

INSPECTION REPORT

AVONDALE PARK PRIMARY SCHOOL

London W11

LEA area: Kensington and Chelsea

Unique reference number: 100487

Headteacher: Mrs Katy Blackler

Reporting inspector: John Dewhurst
1518

Dates of inspection: 5th - 8th November 2001

Inspection number: 193835

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sidar Road London
Postcode:	W11 4EE
Telephone number:	020 7727 7727
Fax number:	020 7727 2993
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Fiona Greenwood
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1518	John Dewhurst	Registered inspector	English Special educational needs	What sort of school is it? How high are standards? How well are the pupils taught? How well is the school led and managed What should the school do to improve further?
9163	Geoffrey Humphries	Lay inspector		Pupils' attitudes, values and personal development How does the school care for its pupils? How well does the school work in partnership with parents?
20001	William Davies	Team inspector	Mathematics Art and design Religious education	How good are the curricular and other opportunities offered to the pupils?
30758	Emma Ing	Team Inspector		
20951	Philip Littlejohn	Team Inspector	Science Information and communication technology Physical education Equal opportunities	
1963	Siabani Raychaudhuri	Team Inspector	Geography History English as an additional language	
23044	Valerie Singleton	Team inspector	Foundation stage Design and technology Music	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Avondale Park Primary School serves a socially and ethnically diverse west London community. It is larger than other primary schools, with 403 full-time pupils on roll. There are slightly more boys than girls. The majority of pupils have very low levels of attainment when they enter the school. Almost one-quarter of the pupils are on the school's special educational needs register and six had SEN statements at the time of the inspection. A high proportion of the pupils live in economically disadvantaged circumstances, with 67 per cent entitled to free school meals, which is well above the national average. There is a considerable amount of social housing in the locality. English is an additional language for 55 per cent of the pupils, a proportion that has increased substantially since the last inspection and which is very high compared with all schools. Well over one-third of these pupils are at an early stage of learning English. There are 39 languages other than English spoken by the pupils, with Arabic, Somali, Albanian and Turkish the main languages represented. The main single ethnic minority group is Black African (22 per cent), but one-third of the pupils have North African, Middle Eastern, Afghan and mixed race backgrounds. There has been a marked increase in the number of pupils from refugee or asylum seeking families since the last inspection. There was a high level of pupil turnover (16 per cent) during the school year. The school is involved in the government-funded Excellence in Cities initiative.

HOW GOOD THE SCHOOL IS

Avondale Park is a very effective school. There has been a substantial increase in the number of pupils for whom English is an additional language since the last inspection, but standards have been well maintained in most respects. Even in English, where standards remain unsatisfactory, more eleven-year-olds now attain the national expectation for their age than at the time of the last inspection. The school is very well led and managed. There is a clear commitment to improving standards for all pupils, which is shared by all the staff. This commitment is reflected in all aspects of the school's work. The quality of teaching is good and enables pupils to achieve well and to make good progress. Pupils behave well because of the school's effective behaviour management strategies that are very consistently used by the staff. In spite of having very high unit pupil costs, the school gives good value for money because it uses all its resources efficiently to improve standards.

What the school does well

- Provision for, and standards attained in, art and information and communication technology.
- The leadership provided by the headteacher, assistant heads and other senior staff, which is focused on raising standards in literacy, numeracy and ICT.
- The school's high expectations for what all pupils can achieve.
- The good quality of teaching.
- Provision for pupils' personal development and for their cultural development
- The successful positive management of pupils' behaviour, which helps them to learn well

What could be improved

- Standards in English, especially in pupils' knowledge of phonics, handwriting and speaking
- Curriculum planning in the Foundation Stage so as to make better links between nursery and reception classes.
- Provision for music, which at present does not meet National Curriculum requirements.
- Provision for pupils' spiritual development.
- Attendance, which has improved but is still below the national average for primary schools.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection. The school is well placed to sustain this improvement. The key issues relating to the management of pupils' special educational needs plans and the assessment of attainment and progress have been thoroughly addressed. The quality of teaching has improved further, with a higher proportion of good and very good teaching now evident and almost no

unsatisfactory teaching. The management of pupils' behaviour has improved considerably. Pupils' attendance and punctuality has improved, although attendance is still below the national average. The weaknesses identified in the curriculum have been addressed and provision for ICT has improved substantially. Standards in design and technology, geography, history and religious education have improved. Standards in English are better, although still below expectations, and standards in almost all other subjects have been well maintained. Provision for music has not been well maintained and more needs to be done in order to improve planning in the Foundation Stage.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. The data excludes the test results of nine pupils (out of 56) who had recently arrived in the country.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	C
mathematics	C	D	C	A
science	C	D	C	A

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

All pupils, including those who have special educational needs and those for whom English is an additional language, achieve well and make good progress from very low starting points on entry to the school, especially in literacy. At the end of the Foundation Stage, the children's attainment is below national expectations for their age, with particular weaknesses in communication and language and literacy. Standards in ICT are good at the ends of both key stages, and in art they are very good. Standards in religious education are satisfactory at the end of both key stages. The school's trend of improvement over the last five years at Key Stage 2 is broadly in line with the national trend. At Key Stage 1, standards in the 2001 national tests were well below the national average for all schools in reading, writing and mathematics, and below average compared to similar schools in reading, writing and mathematics. Standards in science at Key Stage 1 are satisfactory. Insufficient time is allocated to music to enable pupils to achieve the expected standards. The school agrees highly ambitious targets for improvement with the Local Education Authority; although they were not met in 2001, the school is on course to meet them in the future.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They demonstrate interest and enthusiasm towards their learning and take pride in their achievements.
Behaviour, in and out of classrooms	Behaviour is good. Pupils show respect for each other and towards adults. They understand the impact that their actions can have on others.
Personal development and relationships	Relationships between all members of the school community are very good. Pupils have very good respect for the feelings, values and beliefs of others.
Attendance	Attendance is improving but is still unsatisfactory and below the average

	for all primary schools. Punctuality is satisfactory.
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The school is a harmonious community. There is no evidence of bullying or racial tension.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching and learning in English and mathematics is good throughout the school, although in literacy there is a need for more systematic teaching of phonics and handwriting. The teaching and learning is also good in science, ICT, geography, physical education and religious education. Teaching in art is very good, and in history it is satisfactory. It was not possible to assess the quality of teaching in design and technology and music because very few lessons were seen. Numeracy skills are taught well. The best teaching features thorough planning and preparation, appropriate challenge and a brisk pace of working. The very isolated instances of unsatisfactory teaching resulted from a lack of challenge to the pupils in the planned activities. The school has a strong commitment to educational inclusion and is very effective in meeting the needs of all its pupils. Because the teaching is good, the pupils learn well. They work hard in lessons and have a good understanding of what they need to do in order to improve. Pupils for whom English is an additional language and those with special educational needs make good progress in meeting the learning targets set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is an appropriately broad and balanced range of experiences provided through curricular and extra-curricular activities. National Curriculum requirements are met in all subjects except music. Provision for pupils' personal, social and health education is good.
Provision for pupils with special educational needs	Good. Procedures for identifying and assessing pupils' special educational needs and for reviewing their progress are good. These pupils are well supported in lessons and teachers' plans take good account of their needs.
Provision for pupils with English as an additional language (EAL)	Good. The school has maintained its EAL provision well since the last inspection. This is a considerable achievement as the proportion of EAL pupils at the school has increased substantially whilst the EAL staffing level has remained the same.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' spiritual, moral, social and cultural development is good overall and is central to the school's aims and ethos. However, there is a lack of planned provision for spiritual development beyond RE and assemblies.
How well the school cares for its pupils	The support, guidance and welfare provided for pupils are good. Teachers and their support staff know and understand their pupils well. The procedures for monitoring pupils' personal development and academic performance are good.

The majority of parents have very positive views about the school. The school is committed to a close working partnership with its parents and works hard to achieve it. Provision for ICT and art are strong features of the curriculum. Child protection procedures are good and there are very good procedures for promoting good behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school's improvement, focused on educational inclusion and raising standards for all pupils. The headteacher is well supported by two very effective assistant heads and a capable team of other senior staff.
How well the governors fulfil their responsibilities	Good. The governing body understands its roles and responsibilities and has a clear understanding of the school's strengths and weaknesses. The governors carry out their role as critical friend to the school well and help to provide the school with educational direction. Statutory responsibilities are fully met except for the failure to deliver the National Curriculum programme of study for music.
The school's evaluation of its performance	Good. There is a comprehensive approach to monitoring the school's effectiveness. This includes lesson observation by senior staff and thorough analysis of pupil performance data in order to identify areas for improvement and groups of pupils who need additional support.
The strategic use of resources	Good. Spending decisions are sharply focused on improving standards in literacy, numeracy and ICT. Specific grants are well used to support school improvement and to raise standards. Funds for pupils with special educational needs and those for whom English is an additional language are used effectively. Particularly good use is being made of 'Excellence in Cities' funding to promote effective educational inclusion.

The school has a sufficient number of teachers and a favourable number of classroom assistants and other support staff. In the last two years there has been a high level of teacher turnover and the school has experienced recruitment difficulties. This had an adverse impact on the school's efforts to improve standards. The Learning Mentor has had a very positive effect on the progress made by pupils with potential behaviour difficulties. The quantity and quality of learning resources are good. The school has good accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well managed. Teaching is good and staff are approachable. Behaviour is good and children work hard. Children enjoy school and make good progress. The school provides a caring and supportive environment. 	<ul style="list-style-type: none"> More homework. More information about their children's progress. A closer partnership between parents and the school. More additional activities outside of lessons.

The inspectors agree with the positive views expressed by parents. The amount of homework set is judged to be satisfactory. The inspectors judge that the school works hard to promote a close working partnership with parents and provides good quality information on the content of the curriculum and on

pupils' progress. The inspectors found that the school provides a good range of additional activities during and after school for older pupils but there are fewer clubs and activities for pupils in Years 1 and 2. However, these pupils have access to the variety of playground activities provided by the lunchtime supervisors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science have improved since the last inspection. This is a substantial achievement in view of the increased proportion of pupils for whom English is an additional language. Although standards remain below national expectations in English, 65 per cent of 11 year olds achieved the national expectation for their age in the 2001 tests compared with only 39 per cent in 1996. This figure excludes the nine 'recently arrived' pupils in this age group, who can be discounted from the school's published test results. Standards in mathematics and science remain broadly in line with national expectations, but test results have improved since 1996 (from 54 per cent to 67 per cent in mathematics and 57 per cent to 98 per cent in science). Standards in all other subjects except music are now at least satisfactory, and standards in information and communication technology are good. Standards are very good in art. This is a strength that has been well maintained since the last inspection. However, insufficient time is allocated to music to enable the pupils to achieve the expected standards for their age.
2. Pupils make good progress as they pass through the school. The school's careful analysis of pupil performance data shows that in recent years a high proportion of pupils who entered the school in the nursery have succeeded in attaining the national expectation in English at age 11 in spite of having below-average Baseline Assessment grades at age 5. However, a significant number of pupils enter the school during Key Stage 2, often with very low levels of attainment, especially in literacy and English language acquisition, or other special educational needs. Although these pupils also make good progress, some of them do not attain the national expectation by the time they are aged 11 in spite of the school's best efforts.
3. The results of the 2001 end-of key stage test for pupils aged 7 and 11 showed a slight reverse in the generally improving trend which had been evident, especially at Key Stage 2, since the last inspection. This disappointing result was to a large extent the consequence of staffing difficulties experienced by the school during the year, which led to support teachers having to be re-deployed to teach classes instead of providing the targeted support for individuals and groups that had been planned. The results for 7 year-old pupils were well below average compared with all schools and below average in reading, writing and mathematics compared with similar schools (i.e. schools with more than 50 per cent of pupils entitled to free school meals). Compared with all schools, the results for 11 year-old pupils were well below average in English and average for mathematics and science. However, compared with similar schools they were well above average in mathematics and science and average in English.
4. The school agreed highly ambitious English and mathematics targets with the Local Education Authority for 2001. These targets were not met. The school sets its own, more realistic targets for pupils' attainment and is more successful in meeting these.
5. At the end of the Foundation Stage, the children's attainment is below national expectations for their age in the six areas of learning, with particular weaknesses in communication, language and literacy.
6. In English, the work seen during the inspection indicated that attainment at the end of Key Stages 1 and 2 is below national expectations, although standards are close to national expectations in Year 6. Pupils learn well and make steady progress. Standards in speaking and writing are unsatisfactory. Pupils with special educational needs and those pupils for whom English is an additional language are very well supported and make good progress. Pupils' attainment in listening is satisfactory. They listen carefully and attentively to adults and also to each other's contributions in lessons. However, many pupils find difficulty in expressing their thoughts clearly in speech. This difficulty is not confined to pupils for whom English is an additional language. In

reading, many pupils lack secure phonic awareness. Consequently, many of them lack confidence in reading because they have only limited strategies for decoding unfamiliar words. However, towards the end of Key Stage 2 the average and above average attaining pupils become more confident and expressive in reading a wide range of material, including fiction and non-fiction and their own written work. Attainment in writing is unsatisfactory, partly because there is a weakness in handwriting across the school. Very few pupils develop a fluent joined style of writing. Pupils' grammatical knowledge becomes reasonably well established as they progress through the school. Their spelling is insecure, largely because of weaknesses in phonic knowledge.

7. Standards in mathematics are satisfactory overall. Pupils make good progress from very low starting points. In the work seen during the inspection attainment at the end of Key Stage 2 was in line with national expectations, although in Key Stage 1 it was below expectations. Many seven-year-olds have satisfactory knowledge of place value but are not confident in using this knowledge in problem solving. Pupils' understanding of addition, subtraction and division is sound, but a significant number have difficulty in deciding which mathematical rule to use in solving problems. Pupils have satisfactory knowledge of measurement and know how to use a ruler and scales. However, some cannot measure length accurately. Most pupils can identify common two- and three-dimensional shapes. Year 6 pupils can carry out mental calculations quickly in their heads using their knowledge of multiplication tables. Higher attaining pupils can use algebra to solve equations and can calculate 10, 15 and 25 per cent of an amount mentally. They understand measurement and shape and can calculate the areas of complicated shapes. Pupils have a satisfactory understanding of data handling. However, many pupils have difficulty in carrying out open-ended mathematical investigations.
8. Standards in science are satisfactory. Pupils make steady improvement through the school. Younger pupils know about the five senses and can predict, for example, which they would use to blow a candle out. At the end of Key Stage 1, pupils understand scientific ideas such as pushing and pulling. Older pupils develop a sound understanding of the idea of a fair test and can work together to solve problems. By the end of Key Stage 2 pupils are able to carry out experiments involving friction, magnetism and air resistance. However, the standard of much of the work seen during the inspection was below the national expectation. This is because pupils can work at the expected level when they have adult support, and on occasions they work above the expected level. However, many pupils, particularly those pupils for whom English is an additional language, do not have the language skills to help them speak, read and write independently about scientific ideas.
9. Standards in information and communication technology (ICT) are good. By the age of eleven many pupils attain standards that are above the national expectation for their age. Year 2 pupils have acquired a range of ICT skills including opening a folder, 'drag and drop', using the mouse and other keyboard functions. Pupils in a Year 5 class can use spreadsheets to solve problems that involve a variety of calculations. The oldest pupils can save images from the Internet and incorporate them into a document.
10. Standards in religious education are satisfactory. This is an improvement since the last inspection, when standards at Key Stage 1 were unsatisfactory. Some pupils are now attaining standards higher than those expected by the local Agreed Syllabus. Religious education makes a positive impact on the lives of pupils throughout the school.
11. Standards in art are very good. This subject is a strength of the school and the high quality of work has been well maintained since the last inspection. Standards are satisfactory in design and technology at Key Stage 1, but a lack of evidence makes a judgement about standards at Key Stage 2 impossible. Standards are satisfactory in history at Key Stage 2, but no judgement can be made for Key Stage 1 because of a lack of evidence. Standards are satisfactory at both key stages in geography and physical education. It was not possible for a reliable judgement to be made about standards in music because of a lack of evidence. However, the inadequate time allocation to music in both key stages makes it highly unlikely that satisfactory standards are being achieved.

12. There are significant variations in the attainment of boys and girls at Key Stage1, where girls outperform boys in reading, writing and mathematics. At the end of Key Stage 2 the performance of girls is better than that of boys in English and mathematics but equal in science. However, the gap in attainment is not so marked as in Key Stage 1. Pupils with special educational needs and those for whom English is an additional language make good progress in meeting the targets set in their individual education plans. They make good progress in lessons because the work closely matches their learning needs. They are well supported by teachers and the classroom assistants who work with them. Pupils identified by the school as 'exceptionally able' compared with other pupils make satisfactory progress.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are good. They demonstrate interest and enthusiasm towards their learning and take pride in what they do. This is particularly evident in the weekly assemblies held to celebrate achievement. Parents who attended the pre-inspection meeting and returned questionnaires confirmed that their children enjoy school and that their attitudes to learning and behaviour are good.
14. In the nursery children play well together and appear busy and engaged in their activities. By the time they enter the reception class they are settled into school routines and have learned to share and take turns. They develop good listening skills, particularly at story time, and they enjoy number games. In the reception classes the relationships between staff and children are very good.
15. As pupils progress through the school their enthusiasm and interest in their learning continues to develop. For example, in a Year 1 physical education lesson pupils demonstrated responsible and co-operative attitudes, and in a Year 2 art lesson they were highly motivated and enthusiastic when shown how to create movement by using different strengths of line in a sketch. Pupils in Year 3 were alert and responsive to questions in a science lesson and showed a good appreciation of different types of poetry during a literacy lesson. By Year 5 pupils are becoming more confident in working independently. A good example was seen in a mathematics lesson where pupils were estimating, measuring and converting metric values and demonstrated well-developed independent learning skills. Year 6 pupils show a growing maturity and have a good understanding of what they need to do to improve their attainment, particularly in literacy and numeracy. In a Year 6 religious education lesson about Islam, they showed great respect when several Muslim pupils talked about their own experience of the faith.
16. Behaviour is good in lessons and around the school. This is very largely because of the school's successful positive behaviour management strategies. Pupils show respect for each other and towards adults. They understand the impact that their actions can have on others. All staff treat pupils with respect and consideration and this is reflected in the confidence and trust that pupils have in their relationships. Relationships between all members of the school community are very good. Pupils have very good respect for the feelings, values and beliefs of others. Girls and boys and pupils from different ethnic backgrounds are fully included in the life and work of the school. There is an atmosphere of complete racial harmony and no evidence of tension between different religious groups. Discussions with pupils indicated that they consider the school to be a safe environment, free from any gender, faith or racial harassment, bullying or other hostile behaviour. They have the confidence to report unacceptable behaviour in the knowledge that it will be dealt with appropriately. There were no incidents of bullying or harassment observed during the inspection. Pupils are clear about strategies that they would use if ever they or any one else felt threatened. They were also clear on procedures to make pupils new to the school feel welcome and included. There were 14 fixed-period exclusions in the past year, involving three girls and four boys. In each instance, this sanction was an appropriate response to the situation that had arisen and was resorted to only after many other strategies had been used.
17. Pupils respond well to opportunities for them to show initiative and take responsibility. Class monitors are selected on a rota basis to help prepare and clear up before and after lessons and to

hold open doors and supervise movement around the school. Pupils of all ages take turns to return registers to the central office. Year 6 pupils have assessment partners with whom they can discuss the quality and standard of their work. There is a school council with elected representatives from all classes from Years 3 to 6, and pupils are able to apply in writing for responsibilities such as staircase monitors.

18. Attendance has improved since the last inspection but still remains below the national average for primary schools and is therefore unsatisfactory. Pupils' punctuality is now satisfactory. Good learning attitudes and behaviour have been well maintained since the last inspection and continue to make a positive contribution towards pupils' achievement. Pupils develop as caring and considerate individuals and are well prepared for the next stage of their education.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching and learning is good. Although this judgement is the same as at the last inspection, there has in fact been considerable improvement. All but two of the lessons observed during the inspection were at least satisfactory, compared with only 88 per cent in the last inspection. Three-quarters of lessons were good or better and almost one third were very good. Very good teaching was observed in English, art, geography, history, ICT, physical education and religious education, and there are examples of this high quality of teaching throughout the school.
20. Teachers have secure knowledge of the subjects they are teaching. They are confident in using the specialist vocabulary of literacy and numeracy, and in using the methods of the National Literacy and Numeracy Strategies. In most respects the teaching of basic skills is satisfactory, but there is a weakness in teaching phonics. The teachers have appropriately high expectations for what the pupils should achieve, and make these expectations clear to them. Lessons are thoroughly planned and carefully prepared. They have specific learning objectives that are made clear to the pupils from the outset. Literacy and mathematics lessons are particularly well planned, using the nationally recommended formats. For other lessons, teachers make effective use of the school's own planning format. Lesson plans are based on whole-school subject planning, which makes use of sound national guidance. These medium-term plans set out the content to be covered by each year group and provide a sound basis for teachers' own lesson planning.
21. The methods used by teachers are well matched to their lesson objectives and to the pupils' learning needs. Effective use is made of a combination of whole-class teaching and group and individual work. This was seen many times in literacy and numeracy lessons, and especially in Year 6 literacy and mathematics lessons where the year group is taught very effectively in two, and sometimes three, attainment sets. This approach is effective because it enables specific teaching to be focused on pupils with similar levels of attainment. A very good session in a nursery class was carefully prepared and organised to ensure a calm and purposeful atmosphere in which all pupils were absorbed in their activities and adults were able to work directly with small groups of pupils to help them learn.
22. The most successful lessons were well structured and appropriately challenging, making good use of the time available. They have a very positive impact on pupils' learning. In these lessons, a brisk pace of working was maintained. The teachers set clear deadlines for the completion of work. This was effective in helping the pupils to maintain concentration and was obviously well established as a routine working habit. For example, in a Year 3 literacy lesson on 'shape' poems, a brisk and well-focused introductory session made good use of searching questions to engage the pupils' interest and attention from the outset. The teacher made her high expectations very clear to the pupils and they responded very positively. A very good Year 5 ICT lesson was successful because of the teacher's strong subject knowledge, which enabled him to provide clear explanations, searching questions and helpful demonstrations for the pupils.
23. The two unsatisfactory lessons that were observed during the inspection took place in a nursery class, where the work was insufficiently purposeful and did not reflect the objectives in the teacher's planning; and in a Year 3 mathematics lesson, where the work was not sufficiently

challenging for the pupils.

24. Teachers successfully match the work they set to the different levels of attainment in their classes. Pupils for whom English is an additional language and pupils with special educational needs receive good support from learning support and classroom assistants. This enables them to participate fully in lessons and gain full access to the curriculum. This support includes the deployment of specialist teachers or classroom assistants to work with individuals or groups of pupils. Pupils' individual education plans are carefully integrated into teachers' lesson plans by a combination of specific support and carefully matched work.
25. The teachers manage pupils' behaviour very well in lessons, using positive strategies that create a good climate for learning and contribute effectively to the school's aim of being inclusive. They use praise appropriately, together with a variety of rewards, including stamps, stickers and smiley faces to encourage the pupils. Teachers use effective classroom management techniques to ensure that lessons worked smoothly. For example, in a very good Year 2 PHSE lesson on 'feeling left out', the teacher used a poem and some puppets very skilfully to draw thoughtful responses from the pupils in a situation that could have led to embarrassment had it not been so well handled. In a Year 1 religious education lesson, the teacher used a candle flame to good effect in encouraging the pupils to consider the effect of light on facial expressions. A Year 6 religious education lesson about the Koran made sensitive use of the personal knowledge of the Muslim pupils in the class to stimulate sensitive discussion about the topic.
26. Teachers mark pupils' work very conscientiously and in many instances provide useful comments to help them improve. They use a variety of methods to assess pupils' understanding during lessons, including questioning and discussion of their work. Individual improvement targets are set for the pupils, especially as part of the school's strategy to improve standards of writing, and they are keen to achieve them. In almost all instances good use is made of assessment information to plan future work. Good use is made of pupil self-assessment to help them understand what they need to do to improve their work. For example, in a Year 6 literacy lesson, the pupils used a self-assessment checklist at the end of the lesson to assess their progress.
27. Effective use is made of homework in English and mathematics, and occasionally in other subjects. Reading books are taken home on a regular basis. This homework has a positive effect on the standards achieved by pupils.

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

28. Curriculum provision is good, with the exception of a shortcoming in music. This is an improvement since the previous inspection, when insufficient time was allocated to history, geography and religious education, and not all subjects had adequate schemes of work. The school has addressed these issues well, but now music is not being consistently taught in all classes. Insufficient time is currently allocated to this subject. This issue is now being well addressed through an action plan designed to ensure consistent delivery of the National Curriculum programme of study for music.
29. The school provides an appropriately broad and balanced curriculum, and a range of extra activities. National Curriculum requirements are met in all subjects except music and the requirements of the local Agreed Syllabus for religious education are also met. Very good procedures have been introduced for medium- and short-term planning, using information and communication technology effectively to store subject plans on the computer. These plans provide very good support for teachers in planning their own lessons. The plans are currently being reviewed for physical education and are being developed for music.
30. The school has a comprehensive equal opportunities policy. Its ethos reflects a thorough commitment to educational inclusion. Provision for pupils for whom English is an additional language, those with special educational needs, refugees and all other groups is good. Very good

weekly planning addresses the needs of all different groups of pupils. Not only are older pupils set by ability for mathematics, but also different activities are planned within these groups. The school is taking part in the 'Excellence in Cities' initiative and a group of identified pupils is receiving extra challenges and experiences to extend them appropriately. Pupils' own knowledge is used well to promote others' learning, for example, to explain details about Islamic beliefs and customs in Year 6. Classes in the same year groups experience the same coverage of subjects during the school year.

31. The National Literacy and Numeracy Strategies are being successfully implemented throughout the school. Literacy is promoted satisfactorily across the curriculum, with opportunities for writing, drama and research in subjects such as history, design and technology and religious education. There is a need for more planned opportunities to promote pupils' speaking skills as many of them are weak in this area. Numeracy skills are promoted well, particularly in science, geography and design and technology.
32. A good range of extra-curricular activities is offered, mainly for older pupils. Activities are well organised, lively and clearly enjoyed by all participants. Extra-curricular provision for younger pupils is satisfactory. Many interesting activities are provided for them at lunchtime by the midday supervisors. Numerous visits are arranged to support subjects such as religious education, geography and history. Pupils in Key Stage 2 have the opportunity to take part in a residential trip.
33. A very good personal social and health education (PSHE) program has been developed that includes citizenship, healthy living, sex education and the dangers of drug abuse. The 'circle time' lessons are used effectively to support pupils' personal development and their understanding of relationships and awareness of others' feelings. The community police officer supports this programme well and talks to pupils about personal safety and citizenship issues.
34. Several good links with the community support pupils' learning and offer them new experiences. For instance, pupils take part in athletic activities at the Linford Christie stadium and some sing with the Tabernacle Choir. Pupils have the opportunity to visit the local church and temples, and religious leaders are invited to visit the school. Good use is made of specialist expertise, such as the Year 2 art project with a professional artist, and an annual musical concert or workshop is provided for all year groups. Good links with three local secondary schools help to ensure that most pupils experience a smooth transition when they change schools. The Learning Mentor is currently setting up good systems to help pupils who might find this process difficult. The school regularly offers student placements and the good links with the local initial teacher training institute help the school maintain a full complement of teaching staff.
35. The school's provision for pupils' spiritual, moral, social and cultural development is good overall and is central to the schools' aims and ethos. However, there is a lack of planned provision for spiritual development.
36. Provision for pupils' moral development is good. Positive moral attitudes are promoted throughout the school. Class discussions and 'circle time' are used effectively to enable pupils to understand the difference between right and wrong. Adults provide very good role models and are consistent in implementing the schools' positive behaviour management policy. Throughout the school the system of rewards and positive encouragement has a positive effect on pupils' attitudes and behaviour. Pupils receive certificates for progress in all aspects of school life, which are presented by members of the school council in an assembly each week.
37. Good opportunities are provided for pupils to develop their social skills. These include a school council elected by the pupils, with its own committee structure. This teaches pupils to understand the democratic process and valuable lessons in citizenship. Pupils are given responsibility as monitors and are very welcoming and helpful to visitors to the school. Visits to places of interest provide good opportunities for pupils to conduct themselves appropriately and to develop social confidence. The school aims to develop 'informed, active and responsible citizens' and is successful in doing so.

38. The school's provision for pupils' cultural development is very good and is a strength of the school. The pupils' own cultures and beliefs are central to the life of the school. They are well supported in the curriculum through studies in religious education, history, geography, art and literature. Displays around the school celebrate the richness of cultural diversity using a variety of languages to get across their message. This included a display on schools in South Africa and Eritrea. A display of Divali lamps included the story of Rama and Sita. A display on what it meant to be a refugee contained messages in many languages. Pupils have also learnt about different religious beliefs through visits from a variety of local faith group leaders.
39. The school does not plan systematically for pupils' spiritual development. Instances of pupils experiencing moments of spiritual awareness were seen in assemblies, such as lighting a candle when thinking about people who had died in wars or as a result of the recent terrorist action in the USA. However, there is no specific planning for pupils' spiritual development beyond the religious education curriculum and assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The support, guidance and welfare provided for pupils are good. The quality of this aspect of the school's provision has been well maintained since the last inspection. The teachers and support staff know the pupils well and have a thorough understanding of their needs. The school's procedures for monitoring their personal development and meeting the individual needs of pupils are good. Parents who attended the pre-inspection meeting and those who returned questionnaires confirmed that they were satisfied with the way the school looks after their children and helps them develop into mature individuals.
41. Health and safety procedures are appropriately rigorous and include good arrangements for the provision of first aid treatment. A school nurse visits the school twice a week and is allocated a medical room for consultations with parents and children. There is also a separate welfare room where pupils who become unwell during the day can be cared for until they are collected by their parents. Child protection procedures are effective and the staff are well trained and alert to the needs of all pupils. The headteacher is the designated child protection officer. She maintains appropriately close links with Social Services and other agencies.
42. The school actively promotes equality of opportunity and ensures that all pupils irrespective of gender, ethnicity and historic cultural background are provided with appropriate personal support, care and guidance. Personal, social and health education is provided through the curriculum and in 'circle time', which is a well-established element of the programme.
43. The policies and procedures for promoting and monitoring behaviour are very good. The management of behaviour and the implementation of the behaviour and discipline policies are consistent throughout the school. Incidents of unacceptable behaviour, such as bullying, are dealt with promptly in a very effective and sensitive way. The procedures for promoting and monitoring attendance are good. The school works closely with the education welfare service, but whilst levels of attendance have improved in recent years they have not yet matched the national average for primary schools.
44. The school has good procedures for monitoring and supporting pupils' academic progress. The policy for planning, assessment and record keeping provides sound guidance for teachers. There are good procedures for the day-to-day assessment of pupils' attainment and for analysing the results of National Curriculum tests. The analysis of pupil assessment data is used to identify areas for improvement in English, mathematics and science. The school also makes good use of baseline assessment procedures in the reception classes, optional national tests with Years 3, 4 and 5 and other standard tests to assess pupils' attainment and to track their progress.
45. The quality of teachers' assessments is good. They assess their pupils against clear learning objectives in each subject and use their assessments to plan future teaching. Teachers set pupils targets in reading, writing, mathematics and science. These targets are shared and reviewed with

pupils and their parents. Pupils are aware of their attainment and progress and what is to be learned next. A comprehensive record of pupils' attainment is maintained in class assessment files. Assessments and attainment targets are carefully recorded and pupils' progress against their targets is monitored. There are also good systems to assess pupils' attainment and progress in geography, history, ICT and RE and the school has firm plans to extend these procedures to other subjects. There are satisfactory procedures for assessing and recording pupils' significant achievements, which can be in any subject or an aspect of personal and social development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The majority of parents who attended the pre-inspection meeting and who returned questionnaires agree that their children enjoy school and make good progress. They consider the school to be well managed, the quality of teaching to be good and staff accessible. In addition they confirm that behaviour is good and that the school provides a caring and supportive environment. The inspectors agree with these parents. A small minority of parents expressed concern about the amount of homework set, feeling that there should be more. The inspectors consider the amount of homework set is satisfactory. A few parents felt that they would like more information about their children's progress and a closer partnership between parents and the school. The inspectors judge that the school works hard to promote a close working partnership with parents and that it provides good quality information on the content of the curriculum and the pupils' attainment and progress. A further issue raised by a few parents concerned the adequacy of the additional activities provided. The inspectors found that the school provides a good range of activities during and after school for older pupils. There are fewer extra-curricular activities for pupils in Years 1 and 2, but this is not unreasonable as all pupils have access to a range of activities provided by the lunchtime supervisors.
47. The home-school agreement sets out the expectations of the school, the parents and the pupils very clearly. Parents have opportunities to attend curriculum information meetings and workshops on, for example, how to support their children during the national tests at the end of Years 2 and 6. Letters are sent to them at the beginning of every term to provide information on the curriculum and the topics to be covered.
48. The school provides a Family Literacy programme in which parents and their children work together under a teacher's guidance. There are good induction procedures for parents and children joining the nursery and reception classes that include a home visit to discuss the individual needs of each child. Pupils' annual reports meet statutory requirements. They provide a summary of their attainment in each subject and their involvement in extra-curricular activity. Targets for further improvement are provided for numeracy and literacy.
49. Parents are invited to attend a consultation evening every term and the attendance at these meetings is very good. There is no formal parent teacher association but an informal 'Friends of Avondale' group provides support for the school and acts as a link to the many cultural and ethnic groups that make up the diverse local community. The school consults representative groups of parents over appropriate policy matters, for example, the drawing up of the home-school agreement. Although very few parents volunteer to help in school, they support educational visits very well.
50. Overall, the impact of parents' involvement in the school and their contribution to their children's learning is satisfactory. The school has continued to work hard since the last inspection to maintain a good partnership with parents and to keep them well informed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides the school with very good leadership and management. She has a clear vision for the school's improvement. This vision is sharply focused on educational inclusion and raising standards for all pupils. The consistently high quality of displays of pupils' work and other material in classrooms, corridors and the halls is an indication of the effectiveness of the

headteacher in communicating her values to the whole staff. This clarity of purpose has resulted in substantial improvement since the last inspection and the school is now well placed to make further progress.

52. The headteacher is well supported by a capable team of two very effective assistant heads and other senior staff who all have a clear understanding of their various roles. The senior management team is an effective strategic planning group. The school management has developed comprehensive systems for monitoring the school's effectiveness. These include lesson observation and thorough analysis of pupil performance data in order to identify areas for improvement and groups of pupils who need additional support. Particularly effective use is made of individual pupil target setting to raise standards.
53. The governing body has a good understanding of its roles and responsibilities. The governors have a clear knowledge of the school's strengths and weaknesses. This understanding is gained through the 'link governor' scheme, which provides regular contacts with subject co-ordinators. The headteacher's clear and informative reports are also well used by the governors to enhance their understanding of the school. They are effective in fulfilling their role as 'critical friend' to the school management and to help in providing clear educational direction. There is an appropriate committee structure that helps the governing body to conduct its business efficiently. Meetings are well attended, efficiently conducted and properly recorded. The governors' statutory responsibilities are fully met, except for the inadequate provision for music.
54. The school makes good use of all its resources. Expenditure is clearly linked to the priorities set out in the school development plan. Spending decisions are sharply focused on the key strategic priority of improving standards in literacy, numeracy and ICT. Specific grants are used appropriately in accordance with local and national guidance, and are well used to support school improvement and to raise standards of attainment or where specific needs are identified. Funds allocated to support pupils with special educational needs and those for whom English is an additional language are used effectively. Particularly effective use is being made of the funding received by the school as part of the national 'Excellence in Cities' initiative. Both the Learning Mentor and the Gifted and Talented Pupils strands of this initiative are being successfully used to raise standards and to promote effective educational inclusion.
55. The budget is monitored effectively. The recently-appointed finance officer has put in place improved financial systems and procedures that have enabled the school to fully address the very large number of recommendations made by the LEA audit that took place in November 2000. This audit indicated that previous financial management had been insufficiently rigorous. The financial information presented to the governors' finance committee enables the governors to maintain a clear overview of the school's financial management. The school takes satisfactory measures to ensure that 'best value' principles are applied, for example, by carefully comparing prices, tenders and standards of work when purchasing services.
56. Routine administration procedures are effective and internal communication systems are good. The office staff and the services manager work in a calm, professional manner and support the school's work very effectively.
57. The school has a sufficient number of appropriately qualified teachers to meet the needs of the curriculum. However, in the last two years there has been a high level of teacher turnover and the school has experienced recruitment difficulties. This had a particularly adverse impact on the school's efforts to improve standards in the 2000-01 school year, because support teachers had to be deployed to teach classes. The school has a good number of support staff who are used very effectively to support groups of pupils in all classes. The appointment of a Learning Mentor as part of the school's participation in the national 'Excellence in Cities' initiative has had a very positive effect on the progress made by pupils with potential behaviour difficulties. Members of staff are very effectively deployed to meet the pupils' needs and to promote their attainment and progress.
58. Newly-qualified teachers and those newly appointed are given very good support and quickly become part of the staff team. The school has an effective programme of staff training and

development and makes very good use of the LEA's services, which offer a wide range of network meetings and courses for co-ordinators and other staff. Staff development activity is carefully recorded by the two co-ordinators. This enables them to maintain a clear overview of the training that has been undertaken and to identify any gaps in coverage. Staff training in the teaching of literacy and numeracy has been effective, although the school recognises that new teachers will need additional training in these areas. The school has implemented the national Performance Management arrangements effectively, and they are having a positive effect on standards.

59. The quantity and quality of learning resources are good. The ICT suite, with its very good resources, is having a significant impact on raising standards in the subject. The library is stocked with a good range of fiction and non-fiction books and is a valuable resource. A good selection of fiction books is also readily accessible in classrooms.
60. The school has good accommodation, in two buildings. The large amount of available space is well utilised and fully supports the delivery of the National Curriculum. There is a separate room for music lessons and a well-equipped information and communication technology suite. The school has three halls that are used for a range of purposes including assemblies and physical education lessons. There is a dining hall in the annex building.
61. There are two well-equipped classrooms for group work with pupils who have special educational needs or who are at an early stage of learning English. There is good storage for learning resources although some storage areas are more accessible than others. The interiors of the buildings are maintained to a satisfactory standard and the quality of daily cleaning is good. High quality displays in classrooms and corridors reflect the broad curriculum and promote multi-cultural awareness.
62. The playgrounds have landscaped areas and good hard surfaced play and games space. There is a range of climbing and play equipment, a quiet area with tables and seats and a secure environmental studies area. The outdoor facilities for nursery and reception children are satisfactory. Although there is no on-site grass area for sporting activities such as athletics, the school has access to the adjacent park and makes good use of this facility.
63. The school provides good value for money. It has unusually high unit pupil costs because of the very high level of funding provided by the LEA, but all resources are used efficiently to improve standards. The quality of education provided is good, pupils make good progress from very low starting points and there has been good improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- a) Continue to improve standards in English by:
 - providing more systematic phonics teaching throughout the Foundation Stage and Key Stage 1, and well into Key Stage 2 where pupils need this support (paras. 5, 6, 71, 82) ;
 - ensuring that handwriting is systematically taught throughout the school with the aim of enabling pupils to develop a fluent joined style in Key Stage 2 (paras. 6, 71, 83);
 - further promoting the pupils' speaking skills in all lessons (paras. 5, 6, 31, 70, 81).
- b) Ensure that the plans to improve provision for music are fully implemented so that National Curriculum requirements for the subject are met and standards improved (paras. 1, 28, 144, 146).
- c) Improve curriculum planning in the Foundation Stage so that pupils experience better continuity and progression in their learning from the nursery to the reception classes (paras. 64, 65, 67).
- d) Plan for pupils' spiritual development by:
 - producing a policy to support planning in this area;
 - identifying opportunities for promoting spiritual development in all subjects (paras. 35, 39).

- e) Continue to seek ways of further improving pupils' attendance, in conjunction with the LEA education welfare officer (paras. 18, 43).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	27	43	19	2	0	0
Percentage	0	30	47	21	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	351
Number of full-time pupils known to be eligible for free school meals	0	269

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	221

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	60
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	2.2

National comparative data	5.6
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National comparative data	0.4
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	24	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	22
	Girls	18	18	18
	Total	38	37	40
Percentage of pupils at NC level 2 or above	School	68 (72)	66 (70)	71 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	26
	Girls	18	19	22
	Total	38	39	48
Percentage of pupils at NC level 2 or above	School	68 (68)	70 (85)	86 (91)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	31	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	25
	Girls	18	16	25
	Total	31	35	50
Percentage of pupils at NC level 4 or above	School	55 (73)	63 (73)	89 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	23
	Girls	22	16	24
	Total	41	34	47
Percentage of pupils at NC level 4 or above	School	73 (65)	61 (73)	84 (75)
	National	72 (70)	74 (72)	82 (79)

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

NB These figures include data for nine pupils categorised as "recently arrived in the UK". Discounting these pupils, the

percentage of Key Stage 2 pupils at Level 4 and above would be: English 65%, mathematics: 67%, science 98%. These are the figures that are used in this report, and also in the published 2001 National Performance Tables.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	40
Black – African heritage	66
Black – other	32
Indian	4
Pakistani	3
Bangladeshi	7
Chinese	0
White	145
Any other minority ethnic group	106

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23.3
Number of pupils per qualified teacher	17.3
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	17.0
Total aggregate hours worked per week	231

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	111
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	5	0
Other minority ethnic groups	14	0

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

Financial information

Financial year	2000-01
	£
Total income	1,284,592
Total expenditure	1,283,582
Expenditure per pupil	3,186
Balance brought forward from previous year	5,000
Balance carried forward to next year	6,010

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	403
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	1	1	1
My child is making good progress in school.	54	38	5	2	2
Behaviour in the school is good.	54	38	3	2	2
My child gets the right amount of work to do at home.	43	32	14	6	4
The teaching is good.	66	29	1	1	2
I am kept well informed about how my child is getting on.	53	31	9	3	2
I would feel comfortable about approaching the school with questions or a problem.	69	24	5	1	2
The school expects my child to work hard and achieve his or her best.	69	25	2	1	2
The school works closely with parents.	55	31	10	3	1
The school is well led and managed.	64	28	5	0	2
The school is helping my child become mature and responsible.	64	31	3	1	1
The school provides an interesting range of activities outside lessons.	43	32	12	2	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Since the previous inspection, the school has maintained the quality of its provision for the youngest children, although the identified weaknesses in planning with the reception classes have not been fully addressed. The nursery and reception classes are attractive settings for learning and this helps all the children to make sound progress. The nursery classes provide full-time places for 52 three- and four-year-olds. The children join one of the two reception classes in September or January, prior to their fifth birthday. The work planned for the nursery children takes good account of the recommended areas of learning for the Foundation Stage. The reception classes are following a more formal curriculum based on the National Curriculum for Key Stage 1, which is not appropriate because they are part of the Foundation Stage. Consequently, there is not always a suitable balance of teacher-led and self-chosen activities. However, both year groups have particular strengths in nurturing children's personal, social and emotional development. The school has now appointed permanent staff in the reception classes and the co-ordinator is well placed to develop a consistent approach to curriculum planning, teaching, learning and assessment.
65. Children join the nursery with overall attainment that is well below that expected for their age. Very few of them have well-developed skills or are confident learners. Many of the children are at the early stages of learning English as an additional language. However, children make sound progress and by the time they join the reception year are making progress along the early 'stepping stones' in each area of learning. They make good progress in personal, social and emotional development, and in physical development. Teaching and learning in the reception classes build on the sound start made in the nursery. The emphasis of the curriculum changes, with a lengthy time allocated for literacy and numeracy, but the children are still given some opportunities to learn through play. Despite satisfactory achievement in all areas, apart from good achievement in physical development, few of the older children observed during the inspection are on course to reach the expected standard in the six areas of learning by the time they enter Key Stage 1. Overall, therefore, attainment is below that expected nationally. There are particular weaknesses in attainment in communication and language and literacy, which remain well below average.
66. The overall quality of teaching is sound, with some considerable strengths. In the nursery, the adults provide positive role models to promote good relationships and create a happy and secure environment. The outdoor area is used throughout the day as an integral part of the curriculum. Children have many opportunities to learn through play. However, there is less direct teaching in some afternoon sessions than in the mornings, resulting in missed opportunities to help children make progress in specific areas of learning. When adults are engaged with groups of children in a focused task, some good and occasionally very good learning is evident. For example, in a very good lesson in one nursery class, three adults were working with different groups, engaging the children with purposeful questioning and exciting resources. As a result, all those involved in the activities were highly motivated and interested. The other children responded positively to the calm working atmosphere and became fully engrossed in their own activities as a result. Little progress is evident, however, when adults only engage with individual children, sometimes without a clear purpose, though the quality of interaction is usually good. A good range of activities is provided and this supports satisfactory learning. The resources used appropriately reflect a range of cultures. Good assessment procedures are well established. Individual observations, based on the six areas of learning, are recorded and used to identify future needs and then inform planning. Children with special educational needs are carefully targeted for additional support and good links with other agencies ensure that appropriate programmes are put in place. As a result, these children make good progress towards their individual targets. Very good links with parents and carers ensure a smooth start for most children. Members of staff visit the children's homes before they join the nursery and parents are invited to join assessment discussions each half term. A 'Family Literacy' programme offers extra support to some families.
67. In the reception classes, very good relationships between staff and children ensure that a good

atmosphere for learning is established. Good links with parents and carers are maintained. Despite the inappropriately formal curriculum, which places excessive demands on the children's concentration, they do their best to complete the activities set. Very good management strategies are successful in keeping them motivated and happy. However, too few opportunities occur for children to use their initiative, learn through play and experience learning in the outside environment. Better overall achievement is evident when children have follow-up activities that are linked with play as well as the learning objective, as was seen when mathematical games were provided that reinforced 'adding more'. The whole-class sessions for literacy or numeracy last too long. As a result, the children become restless and lower attainers in particular lose interest. Teachers use questioning effectively to move children forward in their understanding and to assess how well they have understood a concept. They explain very clearly, using gestures, resources and expression to support children with English as an additional language and those with limited vocabulary. Marking is effectively linked to the context of learning or the objective. However, assessment is not sufficiently linked to the 'stepping stones' that lead towards the national goals for children by the time they enter Year 1.

Personal, social and emotional development

68. Children in the nursery make good progress in this area because of the emphasis on them becoming confident, independent learners. Behaviour is good because there are consistent routines and expectations that the children understand. They are encouraged to take turns, for instance when using wheeled vehicles or hoops. They demonstrate care for others through joining in activities in the role-play area such as 'bathing, dressing and feeding the baby'. Children are expected to deal with their own coats, to use resources independently and to make choices about activities. Some children were observed concentrating on a task for an extended period of time, such as when working with the teacher on numbers or using construction kits. If an argument breaks out, the staff deal with the situation well and ensure it is amicably resolved.
69. In the reception classes, children continue to make sound progress in this area. They concentrate for longer periods of time, for example, during the first part of literacy lessons. They settle well to activities and co-operate with others, though some of the tasks are too structured to encourage initiative and independence and to offer opportunities to find solutions to problems. Some of the children can concentrate and sit quietly, but most need adult support. Children enjoy good relationships. They chat to the teachers and to each other, enjoy a joke, and are willing to help each other with a task. However, their weak communication skills limit their ability to express a range of needs and feelings. For example, when discussing how they felt when it was their birthday, they could only suggest 'happy'.

Communication, language and literacy

70. The children's speaking skills are generally very weak. In the nursery, they often let adults know their needs through gestures or single words. More confident pupils can ask a question such as 'What's your name?' or say what they are doing using simple phrases. The adults provide many opportunities for children to talk by engaging them in conversations about what is happening. They set up good activities to develop vocabulary. For example, a card-matching game was used well to develop understanding of opposites such as 'sad and happy' and 'hot and cold'. A basket full of interesting objects such as a spikey shell, a soft sponge and crunchy paper prompted discussion about how each one felt. In reception, children are encouraged to answer questions about stories, relate what they have been doing or to describe, for example, how clay feels. However, only limited opportunities are provided to encourage them to have a conversation in situations such as role-play or to clearly describe what they have been doing in response to questions.
71. Nursery children have regular opportunities to listen to stories and examine books. They learn to recognise the title and know that pages have to be turned. The older, more able children understand a story has a beginning and an end. With adult support, effective questioning and the use of pictures as cues, they can re-tell the story. Visiting adults are used effectively to read individually with children. The children are encouraged to find their name card and to try to copy it

onto their work. A large white board and a writing corner encourage them to experiment with mark-making. In reception, children know a story is read from the beginning to the end of a book and pictures help tell the story. They start to understand that stories feature characters and that they are written by an author. None of the children can recognise individual words in a book, but they can 'tell' a story by using the pictures. They are learning alphabet names and sounds through a structured programme. Higher attaining children can name about ten sounds. They are beginning to understand that a word consists of letters and that several letters can form a word. They have regular opportunities to write about stories and to practise how to form individual letters. They are encouraged to tackle words in their own way, but very few have any writing vocabulary or are able to word-build independently. There is little evidence of other strategies for writing being used. Work in books is often on worksheets, which are not matched carefully enough to prior attainment or the children's interest. Children in all classes are supported by the home reading programme and are encouraged to take home books regularly.

Mathematical development

72. In the nursery, children are encouraged to count and match objects to numbers. Some younger children can count three animals and know the difference between short and long lines. Older children can count to 10 and recognise individual numbers, and can draw the right number of objects to match 1 to 5. They revise names of basic shapes and some are given the high expectation of learning hexagon, diamond and rectangle. This work was well supported by staff introducing a matching game and reading a 'shapes' story. Children are interested in filling different containers with water. By the time they enter the reception class, children can count confidently to ten and can add one to numbers from 1 to 9. The higher attaining children can add more than one to a given number and count the total. Some children can write recognisable numbers up to 10, but despite good teaching most do not form numbers confidently. A good focus on 'measuring ourselves' helps children to understand that they are not all the same height and some are taller than others. No oral work was evident with numbers beyond 10 and, as it was early on in the year's programme, no work was seen using subtraction, problem solving, weighing, solid shapes, symmetry or capacity. However, there are insufficient resources in the reception classes to support the children in exploring these concepts through play.

Knowledge and understanding of the world

73. Children in the nursery are given a good range of activities to promote learning in this area. They explore how sand moves when using scoops, sieves and funnels. They investigate how dough can change when rolled, cut with a knife or pressed through a sieve. They join construction pieces together and some children develop their initial ideas into one that has a specific purpose and complicated features, such as an airport. Children learn that other people have different ways of celebrating, for example, by taking part in an Eid party. Most children can use the mouse on the computer appropriately and, with help, can 'click and drag' to create a face by selecting appropriate features. However, some of the programs are too difficult for the children to use successfully.
74. In reception, children all follow the same subject-based curriculum through a 'themed' topic. For example, they draw a simple map of their classroom and illustrate the features seen during a visit to a local park. They label parts of the body and are beginning to understand that changes occur to people as they get older. They appreciate that birthdays are special celebrations. Good teaching in the ICT suite means they make good progress in using a range of programs. They write their own name and learn to correct a mistake by using the back-space key. They draw self-portraits with effective results and understand how to click-drag-click to dress a boy or a girl, although they need extra help in understanding where to place left and right-sided legs and arms. They are taught how to use split pins and use this technique to make a moving body, but have few opportunities to initiate their own projects or use an extended range of techniques. In addition, the lack of regular planned access to the outdoor environment restricts learning in many aspects of this area.

Physical development

75. The organisation of the nursery day means children have regular opportunities to develop physical skills both indoors and out, using small and large equipment. Children manoeuvre bikes and wheeled vehicles between spaced cones. They scoot, scramble across netting, climb up a frame and along a ladder. Most move with confidence and reasonable control even in a busy environment. A few boys demonstrate that they can kick balls with accuracy. Children gain skills in mark-making, joining construction bricks, manipulating materials and using simple tools through regular practise. Staff offer good support and extend their understanding of how tools are used and materials can be joined. Children achieve well overall in this area.
76. Reception children have fewer opportunities to develop skills in this area as they mostly play in the main playground with the Key Stage 1 pupils. Although a range of equipment is available in the playground, it is not so closely matched to their needs. Many opportunities are provided for children to colour, write, cut out and develop appropriate skills in these areas. They hold a pencil and tools with reasonable control, explore clay and can form a mask by adding a range of features using different tools.

Creative development

77. Most creative activities give children the chance to make their own decisions about what to make. They select materials with different textures and use these to create a collage. They use construction equipment and play-dough to create their own models. In the role-play area, they create a doll's tea party, or plan a trip to the supermarket. They use 'small world' toys to act out simple family situations. One group of girls built up a storyline of a person falling out of a window, asking for help on the telephone and then a fire engine appearing. Good imagination was evident in this activity but the quality of spoken language was very limited. Large mirrors encourage children to look carefully at the features on their faces and to draw self-portraits carefully and accurately.
78. Time for creative activities in the reception classes is currently timetabled for one afternoon in the week, although other informal opportunities occur during the week. Children learn how to use charcoal to make different types of marks and then use this knowledge to create a well-proportioned self-portrait. They closely observe harvest fruits and produce bold, effective pictures using pastels. They are encouraged to colour in carefully and to use paint brushes to draw outlines or fill in colour. Apart from attending Key Stage 1 singing assembly, there was no evidence of their musical creativity and there are only limited opportunities for children to communicate their ideas, thoughts and feelings through imaginative role play, designing and making, and singing.

ENGLISH

79. Standards in English are unsatisfactory, although they have improved since the last inspection, especially at Key Stage 2. This improvement has been achieved in spite of a considerable increase in the proportion of pupils for whom English is an additional language and pupils who have special educational needs. Pupils make good progress in English from very low starting points. In the work seen during the inspection, attainment by the end of Key Stage 1 was below national expectations, although it improves during the key stage. At the end of Key Stage 2, a higher proportion of pupils are on course to achieve the level expected for their age by the time they leave the school. In the 2001 National Curriculum tests for 7 and 11 year-olds, the school's results were well below the national average. Compared with similar schools, the Key Stage 1 results were below average whilst the Key Stage 2 results (discounting the nine 'recently arrived' pupils) were average. Girls' attainment in tests is consistently better than that of boys, especially in writing, although no significant difference between boys' and girls' attainment was observed in lessons.
80. Pupils have positive attitudes towards English. They work hard in lessons and behave well. This is because teachers use very effective behaviour management strategies that make their high expectations clear to their pupils. Pupils become increasingly able to work independently without needing direct adult support, taking care with presentation and demonstrating well-established work habits. They learn well and make good progress in lessons and over time. Pupils with special

educational needs, and those for whom English is an additional language, are very well supported and make good progress in relation to the targets set for them.

81. Attainment in listening is satisfactory. Pupils listen carefully and attentively to adults and to each other's contributions in lessons. They demonstrate by their responses that they have a sound understanding of what they are hearing. However, many pupils do not speak clearly and have difficulty in explaining their thinking and developing their ideas. This difficulty is not confined to pupils for whom English is an additional language.
82. Attainment in reading is in line with national expectations at the end of Key Stage 2. The average and higher attaining pupils in Years 5 and 6 can read fluently and confidently from appropriately challenging texts. They talked readily, with interest and enthusiasm, about what they were reading and were alert to humour in the text. However, younger pupils are held back in developing confident reading by inadequate phonic knowledge and skills. Whilst many know the sounds and names of individual letters, they have difficulty in blending sounds and do not use phonic strategies when faced with unfamiliar words. In most instances, hesitations or errors when reading aloud are corrected only by reference to the sense of the passage they are reading or to the illustrations. There were some instances of good phonics teaching, for example, in two Year 2 literacy lessons, where there was a focus on the 'ee' and long 'a' vowel sounds. However, there is an insufficiently systematic approach to teaching phonics in Key Stage 1 and the early stages of Key Stage 2.
83. Attainment in writing is unsatisfactory, partly because many pupils do not develop a regular style of handwriting. Pupils' grammatical knowledge becomes reasonably well established as they progress through the school. For example, pupils in Year 5 can identify adverbs in a passage of text and use appropriate adverbs to enliven their writing. One pupil said "It's like painting with words". In the lunchtime Writing Club (a 'booster class' for targeted Year 5 and Year 6 pupils), the pupils used adjectives imaginatively and appropriately to improve a descriptive passage. Year 6 pupils can use a variety of sentence connectives appropriately to link simple sentences. However, the range of vocabulary being used in their writing by the majority of pupils across the school tends to be limited. Their spelling is often inaccurate, largely because of weaknesses in phonic knowledge. The majority of pupils take care with the presentation of their work, although the same quality of handwriting is not always evident in other subjects. Some well-presented pieces of written work were displayed around the school, including poetry, letters of application for school responsibilities, thank you letters following a farm visit and work on aspects of history.
84. The quality of teaching is good. The National Literacy Strategy has been successfully implemented and is making a major contribution to the school's drive to improve standards. Support teachers and teaching assistants are making a very good contribution to literacy lessons by supporting groups and individuals who have special educational needs and those for whom English is an additional language. This is a key factor in the good progress made by these pupils. Several teaching assistants are trained to use the Additional Literacy Support programme and their work is well incorporated in literacy lessons in Year 3. Effective use is made of homework in English. Reading books are taken home on a regular basis and writing tasks are also set. This homework has a positive effect on the standards achieved in English.
85. English lessons are well planned and prepared. They have clear learning objectives which are shared with the pupils and are frequently referred to during the lesson, especially during the concluding reviews of what has been learned. Lessons are well managed, with clear explanations of individual and group tasks and smooth transitions between different sections. Teachers provide the pupils with good models of reading, although only a few demonstrate good handwriting for them. They have a sound knowledge of the National Literacy Strategy and the National Curriculum programme of study for English. The high quality of teaching in some classes results from teachers' high expectations of what can be achieved and from a brisk, challenging pace of working which enables all pupils to learn well. These teachers also make skilful use of questions to check on pupils' learning and extend their thinking. For example, in a very good lesson in Year 6 that involved the use of connectives to link simple sentences, the teacher engaged the pupils in a thoughtful discussion of the different meanings implied by terms such as 'however', 'because' and 'furthermore'. The pupils were very well motivated by the teacher's evident enthusiasm and by the

level of challenge that she posed in her questions. In the best lessons, the teachers use a range of strategies to enable all pupils to learn well, particularly the use of visual resources. For example, in a series of good Year 6 lessons on writing evaluative reports about the quality of an anorak, a labelled picture drawn by the teacher enabled the pupils to focus their thinking on particular aspects of the garment and to sequence their reports accordingly.

86. Pupils' literacy development is well promoted across the curriculum. For example, a good PHSE lesson helped the pupils to develop their speaking and listening skills. In history, pupils had made miniature book reviews of the Beowulf story and had written thoughtful passages in response to postcard reproductions of portraits of Henry VIII and his family. Year 6 pupils had written well-constructed accounts of Nelson Mandela's life and speeches. Very good use is made of information and communication technology to support pupils' learning in English.
87. The school's provision for English is well managed. The two Key Stage literacy co-ordinators have produced an effective improvement plan, with associated action plans, that is directed towards the right priorities. They are aware of the need to ensure that new teachers receive further training in aspects of the National Literacy Strategy, and that the phonics teaching support provided by the Strategy needs to be much more fully exploited. Standards and quality in teaching are carefully monitored by a range of methods, including work sampling and review of teachers' planning. Time has been allocated for them to observe lessons across the school during the Spring term 2002. National test results are carefully analysed and target groups for pupil for specific teaching are successfully identified. Very effective use has been made of funding to support the Additional Literacy Support programme and classroom assistants are well deployed throughout the school. There are good procedures for assessing and recording pupils' attainment and progress in English.
88. The school is well resourced for English. There has been considerable investment in the purchase of additional books. Every classroom has a book corner; these are inviting and promote the pleasure of reading.

English as an additional language

89. The provision for pupils for whom English is an additional language (EAL) is good. The school has maintained its provision well since the last inspection. This is a considerable achievement as the proportion of EAL pupils at the school has increased substantially whilst the EAL staffing level has remained the same. The school has carefully analysed its pupil performance data to identify underachieving EAL groups, which are mainly Black African and those classified as 'Other'. These pupils are targeted for support funded by a government grant. Although the teachers working under this grant mainly support early stage EAL learners, they also support other EAL pupils during lessons.
90. The standards attained by the pupils receiving EAL support are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age. However, they make good progress in language acquisition, given that they are beginners in English on entry to the school. The pupils achieve well in developing their literacy skills, particularly in speaking and listening, as a result of the carefully targeted support given by the specialist EAL teachers. This progress continues in class lessons. Towards the end of Key Stage 2 the majority of EAL pupils have acquired the necessary language skills to participate actively in lessons and they perform satisfactorily in mathematics and science. Although the attainment of different groups of EAL learners in English is generally lower than that of other pupils, they are closing the gap in science and mathematics. This is a significant achievement by the school.
91. The specialist teaching consists of in-class support and withdrawing pupils for group work. The quality of teaching is generally good. The teachers have a secure knowledge of how to develop the English language skills of bilingual learners. They identify the needs of pupils through careful assessments carried out jointly with the class teachers. There are good procedures for assessing and monitoring EAL pupils' progress. The EAL teachers employ suitable methods and visual resources which enable pupils to develop understanding in English. There is a clear focus on developing pupils' listening and speaking skills, particularly at Key Stage 1, where the class

teachers and the EAL teacher share the teaching and help pupils to participate well in lessons.

92. Pupils who join the school as beginners in English in Key Stage 2 are given additional language support in a well organised 'induction group' lesson at the end of each day. A number of early-stage language learners also attend this group for reading support. Some of these pupils are refugees, who may have been traumatised by recent experiences and have disrupted education or may not have been to school at all. The quality of advice and the support for learning given to them are good. Participation in this group gives them an evident sense of security and the opportunity to use their developing skills in English in a highly supportive environment.
93. The management of the school's EAL provision is good. The two teachers and the assistants are very experienced in teaching EAL pupils and have a high level of expertise. However, the current level of staffing is not adequate to meet the increasing numbers and diversity of EAL pupils. The school is aware of this shortcoming and has allocated funds from its own budget to employ a further part-time EAL teacher in the near future.

MATHEMATICS

94. Overall, standards in mathematics are satisfactory. There has been good improvement since the last inspection. In the work seen during the inspection attainment at the end of Key Stage 2 was in line with national expectations, although in Key Stage 1 the work was below national expectations. The end-of Key Stage 1 test results for 2001 were well below the national average compared with all schools and below average compared with similar schools. However, pupils make good progress from very low starting points. The end of Key Stage 2 test results were better and show how well pupils make progress as they pass through the school. Compared with all schools, the results were average, and they were well above average compared with similar schools. Girls attain better consistently than boys in tests at the age of 7 but at age 11 boys out-perform girls. There was no significant difference between the attainment of boys and girls in lessons.
95. By the end of Key Stage 1, many pupils have satisfactory knowledge of place value but are not confident in using this knowledge in problem solving. Pupils' understanding of addition, subtraction and division is sound, however, a significant number have difficulty in deciding which mathematical rule to use in solving problems. For example, in a Year 2 lesson in which pupils were shopping, some of them were confused about how best to calculate change. Others lacked confidence in mental calculation and needed the support of counting resources. Pupils have satisfactory knowledge of measurement and know how to use a ruler and scales; for example, they can find and draw items less than ten centimetres long. However, some find accurate measurement of length challenging and have difficulty in using a ruler or measuring tape. Many can name and know the properties of common two- and three-dimensional shapes. By the end of Key Stage 2, pupils can carry out mental calculations using the two to ten times tables. The higher attaining pupils can use algebra to solve equations and can calculate 10, 15 and 25 per cent of an amount mentally. They understand measurement and shape, and can calculate the areas of complicated shapes. Data handling is satisfactorily understood; for example, Year 6 pupils can construct accurate pie charts to show proportions. Throughout the school pupils use their knowledge of number to solve everyday problems. However many pupils have difficulty in solving more complicated open-ended investigations.
96. The school has taken effective action to raise standards, including carefully targeted 'booster classes' and lunchtime clubs to support pupils who are not achieving the standards expected for their age. An appropriate range of teaching methods is used, including regular mental arithmetic sessions. The successful implementation of the National Numeracy Strategy is having a positive effect on standards.
97. Pupils work hard in lessons and make satisfactory progress. A good pace of work is maintained and teachers consistently monitor pupils' understanding and track the progress they make. The majority of pupils enter the school, either in the nursery or at other points, with a low level of mathematical understanding. Mental arithmetic forms a regular routine in numeracy lessons and

pupils are generally highly motivated in these sessions. Pupils respond well to challenging tasks. For example, in Year 6 pupils were developing a good understanding of the accurate measurement of shape and space. They calculated the perimeter and area of complicated shapes, applying their knowledge of shape and of addition and multiplication to solve problems. Pupils in Year 3 pupils made satisfactory progress in their understanding of the links between addition and multiplication, confidently explaining their mental strategies to the class at the conclusion of the lesson.

98. In Key Stage 2, pupils are grouped for mathematics on the basis of their prior attainment. This is an effective strategy that is making a good contribution to improving standards because it enables teachers to target the work very accurately for individual and groups of pupils. In Year 6, lower attaining pupils were developing their skills in measuring the perimeters of shapes to the nearest millimetre. Tasks were carefully matched to ensure that all pupils worked at their level of measuring skill and were appropriately challenged.
99. The pupils' attitudes and behaviour in lessons are consistently good. They enjoy mathematics, are well motivated in most instances and can sustain their concentration well. Pupils listen carefully to their teacher and respond eagerly to their questions. They show respect for each other's ideas and handle resources with care.
100. Pupils with special educational needs and those with English as an additional language make satisfactory progress. They benefit from the good level of support they receive in lessons, which focuses attention on their needs.
101. The quality of teaching is good and is having a positive effect on standards. Half the teaching observed was very good and in all but one lesson it was never less than satisfactory. Lessons are very well planned, organised and managed. Teachers have high expectations of their pupils. They successfully challenge pupils, use resources creatively and make good use of praise and encouragement. They know their pupils well and provide learning activities that are well matched to their needs. For example, in a very good lesson in Year 2 the teacher carefully explained the purpose of the mental activity and its use in the next part of the lesson. A brisk and challenging pace was maintained in the introductory mental work on adding more than two numbers together up to 100. This resulted in a high level of interest and motivation, and consequently the pupils learned well. In a good lesson in Year 5 lesson the teacher led a discussion about problem solving that was very successful in developing pupils' understanding of the importance of mental accuracy in finding the difference between two measurements of length. This was followed by brisk mental work and activities that involved pupils in solving problems using measurement of length and mental calculation. Teachers' planning is thorough and makes good use of their assessments of the progress made by individuals and groups of pupils. The organisation of lessons and the management of pupils were good in almost all lessons. Learning objectives are shared with pupils, revisited throughout lessons and reviewed in the concluding part of the lessons. An appropriate amount of homework is set each week. This work is effective and supports the pupils' learning in lessons.
102. In the single unsatisfactory lesson, in a Year 3 class, the planned activities did not match the attainment of the pupils sufficiently well. Consequently they were not fully challenged and made little progress. This shortcoming was evident to a lesser extent in a few other lessons that were judged to be broadly sound.
103. The co-ordinator's strong leadership, clear guidance for staff and evident enthusiasm for the subject have all contributed to the development and improvement in achievement in mathematics. Teachers are committed to improvement and want their pupils to succeed. There is a good subject policy and a comprehensive scheme of work. Assessment procedures are good and teachers consistently record and use their assessments to set learning targets for pupils. The pupils often know their personal and group targets, and they are encouraged to assess and evaluate their progress against them. This is having a positive impact on their attainment. Good monitoring of planning, teaching and learning takes place. Teachers are given constructive feedback that supports their professional development and the quality of mathematics teaching and attainment in the school.

104. Resources for mathematics are good and fully meet the needs of the curriculum. They are well used to support learning. Good use is made of calculators and computers. They are used appropriately to support pupils' learning and to develop their understanding of the use of technology in the subject.

SCIENCE

105. Standards in science are satisfactory. The quality of provision and the standards achieved have been well maintained since the last inspection. In the 2001 National Curriculum tests for 11 year-olds, the school's results were average compared with those of all schools, and well above average compared with similar schools. The teacher assessment results for 7 year-olds were below average for all schools but above average compared with similar schools. The work observed during the inspection indicated that pupils make steady progress through the school. However, much of the work seen during the inspection was below the national expectation. This was because pupils could carry out scientific work with understanding at the expected level or on occasions above the expected level when they received adult support. However, many pupils, particularly those pupils with English as an additional language, did not have the language skills to help them speak, read and write independently about scientific ideas. Consequently, they performed at a level below expectations when working more independently.
106. Year 1 pupils can identify the five senses and predict which they would use to blow a candle out. In Year 2, pupils can make good use of scientific language to talk about forces of 'pushing' and 'pulling'. Year 3 pupils have a good understanding of the importance of the sun in our solar system. They know the names of the planets in the solar system and their relative position to the sun. One pupil was able to explain that the moon emits no light itself but reflects the sun's rays. Pupils in a Year 5 class could construct parachutes of different sizes and tested the forces acting on them. They understand the concept of a fair test and can work co-operatively to solve problems. Year 6 pupils can carry out experiments to investigate which forces are acting on objects, including testing friction, magnetism and air resistance. They can use a meter to measure force. However, many pupils require support in following written instructions and in recording their findings because of a lack of literacy skills. Pupils with special educational needs and those with English as an additional language made good progress as a result of the support that was provided for them. Pupils for whom English is an additional language receive good support in lessons to fully include them in the learning process.
107. The quality of teaching is good. Teaching is good because the teachers have secure subject knowledge, use effective teaching methods and have high expectations of the pupils. All teachers use effective and consistent behaviour management strategies and, in the lesson involving the burning candle, safety issues were carefully addressed. Pupils are keen to acquire new skills and understanding and respond positively to lessons. The teachers plan and prepare their lessons very thoroughly. These plans take careful account of the different needs of all pupils, including those with special educational needs and pupils with English as an additional language. Higher attaining pupils are carefully identified in this planning. Teachers make clear their learning objectives and use them to assess pupils' learning during lessons. They demonstrate a good understanding of science and encourage pupils to use correct scientific vocabulary. In the most successful lessons teachers use homework regularly to reinforce the pupils' learning. Work is marked regularly and, in the best examples, constructive comments enable pupils to further improve their work. Teachers make effective use of their assessments to plan future lessons.
108. Teachers make good use of investigative work to ensure that the pupils understand scientific methods, can analyse their results and draw conclusions. They use searching questions to stimulate thought, to revise and consolidate previous learning and assess progress. In the most effective lessons, teachers relate their science teaching to everyday situations that have relevance to their pupils, such as the Year 1 lesson on safety issues relating to naked flames.
109. Teachers provide good opportunities for pupils to record their work during science lessons. Pupils are encouraged to predict and give reasons for their answers. Pupils' work throughout the school

contains examples of the use of scientific enquiry, the study of life processes and living things and the investigation of materials and physical processes. However, the presentation of pupils' work is adversely affected by their weak spelling and handwriting skills.

110. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress because of the effective support they receive from classroom assistants. This enables them to acquire the oral and writing skills they require to express their scientific ideas and understanding. Consequently, their progress is good
111. The subject is well resourced and information and communication technology is used effectively, for example, to record the results of experiments.
112. The management of science is good. The co-ordinator has a clear view of how the subject should be developed and is able to offer other teachers help and guidance. The priorities for improvement are to raise standards further and to develop teaching and learning in science by providing demonstration lessons and lesson observation. All staff share the co-ordinator's commitment to improvement.

ART AND DESIGN

113. Standards in art and design are very good and pupils make very good progress. The school has maintained the very high standards reported in the previous inspection and art remains a strength of the school.
114. Throughout the school, pupils experiment with line, shape, space, colour and tone to create observational drawings, painting and sketches of a consistently high standard. In Year 2, pupils investigated the use of strong lines in drawing people from different angles. They explored how artists such as Matisse used strong lines to show movement in their drawings. Pupils searched the Internet to find examples of artists who use strong lines in their work. They successfully used close observation to make their own drawings using this technique. Pupils creatively use paper, pencil, crayon, charcoal, clay and paint to make pictures, collages and objects. In the Year 4 project on the texture, shape and colour of clothing, pupils skilfully used and combined a wide range of materials to create very accurate drawings, paintings and collages of the clothing they observed. Portraits in the style of Vermeer by pupils in Year 5 showed the development of pupils' skills in imitating the artist's style.
115. Very good displays of pupils' work around the school show that pupils develop very good awareness of the styles and techniques of different artists. They have studied Picasso, Madigliani Klimt and Andy Warhol, and enjoy representing their style in drawings, paintings and collage. Pupils in Year 3 used the computer to successfully make images in the style of different artists. Displays of work about the Tudors from Year 5 show how pupils use their learning in ICT to take digital photographs of themselves to combine with a wide range of materials to produce images of a very high standard.
116. Art makes an important contribution to other subjects. For example, Year 4 pupils' investigation into clothing was linked to their science work on materials. In art, pupils' portraits of Henry eighth and his wife were directly linked to and supported learning in history. Pupils' investigation of colour in art helped them in their study of light in science. In design and technology, pupils' skills in close observation and drawing were used in recording their investigation of different kinds of bags. Pupils of all levels of attainment could confidently look at the bags, identify differences and record these in drawings.
117. Pupils' attitudes to learning in art and design are good. They enjoy the subject and show good levels of concentration in working or listening to their teacher. They are keen to talk about their work and share resources well.
118. It was only possible to observe just one lesson during the inspection week. However, analysis of pupils' work, review of teachers' planning for art and the high standard of work in displays indicate

that the quality of teaching is very good. Lessons are thoroughly planned. The learning needs of pupils with special educational needs and those for whom English is an additional language are always considered. Good use is made of learning support assistants to ensure that all pupils are fully included in lessons. The school policy for teachers to involve pupils in talking in detail about art, artists and their work makes a significant contribution to their understanding of the subject and to the pupils' language development.

119. The art and design curriculum is enriched by visits to art galleries and exhibitions and by visits from community arts groups. Good use is made of ICT in art and design lessons. Teachers plan for its use and a wide range of software is used. Pupils explore the Internet for information about artists or the topic they are studying. Art and design techniques are well taught so that pupils' skills and confidence are systematically developed over time.
120. Teachers' expectations of pupils are very high. They encourage and motivate pupils to do their very best to meet the challenging objectives of activities. Learning objectives are made very clear to the pupils, reinforced throughout lessons and reviewed at the end to assess pupils' progress. All pupils are expected and encouraged to evaluate their own work and that of others, to modify and improve it.
121. The school has developed a good scheme of work that provides clear guidance for teachers about every topic studied. This is used effectively for planning lessons and ensures there is sound coverage of all aspects of art and design in the National Curriculum. The management of the subject is good. The co-ordinator is enthusiastic, effective and has a clear understanding of the way in which the subject can develop in the future. She monitors teachers' planning to ensure that the scheme of work is used well and evaluates displays to assess the quality of pupils' work. Teachers are given good advice and support by the co-ordinator, developing their confidence and knowledge to a high standard. Art resource project boxes containing objects, artefacts, books and posters for each art topic are well used by teachers. Arrangements for the assessment of pupils' attainment and progress are satisfactory. Teachers assess pupils' skills and development during and at the end of lessons and record their assessments.

DESIGN AND TECHNOLOGY

122. Only three lessons were observed in design and technology during the inspection, and no work was available from Year 6 pupils to enable an assessment to be made of the standards attained by 11 year-olds. Standards attained at the end of Key Stage 1 are in line with national expectations, and in other year groups standards are at the expected levels. The school has a comprehensive scheme of work, which is taught consistently throughout the school. This represents good improvement since the previous inspection, when not all pupils had access to this subject.
123. By the time pupils are seven, they can make attractive photo frames using a range of tools, after testing different bases for strength and stability. They make well-constructed framed boxes containing a wind-up mechanism to illustrate a well-known story. The samples on display are of a good standard. Pupils continue to achieve at least satisfactorily year on year. Year 4 pupils learn a range of joining techniques for fabrics and use these to design and make bags. In Year 5, pupils make patterns by careful tracing techniques and use these to neatly and effectively 'dress' pictures of Tudor royalty. The work provides appropriate coverage of the designing, making and evaluation aspects of the subject. There is a good focus on teaching specific skills before pupils begin a design task, so that they have the necessary understanding to make sound decisions. Pupils also have the opportunity to examine how products are made and how mechanisms work. However, there are insufficient opportunities for them to use their skills to initiate independent designs.
124. The quality of teaching in the three lessons observed was good. Teachers have secure subject knowledge. Their confidence and enthusiasm motivate the pupils. Teachers plan well-structured lessons around clear learning objectives. They engage the pupils' interest by good questioning and set tasks that motivate and challenge pupils. Good resources are prepared for lessons. For example, four sets of well-constructed switches were available for a Year 2 lesson, each

demonstrating a different mechanism. These really extended pupils' understanding and promoted good group discussions. Pupils for whom English is an additional language and those with special educational needs benefit from the practical tasks, clear explanations and effective use of support assistants. As a result, all pupils are involved throughout the lessons and achieve well. Teachers promote literacy skills well, with opportunities for listening, reporting back verbally to the class, acquiring subject specific vocabulary and writing accounts of their activities. Written work and labelled diagrams are often not as neat as they could be, and some work seen during a scrutiny of pupils' books was unfinished. Numeracy skills are supported through tasks such as constructing frames, where pupils have to measure lengths and angles accurately.

125. The comprehensive and detailed scheme of work offers good support to teachers. The newly appointed co-ordinator is well placed to continue the good work started in developing the subject and improve still further the quality of teaching and learning through rigorous monitoring. At present, she is developing assessment procedures that will be used to inform future planning as well as to track individual progress. Resources are good and helpfully organised into topic boxes.

GEOGRAPHY

126. Standards in geography are satisfactory. The attainments of 7 and 11 year-old pupils are in line with national expectations. This is an improvement since the last inspection, when standards were unsatisfactory.
127. Good progress has been made in addressing the issues identified in the last inspection. A new scheme of work, which makes good use of national guidance, ensures that all pupils are now taught the full geography programmes of study. Sufficient time has been allocated to the subject in Key Stage 1. Geography is taught in blocked units during the year in each year group, alternating with history, and during the inspection lessons took place only in Years 4, 5 and 6. Consequently, no judgement can be made about the quality of teaching at Key Stage 1.
128. In Year 2 pupils show an awareness of their local area and of places beyond their own locality. They can identify physical and human features of a place. Their understanding of these features is evident in the study of an island from the story of 'Katie Morag and Big Boy Cousins'. They learn to ask geographical questions concerning what it is like to live on the island and what transport is used. The pupils attain satisfactory standards in mapping skills and acquire appropriate geographical vocabulary such as 'sea', 'island', 'river' and 'boat'. In Year 1 pupils have used their experience of a walk round the local area and Avondale Park to record their findings on a large plan. They can use simple geographical vocabulary such as 'post office', 'church', 'school' and 'street' to label their plans and pictures.
129. Pupils achieve well in Key Stage 2 despite their weak literacy skills. They acquire sound knowledge and understanding of places and geographical themes. In Year 4, pupils have a good understanding of environmental issues arising from the accumulation of litter and household rubbish. They know what can be recycled and how, linking this knowledge with their work on materials in science. This helps pupils to apply their geographical knowledge and skills to other subjects and to consolidate them. Year 5 pupils can describe the features of a river satisfactorily. In Year 6, the pupils study mountains using information technology. They use the Internet to find information about Mount Everest and Machu Picchu. They show good knowledge of distant places, their climates and the prospects of tourism. Although standards of this work are sound, there is only limited evidence of pupils experiencing different types of map work.
130. The quality of teaching is good. Activities are well organised with suitable resources and clearly explained. Teachers use skilful questioning to build on pupils' knowledge and experience of the world and help to develop their ideas. Time and pupils are managed effectively and pupils' behaviour is good. Most pupils show interest in the subject and sustain concentration well. Links with other subjects such as science and mathematics are developed. The leadership in the subject is good and the geography co-ordinator has a clear view of what needs to be done in order to

develop the subject further.

HISTORY

131. Standards in history are satisfactory for 11 year-old pupils but no judgement can be made about the standards achieved by 7 year-olds because the pupils had only just started their first history topic of the year. The attainment of 11 year-old pupils is in line with national expectations. The school has maintained its sound standards at Key Stage 2 since the last inspection.
132. Provision for history has improved since the last inspection. There is now better coverage of the subject, with sufficient time allocated at Key Stage 1. A new scheme of work, based on national guidance, ensures that all pupils receive an appropriately balanced experience of the history programme of study. History is taught in blocked units during the year in each year group, alternating with geography, and during the inspection lessons took place only in Years 1 and 5.
133. In Key Stage 1, pupils develop their skills of historical investigation by studying household objects from the past. They also develop the concepts of 'old' and 'new', for example, by comparing an old Victorian tin bath with the modern one they use at home. They learn to compare people's lives in the past with their own, for example, in learning about rich and poor children in Victorian times and about how people used to transport their shopping. They are learning to represent the past through drawing and labelling pictures in words and short sentences.
134. Pupils continue to improve their knowledge, skills and understanding in history as they move up the school. By end of Key Stage 2, they show a well-developed sense of chronology, for example, recounting the key events in the life of Nelson Mandela, based on in-depth research. They extend this learning into studying Martin Luther King and then comparing how these great men changed history. Across the key stage, pupils acquire a wide range of knowledge and understanding about peoples and societies of the past and their impact on present day societies, for example, studying the Ancient Egyptians, the Ancient Greeks and other civilisations. The work and displays seen during the inspection clearly indicate that pupils use pictures and artefacts as evidence to learn about the past. In a lesson in Year 5, the pupils used a set of portraits as evidence to learn about the life of a Tudor monarch and asked questions about the portraits. Pupils are learning to use information and communication technology effectively to study history topics. They use the Internet to find information on the Tudors and produce 'My Tudor Hyperstudio' using pictures and information on Henry VIII. Pupils record their work in a range of ways, through writing, artwork and IT, but extended writing in history is limited by pupils' weak handwriting and spelling.
135. The quality of teaching is satisfactory. The teachers plan lessons thoroughly and use a wide range of resources which successfully engages the pupils' interest and attention as well as developing their skills of historical enquiry. They carefully introduce subject-specific words and generally use questions well. Good use of questions and well-organised role-play offer pupils good opportunities for speaking and listening. They respond with enthusiasm and interest, and make a good effort to contribute to lessons. As a result, all pupils, including a large number of pupils for whom English is an additional language and those with special educational needs, understand the work and make sound progress.
136. The co-ordinator has made good progress in addressing the issues identified in the last inspection. The school now offers pupils a rich history curriculum, integrated with English, art and ICT and a good range of resources and visits that stimulates their interest. This linking of learning in history with learning in other subjects of the curriculum such as art, English and information and communication technology, is a strength of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards in information and communication technology (ICT) are good. By the ages of 7 and 11 many pupils attain standards that are above the national expectation for their age. There has been a very good improvement since the last inspection and it is now a strength of the school. The

development of an ICT suite that is used regularly by all pupils has resulted in all pupils becoming familiar with computers. The teaching of numeracy and literacy is being supported effectively by the use of ICT.

138. The teaching of ICT is good and often very good, especially in Key Stage 2. Teachers have a thorough knowledge of the subject that enables them to maintain a brisk pace in their lessons and to challenge the pupils. They have high expectations which are made clear to the pupils through clear learning objectives. Pupils have positive attitudes to ICT. They are highly motivated and show a willingness and enthusiasm to succeed. They make good progress during lessons and build on previously learned skills. Few pupils have the opportunities to develop these skills at home, which makes the school's provision all the more important. Pupils work well in pairs to support each other's learning. Boys and girls achieve equally well in lessons. Pupils for whom English is an additional language or who have special educational needs make good progress as a result of the effective support they receive.
139. Pupils aged 7 can use a range of skills, including opening a folder, 'drag and drop', using the mouse and other keyboard functions to create sentences to start traditional stories. ICT is used well to support their learning in literacy. There were some indications that some pupils found that their lack of literacy skills, particularly their limited knowledge of phonics, slowed their progress in acquiring speed in keyboard use and their ability to construct words. However, all pupils showed obvious enthusiasm for ICT. Year 4 pupils can use ICT to study number patterns. For example, in a numeracy lesson there was an effective challenge of both numeracy and ICT skills that ensured good learning for all pupils.
140. Year 5 pupils can use a spreadsheet to solve problems using a variety of calculations involving money. The very high level of teaching with these pupils leads to very good learning by all pupils who were highly focused on the task throughout the lesson. In Year 6 pupils can save images from the Internet and incorporate them into Word documents. The teachers' good subject knowledge and teaching skills give pupils the confidence to complete their tasks to a good standard.
141. A portfolio of pupils' work for the past year shows the use of 'PowerPoint' to present their findings after accessing information to support their work in geography on Mount Everest and Machu Picchu. Year 5 pupils had used a digital camera to record a play that was performed during the study of the Tudors. Pupils used 'PowerPoint' for a presentation of a poem called 'The Highwayman'. All work is presented to a consistently high standard.
142. The continued use of ICT in the classroom gives pupils opportunities to practise the skills they acquire in ICT lessons and to support their learning in other subjects. Extra-curricular clubs for pupils to practice their skills are popular and well supported.
143. Provision for ICT is very well managed. During the two years the co-ordinator has been in post, the improvement in the subject has been very good. He has a very clear idea of the educational direction for the subject and has produced a comprehensive scheme of work. His enthusiasm for the subject is shared by the staff, who have attended training sessions during lunch-breaks. The network manager, who gives support to staff and pupils using the ICT suite, makes a very valuable contribution to the successful organisation and teaching of the subject.

MUSIC

144. It is not possible to make a reliable judgement about standards in music because of a lack of evidence. However, the school's provision for music is unsatisfactory. Some classes do not have regular music lessons and the school currently allocates only 30 minutes per week to music. This is insufficient time to cover all the required elements in the National Curriculum programmes of study. It is therefore highly unlikely that pupils are achieving in line with national expectations by the ages of 7 and 11. Provision for music has not been well maintained since the previous inspection, when standards were judged to be sound. However, at that time music was taught throughout the school by a visiting specialist instructor who no longer works at the school. Some class teachers lack confidence in teaching music and the subject has lacked consistent

leadership. The recently appointed co-ordinator has produced a detailed action plan for the full implementation of a well-planned curriculum throughout the school. If this plan is effectively implemented, it is likely that standards will improve quickly.

145. Only one music lesson was observed during the inspection and this very limited evidence has been supplemented by hearing pupils sing in assemblies. By Year 2, pupils sing with enthusiasm, in tune and can respond to words with relevant expression. Older pupils know several songs from memory. They sing with good use of pitch and harmony, are enthusiastic and expressive. The quality of teaching in the music lesson observed was good. The teacher had good subject knowledge. Although only in Year 1, pupils were offered a wide range of challenging experiences, including singing with instrumental accompaniment, learning about pitch and dynamics and exploring voices as instruments, leading to their own 'voice composition'. After exploring ways of recording this visually, with shapes and patterns, pupils had the opportunity of performing. After demonstrating clearly how to be a conductor, some pupils were able to take on that role. This not only extended their experience but also offered a good opportunity for rehearsal and improved performance. The teacher used a range of effective strategies to manage pupils' behaviour and keep them interested, including movement routines, good use of praise and allowing the 'choir' to perform on 'stage'. Pupils responded positively to the range of challenges, there was good learning and all groups achieved well.
146. The enthusiastic and knowledgeable co-ordinator is already offering good support to teachers. She is teaching several of them to play the guitar, helping them to gain more musical knowledge as well as the confidence to accompany their classes. She has set up a 'performing arts room' and has carefully organised the good range of resources, including instruments from non-western cultures. The school has allocated time for her to compile lesson plans and relevant resources so teachers feel more secure about how to teach music. Older pupils can join her well-attended guitar club. Every class benefits from a musical concert or workshop each year. The school is well placed to address the weaknesses within this subject and improve standards and the quality of teaching and learning.

PHYSICAL EDUCATION

147. Standards in physical education are satisfactory and have been well maintained since the last inspection. The attainment of 7 and 11 year-old pupils is in line with national expectations.
148. Year 1 pupils can follow instructions carefully. In one lesson, all pupils took part in an effective warm-up activity before the lesson and a similar activity to conclude the lesson. During the lesson pupils showed they were able to move safely into space using changes in speed and shape. Pupils were very enthusiastic and keen to participate. Pupils in another Year 1 class enjoyed a lesson taken by staff from the 'Jumping Jacks' organisation. Pupils made very good progress due to the very good, well focused teaching. Year 2 pupils can use movement to communicate and develop vocabulary, showing good understanding of words such as sliding and swirling. In Year 4, pupils show good learning in the development of passing skills in netball. Year 6 pupils can use their improving netball skills in a real game situation.
149. The school's scheme of work is currently being revised by the subject co-ordinator. The scheme ensures that all pupils have opportunities to develop skills in games, dance, gymnastics, athletics and outdoor activities. Pupils in Years 3 and 4 have regular swimming lessons. Pupils understand the importance of warming up before taking part in physical activity and the importance of wearing appropriate clothing for PE and games.
150. Pupils have good attitudes towards PE and games lessons. They are mostly well behaved but in some lessons a few pupils show challenging behaviour which is effectively dealt with by the teacher. They listen well to instructions and give close attention to demonstrations by other pupils.
151. The quality of the teaching in lessons observed was never less than satisfactory and was mostly good. In one instance, the teaching was very good. However, more could be done in some lessons to help pupils to evaluate and improve their skills. The teachers had sound subject knowledge and

high expectations of the pupils. Teachers' planning for lessons is thorough. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress. The skilful deployment of learning support assistants during lessons is very effective in enabling these pupils to fully access the physical education curriculum.

152. The co-ordination of the subject is satisfactory. The co-ordinator, who is newly appointed to the post, has clear ideas for the development of the subject. These include further increasing staff confidence in teaching PE, monitoring the subject regularly and giving support to other teachers. The school has satisfactory resources for physical education and the co-ordinator has plans to further develop the quantity and quality of resources. She also has plans for a school sports day. Accommodation for PE is generally good, with three halls and two playgrounds giving many options. However, the lack of a grassed area limits the opportunities for some games. The number of extra-curricular clubs available to pupils is an important factor in enriching the quality of the PE curriculum for the many pupils who take part. These clubs include gymnastics, dance, netball, football and, in the summer months, cricket, rounders and athletics. There are regular competitive football fixtures with other schools and occasional netball matches.

RELIGIOUS EDUCATION

153. Standards in religious education are satisfactory. This is an improvement since the last inspection, when standards in Key Stage 1 were below the expectations of the Locally Agreed Syllabus. Many pupils are now attaining standards higher than those expected. Religious education makes a positive impact on the lives of pupils throughout the school.
154. The recently-revised scheme of work provides comprehensive guidance for teachers. It fully covers all the aspects of the Agreed Syllabus. It identifies clear learning objectives, activities, resources and links with other subjects.
155. Pupils achieve well in lessons and over time. They show good recall of previous learning, making links between religious education and other subjects. In Year 4, the study of Judaism was linked to work in history and geography on the Ancient Egyptians and the pupils recalled earlier work in on the sacred texts of Judaism. Pupils in Year 1 worked on the importance of light as a symbol in different religions and the tradition of using candles in special places and at special times. This work was linked to pupils' understanding of the initial sounds of words and to art and science. In Year 5, pupils recalled their work on the importance of the Sikh Gurus in their study of how Sikh people express their belief in their lives. Year 6 pupils understand the importance of the Koran to Muslims and the traditions of respect for the holy book such as the washing of hands before handling it. This work is also linked to literacy, for example, by exploring the meaning of the words 'compassionate' and 'merciful' in the Muslim view of God.
156. Pupils' attitudes and behaviour in lessons are consistently good. They enjoy their work, show interest and sustain their concentration. Pupils listen well to the teachers and to each other. They know that different points of view from their own should be listened to and show respect for the views and beliefs of others during discussions. The consideration of moral and social issues is an important part of religious education lessons.
157. The quality of teaching is good. Teachers have high expectations of their pupils and make good use of their diverse religious knowledge and experience. They value pupils' contributions, acknowledging the limitations of their own knowledge about other faiths. This was seen in a Year 2 class where Muslim pupils supported their teacher in the pronunciation of important words and explained why they wash before prayer. Potentially sensitive issues relating to different religious traditions are discussed openly in lessons and managed well by teachers. In Year 5, pupils' investigation of the Sikh 'Five Ks' led to a well-managed discussion about the issues surrounding Sikh men carrying a traditional knife. This supported the pupils' interest and understanding in the lesson. The themes of some class assemblies are directly linked to religious education topics and contribute to pupils' knowledge and understanding. Support staff are well deployed in lessons and are fully involved in the pupils' work. The needs of pupils with special educational needs and those for whom English is an additional language are carefully planned for, and they make sound

progress. Teachers regularly assess the progress pupils make, record their assessments and discuss them with pupils.

158. There is an appropriate range of good quality resources that meets the needs of the curriculum and is used effectively in lessons. The curriculum is enriched with visits to local places of worship, and religious leaders from several faiths have visited the school. The co-ordinator has worked hard to review resources, to develop the school policy and revise the scheme of work. She has improved the provision and helped to raise standards, and provides sound guidance and support for teachers.