test papers, and pupils are assessed regularly. There is also a programme of regular lesson observations. Lessons are learned from these monitoring exercises and action is taken to improve provision.

SCIENCE

93. Analysis of the National Curriculum Key Stage 2 science tests in 2000 showed that the school's performance in comparison with similar schools, was well above average at the expected level 4. The percentage of pupils reaching the higher level 5 was also well above the national average when compared to all schools nationally. Trends prior to 2000 reveal that standards are broadly in line with the national average although results for 2000 are better than those for 1999 at both levels. There was significant difference in the performance of boys, which exceeded that of girls. However, this was not borne out in the work observed during the inspection and related only to the group of pupils taking the test last year. The 2000 statutory teacher assessments at the end of Key Stage 1 showed that the percentage of pupils reaching Level 2 and above was close to the national average. When compared to similar schools standards were in line with expectations based on the percentage of pupils achieving Level 3 and above.
94. The findings of the inspection reflect the last test results and show that standards by the end of Key Stage 1, are in line with national expectations and above expectations at the end of Key Stage 2, with some pupils attaining particularly high standards at the end of both key stages. A scrutiny of the work in pupils' books and interviews with pupils demonstrate that they have a sound understanding of basic scientific principles. All pupils including those with SEN and EAL make good progress due to the good teaching and additional support they receive.

95. By the age of seven, pupils have experienced a variety of scientific investigations and testing e.g. investigating what happens when two bulbs instead of one are wired into a circuit. While studying forces they test the effects of friction as well as gradient, on vehicles moving on a ramp and record their findings in graph form. They test which materials are magnetic and those which are non-magnetic and use this knowledge when separating mixtures. Their knowledge and understanding of life and living processes are extended when they grow plants in the classroom, measure and record their rate of growth and test the requirements for seed germination and growth. They understand the different ways in which seeds are dispersed and establish new vegetation. They can explain what happens to plants when they do not receive water and light and how exercise affects our bodies. As a result of regular opportunities for investigative science, most pupils demonstrate confidence and skill in undertaking investigations. Lower attaining pupils sometimes need help in expressing how their observations lead them to form conclusions from the evidence that has been gathered. However, higher attaining pupils offer a range of ideas for improvement. By the age of seven, most pupils can respond to suggestions about how to find things out and make their own suggestions about how to collect and record data. Higher attaining pupils are beginning to understand the principle of a fair test, recognizing why it is fair and to record their observations in appropriate ways. They are also able to make simple, sensible predictions about what might happen in a range of investigative tasks and to note the difference between predictions and outcome. By the age of seven many pupils also demonstrate a satisfactory knowledge and understanding of living things, materials and their properties and a good understanding of physical processes. Many pupils in Year 2, for example, can explain why some foods are not good for healthy living when taken in excess and appreciate the reasons for maintaining a healthy diet.
96. Pupils in Key Stage 2, build effectively on the foundations laid in Key Stage 1, speak confidently about their work and are keen to show what they know, understand and can do. Year 4 pupils devise their own method of separating the different components from a mixture of solids and improvise by making their own sieves to suit the size of particles to be extracted. They make suggestions on how dissolved solids might be separated from solutions and some enthusiastic pupils voluntarily perform a variety of experiments at home and share their results with the class. Higher attaining pupils have an excellent understanding of the functions of an electrical switch and can describe their work with a good range of technical vocabulary. They can represent electrical circuits in diagrammatic form. By the age of 11, many pupils exhibit a high standard of attainment, which is above national expectations. They can explain what constitutes a fair test and create a range of hypotheses for investigative work. They can describe the functions of the main organs of the human body, using appropriate scientific vocabulary. They can identify a range of situations in which changes occur, for example evaporation and condensation and explain logically the water cycle. They know how to separate mixtures, for example salt or sugar from a water solution, and they can explain the force of gravity using abstract ideas. They know that force is measured in Newtons. They understand that sound is transmitted in waves of varied lengths. They test the suitability and effect of different substances on the transmission of sounds and recognise the limitations of experiments in investigations. Most pupils know how to measure and record accurately, control variables in fair testing, make rational predictions and draw conclusions which are consistent with their evidence.

97. Improvements since the last inspection include the raising of standards of attainment, improvement in the quality of teaching and learning and increased emphasis on investigative science. This has had a positive impact on the achievements of pupils especially the higher attaining pupils.
98. The quality of teaching and learning, including that for pupils with special educational needs are satisfactory and sometimes good or very good in both key stages. Teachers have a secure understanding of the science curriculum and there is a clear emphasis on experimental and investigative science throughout the school. As a result, pupils make particularly rapid gains in their understanding and acquisition of skills associated with investigative science. Teachers' planning and the scrutiny of pupils' work show that work is related to the prior attainment of pupils and takes account of ongoing assessment which determines what is taught next. In the lessons observed the objectives were discussed with the pupils so that they knew what they were supposed to learn thereby enabling them to make good progress in the session. Teachers have good relationships with their pupils, generally plan effectively and set tasks which are of interest to their pupils. Questions were used well to make the pupils think for themselves and to apply previous learning. Pupils enjoy their lessons and are eager to learn and reach the highest possible standards. Behaviour is very good in lessons. Pupils work together well and listen to the views of others. They take turns and handle resources confidently. Pupils demonstrate very positive attitudes to this subject. In lessons, they listen attentively to teachers' explanations and ask questions to clarify their learning. They settle quickly and enthusiastically to tasks and work with good levels of concentration. They demonstrate good collaborative skills when working on group tasks.
99. The science curriculum is broad and balanced and has been reviewed in line with Curriculum 2000. The work on investigative and experimental science is well focused and underpins all areas of the science curriculum. Currently, good use is made of information technology in the teaching of science both for research purposes and in the recording and presenting of results.
100. The subject is well managed by a knowledgeable, enthusiastic and competent co-ordinator who keeps abreast of developments in the subject through attendance at courses as well as running workshops for science teachers. Teaching is monitored throughout the school on a regular basis and good practice is shared with colleagues. Pupils of higher prior attainment are given extension lessons that reflect the test results which are above national averages for those achieving the higher Level 5. Effective links have been established with the science staff of the local secondary schools. The model scheme of work produced by the Qualifications and Curriculum Authority (QCA) has been adapted to suit the needs of the school. Teachers' planning and pupils' work, especially in experimental and investigative science, are monitored. In both key stages, teachers mark pupils' work regularly and comments provide guidance to pupils as to how they can improve. Resources are good and fully support the teaching and learning of science throughout the school. Good use is made of literacy and numeracy within science in reporting the findings of investigations and the presentation of results in statistical form.

ART AND DESIGN

101. Overall, attainment in art is in line with expectations at the end of both key stages. However, pupils are developing their skills at a slower pace at Key Stage 1. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Reception children have enjoyed making three dimensional houses and masks. Children in the nursery have enjoyed constructing a mobile of butterflies. Most of their work is colourful and bright and shows their enthusiasm for the project.
102. By the end of Key Stage 1 pupils' attainment, especially in drawing and sketching, is at the expected level. This competence in using dry media, pencils, charcoal etc, stands them in good stead at Key Stage 2. Pupils' attainment in other aspects, such as painting, shows an average range of skill and understanding. There is better development of practical skills in some classes, although this depends largely on the subject expertise of the teacher. Pupils art skills do not develop as well as they could because they are not built on lesson by lesson and year on year. The oldest pupils in Year 2 have learnt to use a larger range of materials and show increasing control of tools. For example in their collages on the theme of 'London burning'.
103. By the end of Key Stage 2 pupils are competent at colour mixing and matching, using pastels, and are able to use a variety of media, like charcoal, to achieve the results they want. At this key stage pupils' art skill depends on the extent to which they understand what is required of them. In some classes there is insufficient attention to teaching pupils art techniques. For example in one Key Stage 2 lesson, pupils were able to achieve good quality textured finishes using clay because of the good preparation they had from their teacher. Overall, pupils make satisfactory progress and have opportunities to work on a range of art themes using different media throughout the key stage. Year 3 has produced effective looking paper and foil insects. They are learning to evaluate their work. There is a readiness to question, adapt and modify their own work and learn from their own mistakes. Standards achieved in painting are within the average range. Some higher attainers in Year 6 show competence in their observational drawings. Others are learning how to focus down on urban landscapes. They attempt to show movement by cutting out their painting and mounting it on a painted blurred background. They are beginning to compare methods and modify and improve their work to meet their intentions. For example in the making of clay runes in Year 4. In their representation of an aboriginal 'dream time' pupils were keen to evaluate their finished products and discuss the strengths and weaknesses of their original designs. Some were keen to repaint the pictures, as aborigines would have done, with sticks. Pupils with special educational needs make appropriate progress overall and use the skills they acquire in other subjects.
104. Pupils enjoy their artwork and are enthusiastic about the practical nature of the tasks. Attitudes are good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work as individuals, and most can also co-operate well in groups when required to do so. Behaviour in lessons is generally good.
105. The quality of teaching is satisfactory overall and some of it is good, particularly in Key Stage 2. Most teachers have a reasonable understanding of the subject, although some lack confidence in certain areas of learning, and need more training in how to teach art skills. Where teachers' planning is good, it gives details of learning objectives and careful attention to the development of skills and techniques. In a good lesson in Key Stage 2, the teacher's clear objectives enabled pupils to explain clearly what they were

doing and to think about the techniques that they were using to achieve different textures in clay. The good discussion between the teacher and pupils helped the pupils reflect further and this improved the standard of their work. Pupils were surprised at their own dexterity at the end of the lesson. The plenary was used well to revise the learning and to anticipate the next lesson. In a less successful lesson in Key Stage 1, the teacher's demonstration of hatching was briefly shown to the whole class and only really understood by one or two pupils who proceeded to use the technique. Similarly a Key Stage 2 lesson that was otherwise satisfactory gave insufficient time to help pupils think sufficiently about how to use tools to get different paint effects. The teacher's demonstration was good but too short on questioning to ensure pupils were thinking about how to tackle the work.

106. Teachers are responsible for their own assessment. However, most are not assessing and recording pupil's individual progress in art. Although appropriate learning is taking place at both key stages, there is insufficient monitoring of the quality of teaching, assessment and the standards being achieved. Examples of good learning and progress include a clear development in pupils' observational skills and in their understanding of artistic elements, as seen in the work of a few higher attaining pupils in Year 6. The use of information and communication technology for graphic work is well developed through the school.
107. The subject co-ordinator does not have the time to monitor the teaching of skills adequately, or what is being learnt. The school has already identified time for further staff training in this area for the autumn term. There is no whole-school overview to monitor pupils' progress; consequently assessment does not adequately inform curriculum planning. Standards have been maintained since the last inspection when they were in line with expectations at both key stages. The school runs a popular art club as an extra-curricular activity.

DESIGN AND TECHNOLOGY

108. The standard achieved by the end of both key stages is in line with expectations nationally. Pupils plan their work carefully and produce appropriate designs; they understand the importance of accurate measurements and of choosing the right materials. They obtain appropriate experiences in a wide range of materials and the application of different techniques. They handle tools carefully and show respect for property.
109. In Key Stage 1 pupils decide the materials needed to make model cars, design the different parts and discuss how the wheels are to be attached. They cut and assemble the parts together using different ways of joining. Pupils in Year 1 linked their design and technology with the use of a computer when they designed a playground with a swing. They discussed different shapes for their swing and considered how the structure could be made to stand rigidly. They evaluated their efforts and made alterations to improve the work. They also use their lessons on the hungry caterpillar to design and make a moving model of a caterpillar and a butterfly on the back of the frame capable of popping up and then disappearing behind the frame.

110. By the age of 11, pupils have experienced using a wide range of materials including textiles and clay. Pupils in Year 3 design and make clay pots similar to those used in Ancient Greece to support their learning in their history lessons. They make moving models using a syringe to create movement and were very proud of their pop up bow ties. They talk enthusiastically about their designs and about how they might be improved. Their food technology skills are improving as they learn how to make a variety of biscuits and design and make suitable packaging for display. Year 4 pupils make impressive models of Viking ships which are proudly displayed in the entrance hall. By the end of the key stage pupils have experienced textile printing, designed a variety of functioning torches and made usable slippers beautifully displayed outside the Year 6 classrooms. As pupils move through the school, the design process continues to be developed. Year 4 pupils design and make purses gaining experience in stitching and joining using glue or Velcro as appropriate. This involves careful measurement and design for a real purpose. They discuss and evaluate the advantages of different materials for a specific function. They include compartments for different purposes. Discussions with pupils show that they understand the processes involved and are proud of the work produced. Evaluations of their finished efforts are perceptive and suggestions for improvement show a thorough understanding of what is involved. By the time pupils leave school at the age of 11 they have had a range of experiences of designing and making articles including electrically powered items.
111. There have been a number of improvements since the last inspection. Progress is satisfactory throughout the school, there is better understanding of the design process. Pupils plan through discussion, draw diagrams, make accurate measurements and discuss their ideas before making their product. They then evaluate the finished item. Information and communication technology is used to enhance learning in design and technology. Pupils including those with special educational needs, make satisfactory progress. The quantity and quality of resources have been significantly improved and the work is well organised. Separate reports to parents on design and technology has yet to be implemented.
112. The teaching of design and technology is done on a block basis for some year groups while other year groups have regular weekly lessons. Consequently no lessons in the subject were seen in Key Stage 2 during the inspection. Judgements are therefore based on the examination of documentation, discussion with teachers and pupils, and the examination of work on display in the classrooms as well as a portfolio of photographs of pupils' work.
113. The quality of teaching is satisfactory as reflected in the lessons seen in Key Stage 1, the quality of the work produced and teachers' planning. The enthusiasm of the teachers for the subject is a good stimulus for the pupils who show interest in their work and make good efforts to achieve satisfactory standards. Year 6 pupils talked happily about the products they had made, and remembered projects undertaken by them in previous years. The quality of the finished work shows that teachers have high expectations and these are conveyed to pupils. Finished products are valued by both teachers and pupils and this contributes to their sense of achievement.
114. The co-ordinator monitors the planning of each year group to ensure that the subject is being taught well, and evaluates the finished products. The Qualifications and Curriculum Authority scheme has been carefully adapted according to the school's needs. This includes assessment opportunities but at present there is no consistent format for the tracking of skills as pupils move through the school. There is a good supply of resources for the subject, which are easily accessible to all staff.

GEOGRAPHY

115. At the end of Key Stages 1 and 2 standards in the work seen are in line with expectations, based on evidence from observation of lessons and looking at children's previous work. This maintains the position at the last inspection. Most pupils have satisfactory geographical skills, knowledge and understanding and a few pupils attain higher levels. Pupils in Year 2 understand aspects of how their lives are different from life on an island. Through their study of the island of Struay they know that modes of travel are different and that children have differing things to do at weekends. They are building up an understanding of simple human and physical ideas, setting out the terminology in a table. They have made visits to the locality to look at the range of shops and facilities, demonstrating a satisfactory knowledge of local features in the town centre. They have drawn simple maps and labeled the main features along the street to show an early knowledge of the services people want. The good emphasis given by teachers to contrasting places has been applied well to a study of how aspects of life in Mexico are different from their own so that pupils know about different clothing and foods.
116. At Key Stage 2, pupils can comment on features, follow directions and read maps and plans. Some pupils show an appreciation of environmental issues. Overall, pupils' mapping skills are developing well and most understand how settlements change, for example, in considering how the Anglo-Saxons took advantage of sheltered sites with rivers. The teachers' good emphasis on comparing and contrasting places is shown to good effect in the study of India, where pupils are beginning to understand how lifestyles vary according to the climate and conditions. Work is presented in a variety of ways and pupils use graphs, charts and pictures but their oral response is better than their written work at all levels. Pupils show through their ideas and discussion that they have a basic understanding of human and physical ideas, although only the higher attaining pupils express these confidently on paper. By Year 6, pupils show satisfactory general geographical knowledge of the UK, Europe and the wider world by finding, for example, countries, capitals and rivers. The school is involved in an excellent European initiative to share work and experience with schools in Sweden, Italy and the Czech Republic. This is having a good, broadening effect on pupils' knowledge of customs and conditions in these countries. Pupils are beginning to use ICT to find and exchange information by accessing the Internet. They use geographical knowledge to support their work in other subjects such as history. Pupils who have special needs or who are learning English as an additional language make appropriate progress.
117. Pupils make satisfactory progress in lessons at both key stages and the quality of learning is good since the teachers generally provide worthwhile and interesting tasks. The high attaining pupils are suitably challenged by these tasks, although extended tasks are seldom provided. The pupils who find work more difficult are helped to relate the activities to their own lives and are supported well by the teachers and at times by classroom assistants. There is evidence that pupils make appropriate advances in learning during lessons and also across time. Pupils become increasingly aware of geographical issues such as the effects of human activity on the environment, are able to record evidence in simple research work and use more precise vocabulary, as they grow older. Pupils develop appropriate basic skills and knowledge but the timing of history and geography topics through the year makes it difficult to sustain the progressive development of geographical skills and understanding. The present arrangements tend to limit the depth of pupils' studies.
118. Pupils have good attitudes and enjoy geography in both key stages. They are keen to answer questions and to share their ideas. Most pupils listen well to the teacher and to

each other. They sustain their concentration in individual or group work to try and complete the task. They enjoy opportunities to make their own decisions, although much of the work is selected and directed by the teachers. Most pupils work together well, enjoy talking about the activities and contribute to discussion.

119. The quality of teaching is good overall in both key stages. Lesson plans have clear learning intentions and longer term planning follows national guidance so that the pupils are given appropriate experiences. Most teachers have good subject knowledge that is shown through their discussions with the children, for example about life in an Indian village. There is a good shape to lessons, with good opportunities for pupils to listen or share experiences, such as during a discussion about contrasting clothes needed in Norway or Spain. There is a suitable range of resources, such as booklets on India or pictures of a family in Mexico. Teachers' class management is good and they use praise sensibly to encourage pupils. The pace of lessons is suitably brisk. Homework is set occasionally where pupils research their topics.
120. The subject is led and managed well by the co-ordinator through informal support, although the monitoring and development role is under-developed. The co-ordinator has prepared a clear subject policy that has been approved by the governing body. There is a need to review the time allocation to ensure that topics are covered in sufficient depth and to provide for the acquisition of skills and knowledge progressively through the school. The co-ordinator has introduced an assessment record sheet for the end of units that should be useful in planning or overall evaluation when it is developed further. The school makes good use of the school grounds and the locality. It is developing a good approach to environmental issues in work with the oldest pupils.

HISTORY

121. Standards in history meet the national expectation by the end of both key stages. This maintains the position at the last inspection. Most pupils in Key Stage 1 are beginning to develop an appropriate sense of chronology. They are increasingly able to understand that developments have taken place over time. This is shown, for example in work related to London in Roman times and now, or in studying the work of Florence Nightingale compared to present facilities for hospitals and care. Some of the work of higher attaining pupils is of good quality, well set out with good expression, with a picture for example that shows men's style of clothing at the time of Charles II.
122. By the end of Key Stage 2 pupils have developed satisfactory enquiry skills to observe details of objects made during the past 50 years. This was demonstrated well by the detailed observations pupils made about such objects as a model van, a model car, a china doll and a doll made to a 16th century Italian design. The teacher's good interactions with the pupils and their good interpretations led to a general understanding of how the use of materials and where things are made have changed. Pupils understand the importance of sources in historical inquiry. They are supported well in this by the teacher's good choice of artefacts and emphasis on the need for evidence. Several pupils speak confidently when describing what they have found out and in suggesting interpretations. However, many do not have the speaking skills to explain what they have seen. Generally, pupils' discussion and reporting is better than their writing. By Year 6 pupils have a basic knowledge of developments during the twentieth century, particularly from the Second World War to the present day. They are able to use a range of resources and interpret evidence from primary sources to help them understand people's life, work and conditions in the past. Pupils who have special needs or who are learning English as an additional language make appropriate progress.

123. Pupils make satisfactory progress in lessons in both key stages. The good choice of tasks and purposeful teaching ensure that the quality of pupils' learning is good. Most tasks provide suitable challenge for pupils and are matched to their prior learning. Pupils who have a more secure understanding are expected to produce work at a higher standard and those who need more help are usually given appropriate support. Pupils show increasing historical awareness and are able to collect and record evidence in investigative work and use more sophisticated vocabulary as they mature. History makes a valuable contribution to extending pupils' spiritual, moral, social and cultural understanding through, for example, their discussions about differing lifestyles.
124. Pupils are well behaved and have positive attitudes in all age groups. They enjoy history and respond well during the discussion and questioning sessions. Most pupils follow instructions carefully and try hard to complete the task. They usually work together well in pairs or groups. They recognise the need to be careful with the resources and handle them respectfully. Pupils enjoy discussing their work and willingly contribute their ideas and opinions. Most pupils take a reasonable pride in the presentation of their work, although some work is incomplete and scrappy. The higher attaining pupils make a good effort to present their work well and the standard of their understanding and written accounts is good.
125. The quality of teaching is satisfactory overall in Key Stage 2, with some good teaching but also some that is unsatisfactory. No lessons in history were observed at Key Stage 1 due to the timing of the topics, but teaching is at least satisfactory from an analysis of the quality of pupils' work. Teachers have a good knowledge of the subject, many demonstrating a particular personal interest and enjoyment in the topics that has a direct motivating effect on pupils. Teachers plan lessons carefully using national guidance so that pupils have appropriate opportunities to study a wide range of topics. Their confident approach provides a generally good focus on basic historical skills, supported by a good emphasis on sources of evidence. Several lessons included a good selection of well-prepared resources, such as dresses from 50 years ago or an early example of an electronic tables tester. Class management is usually very good. Teachers use well-structured exposition to develop and consolidate ideas and usually get a suitable balance between discussion, use of resources and recorded work. Some of the pupils' work is unfinished or untidy, indicating that the subject has not been a recent priority. Furthermore, much of the pupils' work is unmarked in several classes, and this is unsatisfactory. The time allocated to the teaching of history is adequate.
126. The subject is led well by the co-ordinator, although history has not been the focus for whole school development. She provides good informal support for colleagues but arrangements for monitoring the quality of provision and standards are unsatisfactory. The school has plans in place to provide time for the co-ordinator to organise the work of the subject, monitor and support teachers, and introduce an appropriate assessment scheme. There is a need to review the time allocation to ensure that topics are covered in sufficient depth for pupils to develop independent research skills and to interpret events. Good quality resources assist learning and there is a good selection of artefacts. There are some cross-curricular links with other subjects, including English and geography, and this is a developing aspect. The school makes visits to extend the experiences of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. The standards achieved in information and communication technology by pupils at the age of seven and at the age of eleven are above expectations nationally. This

represents significant improvement in standards since the last inspection when pupils' attainment varied from below expectations at Key Stage 1 to in line with national expectations at Key Stage 2.

128. In Key Stage 1 pupils are familiar with the functions of the keyboard. They log on, using the correct password and select the right icon to set up, and operate the mouse competently to select choices. They use word processing to produce text, use upper and lower case letters, change and alter the size of the font, delete and insert to improve their work. By the age of seven pupils combine text and graphics, save and print their own work. They can click and drag, rotate and label, combining text and graphics as for example when Year 2 pupils work in pairs on a simulation exercise to create a house of their own design. Year 1 pupils successfully use Firstpaint program to draw the swing, which they designed and made in their Design and Technology lesson, inserting the playground, with plants, children playing and the sky dotted with cumulus clouds. Year 2 pupils successfully use ICT to extend their learning of mathematics when they collected data individually from their class, such as favourite foods, travel to school, and used the program Datasweet to enter their data and present the information in graph form. They then used the graphs to analyse the information presented. They successfully experience control and modelling, using Roamer World. By the end of the key stage they begin to develop confidence in using the computer to retrieve information for specific purposes, such as information on places, to extend their knowledge in history, and to word process their written work direct onto the computer, make corrections and print the finished product.
129. In Key Stage 2 pupils explore simulations and options, make choices and operate the system effectively. Pupils demonstrate good understanding of the use of word processing. By the time they leave school they have the ability to re-organise texts, change font, alter the size of print and combine text and images to suit the audience. By the end of the key stage, pupils give commands to the computer, gain experience in control and monitoring as for example in Year 4 pupils use control programmes and give instructions to the computer to change direction at specific angles, move forwards and backwards, right and left at chosen spaces when using Roamers and First Logo. Year 5 pupils use Dazzle to move rotate and resize graphic elements to create their own art in the style of Matisse. In Year 6 pupils use the computer to make multimedia presentations including pictures, animations, text and sound for example in their presentation of Sports on the Water. Good use is made of the digital camera for recording pictures on materials for display. They use spreadsheets to record and analyse information on databases for example in mathematics. Pupils load and save files and use a colour printer. They develop research skills using CD-ROM and the Internet to find information on topics being studied. They have a good understanding of the social implications of advances in ICT and its revolutionary impact and undertake to observe the school rules on the use of the Internet. They send and receive e-mail and use the Internet to obtain information from web sites.
130. Pupils make good progress when working individually or in pairs. They share well, taking turns and helping one another when necessary. They are highly motivated when using the computer and work enthusiastically during lessons. Pupils show respect for property taking good care of the equipment even when unsupervised. They are always keen to use the computers during the lunch break and during the regular club times available. They develop confidence in using information technology to advance their skills. In this way learning is accelerated. Regular practice on the computer reinforces the skills they learn and enables them to proceed to the next stage because they concentrate for a longer period than during less practical activities.

131. Teaching is good overall and sometimes very good throughout the school, due to the positive attitude of the teaching staff and the support given by the co-ordinator to develop confidence in the teaching of the subject. Work is well planned and pupils are given clear instructions in order to achieve the lesson objectives. Attitudes to learning are very good. Pupils are interested in the subject and are eager to use the equipment. They concentrate well when working individually or in pairs in the computer area supporting each other, and sharing the operations fairly. They show respect for property by taking care in the way they handle the computers. They can work independently and have confidence to learn from their mistakes. Pupils are always well behaved due to the very good relationship between staff and pupils. Pupils listen attentively during lessons and receive very good support from the staff and this contributes positively to attainment and progress. However the lack of a monitor or white board in the computer suite reduces the effectiveness of demonstrations to the whole class and inhibits the rate of progress. There is therefore urgent need to address this issue in order to raise standards even further.
132. Further improvements since the last inspection ensure that the full range of the programmes of study is now covered. At Key Stage 1 pupils use information and communication technology to control movement and for handling data. A scheme of work has been adopted and equipment has been increased and updated. The quality of teaching is now good overall and all staff are now confident in the teaching of the subject. The school has its own web site and each pupil has an e-mail address. Subject specific software has been acquired for all areas of the curriculum and the school is involved in the European Education Project involving schools from Sweden, the Czech Republic and Italy. Pupils receive and send regular correspondence by e-mail to pupils in these countries.
133. The subject is efficiently managed by the co-ordinator who is well qualified, enthusiastic, and gives valuable assistance to her colleagues. All teachers are confident in teaching the subject having attended a number of courses over the past years. They all have laptop computers, which are in regular use in the classrooms. All teachers receive training in order to improve their skills to assist pupils whilst working in the classrooms. Monitoring of work is carried out through planning, analysis of the work of pupils throughout the school and through regular discussions with colleagues. There is a clear policy and a detailed scheme of work based on the Qualifications and Curriculum Authority's recommendations. Computers are used effectively to support all other subjects of the curriculum. The provision of resources is good. There is a computer area, which allows the teaching of thirty pupils working in pairs. In addition each classroom has at least one modern computer which is used by pupils during lesson time and this is already having a positive impact on standards being achieved.

MUSIC

134. During the week of the inspection six music lessons were observed, three at each key stage. In the lessons seen, standards were in line with those expected for pupils of similar age. Pupils demonstrated confidence and maturity in their listening, composing and performing skills. The satisfactory standards reported in the last inspection have been maintained. The scheme of work covers all elements of the National Curriculum and provides clear support and guidance for teachers. The procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music are informal and not systematic. However the progress of those pupils who receive instrumental tuition is regularly monitored. Pupils sing well, with enthusiasm and enjoyment in school assemblies. Those pupils who play an instrument often accompany the singing in one or more songs during the weekly music assembly.

135. At Key Stage 1 pupils enjoy regular music lessons, and achieve standards similar to those seen in most schools. They have a satisfactory level of voice control, and maintain accurate rhythm in their singing. They handle a range of percussion instruments competently and confidently, and are beginning to use a range of appropriate musical vocabulary such as “pulse” and “tempo” accurately at the end of the key stage.
136. At Key Stage 2 the majority of pupils achieve standards in line with those expected for pupils of similar age. Those pupils who attend the weekly music club or who receive instrumental tuition have additional opportunities to acquire and develop musical knowledge and they attain at a good standard. Throughout the key stage singing skills are sound, with pupils paying attention to breathing, dynamics, phrasing and diction, and showing good control of their voices. At the end of the key stage pupils understand song structure and find patterns in both lyrics and melody. They move on to composing songs themselves. The popular school performances and participation in the borough music festival make a positive contribution to this level of skill. Visits to the school by professional musicians and instrumental groups enhance the music provision, and offer opportunities for pupils to experience music from other cultures such as India or Japan.
137. Throughout both key stages pupils make satisfactory or better progress with their learning. This reflects the sound or good quality of their teaching. In the best lessons pupils are taught skills and techniques that enable them to build on their skills of performing and polish them to a suitably high level. Pupils enjoy the challenges their teachers give them and work hard to improve their skills of composition. By the age of 11 pupils have well-developed skills in listening to and critically appraising musical compositions.
138. All pupils show respect for the efforts of others. They have good levels of perseverance and work with determination to produce work in which they can take pride. They work co-operatively in lessons and support each other. An example of this is in Year 2 when pupils collaborate to perform accompaniments to well known songs such as Hickory Dickory Dock. All pupils, including those with special educational needs and EAL have opportunities to consolidate their skills in, and understanding of, music.
139. The co-ordinator is well qualified and keen to develop the music curriculum of the school. She is currently undertaking the Voiced Foundation course for singing, and has delivered in-service training to her colleagues. A new music scheme has been purchased which will support the work of those teachers who are less confident in their subject knowledge of music. Firm plans are in place to give time to co-ordinators for subject monitoring and development later this year. The use of information and communication technology to support work in music is satisfactory.

PHYSICAL EDUCATION

140. By the end of both Key Stages 1 and 2 pupils reach overall standards that are in line with expectations, except in swimming at Key Stage 2 where standards are not high enough. Standards across the school vary from below average to in line with expectations. In the last inspection standards at the school were above average.
141. In a Year 2 games lesson where pupils achieved well; they improved their skills in bouncing and catching a ball over the course of the lesson. Similarly in a Year 6 lesson

where pupils were learning a new country dance; they practised and improved their technique achieving a satisfactory standard. Where pupils showed little or no progress in lessons standards were usually below average. Pupils swim for only one and a half terms in Year 4. Of the pupils in years 5 and 6 only 74 out of 120 achieved the National Curriculum target of being able to swim twenty-five metres. This proportion needs to be improved.

142. There is a very clear link between standards and the quality of teaching. In the sixty per cent of lessons where pupils reach appropriate standards teaching is mainly good and always at least satisfactory. Pupils do not reach appropriate standards in the forty per cent of lessons where teaching is unsatisfactory.
143. Teachers are effective when they have a clear focus for the lesson and provide activities that develop pupils' skills. They explain to pupils what they have to do to improve and use demonstrations by pupils to illustrate teaching points. In the best lessons pupils are given plenty of opportunities to practise and improve. In a successful year 4 lesson on outdoor education, groups of pupils were given the task of having to co-operate to cross a shark-infested swamp without putting a foot in the water! The teacher allowed a successful group to demonstrate their solution to the rest of the class and both she and the pupils evaluated the performance, an important aspect of the physical education curriculum. All of the pupils learned from this and improved their own work.
144. Where teaching is unsatisfactory lessons lack pace and there is little or no emphasis on the quality of skills and how they can be improved. In these lessons behaviour is unsatisfactory and sometimes a minority of pupils, usually boys, revert to poor behaviour. Teachers do not insist that pupils try hard. Pupils who were seen to apply themselves well in other areas of the curriculum misbehave in the physical education lesson.
145. The school has a strong tradition of providing a broad range of popular extra-curricular sports clubs and achieves well in competitions. It has applied for the Active Sportsmark award. Coaches from different sports contribute to these clubs and in lessons.
146. Leadership and management in physical education is unsatisfactory but this is not the fault of the recently appointed co-ordinator who is keen and knowledgeable. The school has a scheme of work that ensures that pupils' experience an appropriate range of activities but it does not demonstrate how skills will be developed. The co-ordinator does not have opportunities to monitor standards in physical education and now needs to develop her leadership of the subject. The school has two halls and plenty of outside space for physical education, including a field. The quality of these spaces and the quality of equipment provided for physical education are both very good.

RELIGIOUS EDUCATION

147. Standards at the end of both key stages meet the expectations of the locally agreed syllabus, maintaining the position of the last inspection. Pupils make satisfactory progress through the school in their knowledge of religions and their understanding of religious ideas. Within Key Stage 1 teachers develop pupils' understanding of the significance of special events, such as Christmas, and ceremonies. Pupils relate their own family experience or those of people they know to consider how people act if they have a religious faith, such as Christianity. They know some of the stories about the nativity, and have an early understanding of the meaning of Easter. Pupils know some

of the main features of Sikhism and are helped to respect traditions different from their own. The subject theme 'Thinking of others' enabled pupils to understand some features common to world religions and supported their personal development well. Year 2 pupils were able to suggest several ways to think of others, helped in their motivation by the chance to blow out a bubble made by the teacher. The school's assemblies also introduce pupils to some of the major religious celebrations and their meaning.

148. Within Key Stage 2 a delightful assembly presentation, where a pupil's grandfather explained the background to the first Passover to his granddaughter through scenes acted by the other children, provided good evidence of work on Judaism. Pupils are making progress in using the correct terminology for features such as synagogue, books, naming ceremonies and clothing. Teachers' good subject knowledge is shown through the pupils' previous work on stories from Hinduism and the festival of Divali. Pupils demonstrate a satisfactory knowledge of aspects of Islam such as the Five Pillars, famous places such as Mecca and Medina and the history and significance of Muhammad within this faith. They have studied elements of the Christian year such as Lent and Easter, and know some religious symbols. At both key stages pupils are helped to reflect upon what it means to live a faith, including the believers' behaviour, worship and dress. There is a satisfactory development of pupils' understanding and knowledge through the school. For example, pupils in Year 5 expressed their ideas about Christianity following a visit to a church with a variety of relevant questions. They knew that a font is used for infant baptism, but were less sure about total immersion. Pupils understand that religions have prophets such as Moses and sacred texts such as the Torah, the Bible and the Qu'ran. Pupils listened sensitively as one pupil explained how he had a special book of his family. By Year 6 pupils are able to find references in the Bible and understand the need for rules, or commandments, in a religious community. Pupils who have special needs or who are learning English as an additional language make appropriate progress.

149. Pupils enjoy their work in religious education, take part well in the activities and make satisfactory progress. Most are fully involved with their tasks and remember details and information from their previous lessons. They are keen to contribute to discussion, and are learning to work at the task until it is completed. Pupils demonstrate positive relationships with their friends and teachers. Many find the task of writing out their work difficult and many, particularly the younger ones, do not have the speaking skills to express themselves clearly despite encouragement from the teachers. Teachers help pupils to keep their attention and to concentrate by their thoughtful questioning and clear exposition. Pupils enjoy the discussions that help to bring out the deeper meaning of their lessons. They particularly enjoyed the opportunity to act out the background to the first Passover, which brought out the significance of the ceremony well. By Year 6 pupils understand something of the part that religion plays in many peoples' lives.
150. The quality of teaching is good overall at both key stages and promotes good learning and standards. Teachers prepare clear lesson plans based on the locally agreed syllabus. Teachers generally have good subject knowledge that is shown through their discussions with pupils. Their focused questions prompt pupils to think about the ideas although in some lessons the questions are closed and only ask for factual information, thus limiting opportunities for discussion. Teachers place a good emphasis on identifying the similarities and differences between religions. They focus on ideas well, for example of putting other people first or having respect for other people's traditions. Teachers have high expectations of pupils for behaviour and for consideration of others. The good choice of interesting tasks promotes pupils' understanding and learning skills. There is considerable variation in the quality of marking since some pupils' work is marked regularly but books in some classes have very little work marked. This is unsatisfactory. Overall, teachers use good methods to involve pupils and give a good emphasis to religious traditions.
151. The co-ordinator monitors coverage of work through the years informally. Formal monitoring arrangements are not yet in place. There is no subject specific assessment for teachers to use in order to inform future curriculum planning. There is a good range of resources, with good artefacts for the major world faiths.