

INSPECTION REPORT

HASELTINE PRIMARY SCHOOL

Sydenham, London

LEA area: Lewisham

Unique reference number: 100686

Headteacher: Barbara Fitzsimmons

Reporting inspector: Jed Donnelly
23637

Dates of inspection: 11th – 14th February 2002

Inspection number: 194192

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Haseltine Road Sydenham London
Postcode:	SE26 5AD
Telephone number:	(0208) 778 6536
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dominic Herlihy
Date of previous inspection:	19 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J Donnelly	Registered inspector	History Information and communication technology	Information about the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed? What the school should do to improve further
9163	G V Humphrey	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
25778	A Hicks	Team inspector	Mathematics Geography Music	
20951	P Littlejohn	Team inspector	Science Design and technology Equality of opportunity	
3574	K Singh	Team inspector	Physical education Areas of learning for children in the foundation stage The provision for and standards achieved by pupils with English as an additional language	
21796	J Walsh	Team inspector	English Art and design Religious education Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haseltine Primary School caters for pupils aged 4 to 11. The school, which has a two-form entry with 310 pupils on roll, of whom 159 are boys and 151 are girls, is above the average size nationally. Attainment on entry to the Nursery is well below national averages. The area is one of very challenging social and economic conditions, reflecting the transient population of South East London. There are 25 part-time children in the Nursery. There are 62 pupils with English as an additional language (20 per cent), many of whom are at the earliest stages of language acquisition, which is high in comparison to all schools nationally. The main languages spoken at home include Yoruba and Shona. The proportion of pupils eligible for free school meals is very high at 58 per cent. The school is a rich multicultural and diverse environment. There are a few pupils with very challenging emotional and behavioural needs. The level of mobility, at 44 per cent, is high and new arrivals are often refugees (32 pupils). There are 76 pupils (25 per cent) with special educational needs; this figure is also above national averages. There were a number of supply teachers in the school during the week of the inspection as a result of teacher recruitment difficulties. The school is part of the Bellingham and Downham Education Action Zone.

HOW GOOD THE SCHOOL IS

Haseltine is a good school with many very good features. It meets the needs of all its pupils well. They make good progress in English, mathematics and science despite standards being below average by age 11; some pupils make very good progress. Teaching is good and often very good. Leadership and management are very good. As a result, the school provides very good value for money.

What the school does well

- Pupils make good progress in English, mathematics and science and very good progress in physical education, particularly dance.
- Teaching and learning are good in English, mathematics and science, with several instances of very good practice.
- The leadership of the headteacher is excellent, enabling decisions to be taken which result in improved learning and standards.
- The school promotes pupils' spiritual, moral, social and cultural development very well and the support and guidance offered to pupils are very good.
- Most pupils have very good attitudes and enthusiasm for schoolwork.
- The links with the local community and other schools are very good.

What could be improved

- Standards in English, especially pupils' writing.
- Standards in design and technology are too low.
- The quality of teachers' assessments of what pupils have learnt, to assist in the planning of the next lesson.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its inspection in May 1997. The staff have worked very hard since that time to address the key issues and most weaknesses successfully. Teaching is now good and much improved since that inspection when too many lessons were unsatisfactory. Schemes of work are now more detailed. The headteacher has established very good procedures for monitoring the quality of teaching and work of the school. This has led to a considerable improvement in teaching and learning overall and as a result standards are rising. Good progress has also been made in developing the roles and responsibilities of the senior management team. Subject co-ordinators are

leading the development of their subject effectively. The school's capacity to continue to improve is very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

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

Children make good progress in the Nursery and Reception classes, particularly in personal and social development, because of good teaching and most are still working towards the nationally expected levels at the end of the Reception Year.

Inspection findings show that the overall progress of pupils aged six to eleven is good in English, mathematics and science.

Standards in information and communication technology (ICT) in the junior school are above average, but those in design and technology are below expectations. Standards and progress in all other subjects are at least satisfactory. The trend for all core subjects is broadly in line with the national average which is a positive picture.

Pupils make good progress overall. Results in the 2001 national tests for Year 2 pupils were well below average in reading and writing. When compared to those in similar schools nationally reading is below average and writing is well below average. The range of writing offered to pupils is good and their achievement is good from low starting points. However, standards in writing are still not high enough. Results in the 2001 national tests for eleven-year-olds were well below average in English when compared to those in all schools and average when compared to those in similar schools. This is against a background of a very high percentage of pupils with English as an additional language and a very significant movement of pupils in and out of the school in Years 3 to 6.

In mathematics, seven-year-olds made good progress and learned well in the lessons observed. They start Year 1 with standards that are well below average. By the age of seven, the proportion of pupils attaining the nationally expected Level 2 is still below average but nevertheless shows good progress. Pupils' overall attainment is below the national average. At the age of 11, standards in the national tests were below the national averages and above average in comparison to those in similar schools.

Inspection findings in science show that pupils aged seven achieve standards that are close to that expected nationally in all areas of the subject. Teacher assessments in the national tests in 2001 are below national averages. At the age of 11, standards in national tests were in line with the national average in 2001. In comparison with that in similar schools nationally, pupils' performance is well above average. The percentage of pupils with special educational needs in the group that year was high.

Pupils with English as an additional language and those with special educational needs make good progress. The school achieved its agreed targets at Year 6 in English and mathematics in 2001. Over the last five years the trend of improvement is in line with the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy coming to school and are courteous and very friendly.
Behaviour, in and out of classrooms	Behaviour in most lessons and around the school is good. There have been no fixed-term exclusions this year.
Personal development and relationships	There are very good relationships between the many different races and religious backgrounds represented among the pupils. Personal development is good.
Attendance	Attendance is unsatisfactory. This is largely due to parents taking their children on extended holidays in term time. Too many pupils are late for school.

TEACHING AND LEARNING

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

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

Teaching and learning are good overall with many very good features.

Strengths

- High expectations by teachers and good subject knowledge lead to good learning of basic skills and facts for all pupils and those with English as an additional language.
- Well-prepared and exciting lessons keep pupils focused on the task so that they learn at a good rate.
- Good use of support staff, which has a positive impact on pupils' learning especially for those with special educational needs.
- Good pace and challenge motivate pupils to work with enthusiasm.
- Very good activities that engage pupils in their learning and build on their enthusiasm, so that they make very good progress.

Areas for improvement

- There are inconsistent behaviour-management strategies and as a result pupils become restless and do not do the work set and therefore do not learn as effectively as they might.
- Too little time is spent at the end of the lesson evaluating pupils' learning.

The quality of teaching and learning in the Nursery and Reception classes is good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. However, because many children enter the school with such a low base, their attainment in language and mathematical skills is still below the expected level by the end of their Reception year.

Teaching and learning across the school for children and pupils aged six to eleven are consistently good in English, mathematics and science.

All pupils, whatever their background and culture, are valued and included in school life. Pupils with English as an additional language are very well included in the life of the school. This is as a result of

many teachers being very adept at making sure they teach their lessons effectively and that all pupils learn well. Literacy and numeracy are well taught across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. There is a very good range of interesting and stimulating extra-curricular activities. There are very good links with the local community and other schools, which enhance pupils' learning effectively. The range of lunchtime and after-school activities is good.
Provision for pupils with special educational needs	Good provision, together with good teaching, enables pupils to make good progress. Pupils are fully included in the life of the school.
Provision for pupils with English as an additional language	The progress of pupils who are new arrivals and on the initial stages of English language acquisition is good and often very good.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for personal development, including spiritual, moral, social and cultural development, is very good. Multi-cultural development is very good.
How well the school cares for its pupils	There are very good procedures for ensuring pupils' welfare, health and safety. The school very successfully promotes mutual respect amongst most of its pupils.
How well the school works in partnership with parents	The school has very positive links with parents overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is excellent. Lines of communication are very clear. The leadership and management of the headteacher and deputy are very good. The staff are determined to raise standards through good teaching and learning.
How well the governors fulfil their responsibilities	The governors have a good clear view of the strengths and weaknesses of the school and recognise the need to improve standards for pupils further.
The school's evaluation of its performance	The school has very good expertise in analysing data, to provide information about the progress pupils make and to set realistic targets.
The strategic use of resources	Overall, the budget is used effectively. Accommodation is satisfactory overall and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Children are well taught. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Homework.

- | | |
|--|--|
| <ul style="list-style-type: none">• Their children develop good social skills. | |
|--|--|

The inspection team agrees with the positive views of parents and judges the range of after-school clubs to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start Nursery, their attainment is well below that expected for their age, particularly in language and communication skills. Most have had few experiences of the world around them or opportunities to play and use materials creatively. Some take a while to settle because it is the first time they have left parents or carers and therefore they lack confidence. Because many begin from such a low base, their attainment in language and mathematical skills is still below the expected level by the end of their Reception year. In creative and physical development, most make good progress and are approaching the levels expected of them. Most children reach the levels expected of them in personal, social and emotional development and knowledge and understanding. In the lessons observed children make good progress overall, which is an improvement since the last inspection.
2. Results of the national tests in both reading and writing for Year 2 pupils in 2001 were well below the national average. However, although they were more favourable when compared with those in similar schools, they were not an improvement on school results in 2000. Results for Year 6 pupils in 2001 were also well below average, but the targets for English were achieved successfully. When compared with those in similar schools, the results for eleven-year-olds are average. The overall results in English show a continuation of the upward trend nationally. The Literacy Strategy has been well implemented.
3. From a low starting point, pupils show good achievement over time. Evidence from the inspection shows good progress by both seven- and eleven-year-olds and in both cases pupils are on course to attain standards which are 'below' rather than 'well below' average. Writing is the weakest element throughout the school.
4. Pupils' standards in English in the lessons observed are below the national average. The overall progress of most pupils with English as an additional language is good. This is partly due to a range of teaching methods used by some class teachers that effectively support pupils with English as an additional language in coping with the language demands of the subject.
5. Pupils' results in the national mathematics tests for eleven-year-olds in 2001 were below average. This was partly because the percentage of pupils reaching at least the level expected of most eleven-year-olds was well below the national average.
6. The proportion of these pupils reaching the higher level was well below average. When results are compared with those of pupils from similar circumstances, the performance of pupils in this school was above average. Standards in mathematics in the work seen at the end of infant and junior classes are below the national average, which is similar to the 2001 test results. In the National Curriculum tests at the end of infant classes, pupils' results were below the national average. Compared with results achieved by pupils in similar schools their performance was below average. The proportion of pupils reaching the higher level was below the national average. There was no significant difference between the results of boys and girls. All teachers use the National Numeracy Strategy to promote learning and plan their lessons effectively.
7. Results in the 2001 National Curriculum tests for science for pupils aged eleven were in line with the national average. However, results were well above average in comparison with those schools in a similar context (that is: a similar number of pupils entitled to free meals). Teachers' assessments of the standards of seven-year-olds show that they were a little below the national average. Inspection evidence indicates that standards are improving in the lessons observed.

8. Inspection findings show that standards are improving in the current Year 2 and 6 classes in English, mathematics and science. The low standards are due to:
 - weaknesses in the quality of teaching in the past;
 - the high percentage of pupil mobility;
 - the high proportion of pupils with special educational needs; and
 - the large number of pupils with English as an additional language.
9. The picture is now more positive and the quality of teaching and learning is now good. However, because the school has a large number of pupils who enter the school after the normal starting date, they have insufficient time to catch up with those who are more established. As a result, their progress is slower and standards are below average. The trend since 1998 is in line with the national improvement.
10. Standards are unsatisfactory in design and technology. In all other subjects, standards and progress are at least satisfactory.
11. The majority of boys and girls, including those pupils with special educational needs and those with English as an additional language or challenging emotional backgrounds, make good progress in lessons and over time. This is because the teaching engenders positive attitudes and gives most pupils a good level of challenge in their work, particularly the average and lower-attaining pupils. The school is setting realistic targets for eleven-year-olds in English and mathematics and has been successful in exceeding these targets recently. Standards in ICT across the curriculum are appropriate.

Pupils' attitudes, values and personal development

12. Pupils' attitudes towards their learning are very good. The majority show interest and enthusiasm for their work and are keen to play their full part in lessons. Parents who attended the pre-inspection meeting and returned questionnaires, and those who attended the family learning group during the inspection, confirmed that their children are happy at school, behave well and show appropriate respect for adults and each other. They felt that the school promotes high expectations and that their children respond in a positive way.
13. In the Nursery, children settle quickly into the routines of school life and learn to share and take turns. They are attentive and eager to participate in group play and learning activities. In Reception classes, pupils develop good social skills and learn to observe the disciplines of holding up their hand to answer a question and waiting patiently for their turn to contribute. In one lesson observed, Reception children became deeply involved in a story about 'The Hungry Caterpillar' and participated with great enjoyment and enthusiasm. During their early years in the school, children's personal, social and emotional development is very good.
14. The majority of pupils in Years 1 and 2 work well together and show high levels of interest. For example, in a geography lesson Year 1 pupils, working in pairs, showed high levels of interest and enthusiasm while planning the travel arrangements for Barnaby Bear's next trip to a South American country. In a mathematics lesson, Year 2 pupils enjoyed the challenge of trying to use the correct terms to describe a range of three-dimensional shapes.
15. As pupils progress through the school, their interest and enthusiasm for learning continue to develop. In an English lesson for a class containing pupils from both Years 3 and 4, pupils were highly motivated and demonstrated good ideas and imagination when developing characters for a story. In another integrated Year 3 and 4 class, pupils were keen to participate in a mental mathematics session and became quite competitive as the lesson progressed.
16. Older pupils listen carefully to what others have to say and begin to develop some independent learning skills and take initiatives in lessons. In two English lessons in separate Year 5 classes, pupils made very good contributions to a discussion on the difference between 'myths' and

'fables'. In a Year 6 science lesson on the properties of materials used for insulating sound, the contribution made by pupils made it a lively and exciting lesson leading to good learning.

17. A highlight of the inspection occurred when all Year 5 and 6 classes came together for the presentation of work they had been producing in groups about aspects of life in Ancient Greece. Pupils showed excellent respect for, interest in and attention towards the presentations made by their peers, with spontaneous applause at the end of the session, in which very good learning had taken place.
18. Behaviour overall is good and pupils are polite and courteous to each other and towards adults; for example, holding doors open, standing aside to let others through and exchanging an appropriate greeting. Staff treat pupils with respect and consideration and this is reflected in the confidence and trust that pupils have in their relationships with others. Some pupils with emotional and behavioural difficulties find it hard to concentrate and behave appropriately in lessons, but the majority of these pupils respond very well to the school's positive approach towards behaviour management. There were seven temporary exclusions in the last school year, involving four boys.
19. Relationships between all members of the school community are very good. Pupils respect the feelings, values and beliefs of others and have a very good understanding of the impact that their actions can have on other pupils and adults. Pupils are caring towards each other, show high levels of tolerance and have the confidence to discuss any unacceptable events or behaviour with a member of staff. In discussion with an inspector, pupils in Year 6 stated that they have absolute faith that the school will respond positively to any problems they discuss with a member of staff, irrespective of whether the problem emanates from within or outside school.
20. All pupils, including those who find learning and concentration difficult, those who come from different ethnic or cultural backgrounds, and those who are new to the United Kingdom and have only limited use of the English language, are fully included in the life and work of the school. This results in very good integration and a sense of harmony throughout.
21. Pupils of both sexes have very good attitudes to each other, to their teachers and to their work in school. Discussions with pupils revealed that they considered the school to be a very safe environment, free from any racial harassment, bullying or hostile behaviour. They were clear about strategies they would use if they or anyone else felt threatened and the procedures for making pupils new to the school feel welcome and included.
22. Attendance throughout the academic year falls below the national average and is therefore unsatisfactory. Morning punctuality is unsatisfactory, with significant numbers of pupils arriving between five and twenty minutes late every morning. Nearly one pupil in six was late for school on the third morning of the inspection and this had a disruptive impact on the quality of learning for many classes at the start of that school day. Although attendance is below national expectations, there is no significant difference between boys, girls or ethnic minority groups. Exclusions are not an issue. The School Council gives pupils from all classes the opportunity to take an active role in formulating school policy.
23. The very good learning, attitudes and relationships, and the good behaviour found during the inspection week, had a positive impact on the quality of learning and pupils' achievement. Pupils' attitudes and behaviour have improved significantly since the previous inspection. All pupils benefit from the positive influence of a school ethos that encourages them to develop as mature individuals and ensures that they are well prepared for the next phase in their education.

HOW WELL ARE PUPILS TAUGHT?

24. Teaching and learning are good overall with many very good features. There has been good progress since the last inspection, when teaching was satisfactory.

Strengths

- High expectations from teachers and good subject knowledge lead to good learning of basic skills and facts for pupils with English as an additional language.
- Well-prepared and exciting lessons keep pupils focused on the task so that they learn at a good rate.
- Good use of support staff which has a positive impact on pupils' learning, especially for those with special educational needs.
- Good pace and challenge motivate pupils to work with enthusiasm.
- Very good activities that engage pupils in their learning and build on their enthusiasm so that they demonstrate very good progress.

Areas for improvement

- Inconsistent behaviour management strategies which result in pupils becoming restless and not doing the work set and therefore not learning.
 - Too little time spent at the end of the lesson to evaluate and assess pupils' learning.
25. The quality of teaching and learning in the Nursery and Reception classes is good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. However, because many children enter school from such a low base, their attainment in language and mathematical skills is still below the expected level by the end of their Reception year.
 26. Teaching and learning across the school for children and pupils aged six to eleven are consistently good in English, mathematics and science.
 27. All pupils, whatever their background and culture, are valued and included in school life. Pupils with English as an additional language are included in the life of the school. This is as a result of many teachers being very adept at making sure that they teach their lessons effectively and that all pupils learn well. Literacy and numeracy are well taught across the school.
 28. In English, the quality of teaching and learning is good and is a significant improvement since the last inspection. Planning for the Literacy Hour is consistent across the school. Learning objectives for each lesson are clear and shared consistently with the pupils. Teachers have high expectations of what pupils should achieve in the lessons. In response to the good quality of teaching, the behaviour and attitudes of the majority of boys and girls are good. Teacher assistants are timetabled to support pupils with special educational needs and pupils with English as an additional language. They talk to pupils quietly to explain what the class teacher is saying. As a consequence, pupils maintain interest and their learning is good.
 29. Teaching and learning in mathematics are good. Lessons seen ranged from very good to satisfactory. High-quality teacher-pupil relationships, good lesson organisation to support all pupils, including those at early stages of learning English and others with special educational needs, and a good understanding of the National Numeracy Strategy and how to teach it, are common themes throughout teaching. As a result, pupils engage well with the work they are set, work hard and learn effectively. Very good teaching includes particularly effective behaviour management, planning to rectify learning weaknesses in previous lessons and brisk lesson pace, in addition to the factors above. Where occasionally teaching is satisfactory, despite many good elements, it is because specific factors such as behaviour management are ineffective in preventing time-wasting, or work set is too hard, so that pupils cannot progress sufficiently well.
 30. In science, there was no unsatisfactory teaching. Teaching ranges from satisfactory to very good and overall the standard of teaching is good. This is an improvement since the previous inspection. Teachers have good subject knowledge, high expectations of pupils and good behaviour-management strategies. Planning is never less than satisfactory and good in Years 3 to 6.

31. Classes are well managed and relationships are good. As a result, pupils want to learn. Lessons are well prepared, interesting and organised effectively to include all pupils. Occasionally lessons are interrupted by pupils leaving for additional literacy support. This inevitably disturbs the lesson flow and reduces the quality of learning and progress that could be made.
32. Lessons are well planned and efficiently run; for example, a Bob Marley record used in one lesson engaged pupils well because it drew on the cultural background of many of them. Good preparation, use of pupils' earlier work and clear direction contributed well to pupils' understanding of musical imagery in a lesson on "soundscapes". Teachers took great care to include all pupils in lessons. As a result, it was not possible to identify pupils with special educational needs, those at early stages of language acquisition, or recent arrivals. All pupils learned equally well.
33. Teachers include all pupils in their questioning by directing questions at individuals and phrasing questions accordingly. Pupils with special educational needs and those with English as an additional language receive good support from classroom assistants, which enables them to participate fully in lessons. Teachers use praise and a variety of rewards (raffle tickets and certificates) to encourage individual pupils who respond by working harder and so learn more effectively. Teacher expectation is good for pupils of all abilities.
34. The school recognises the need to develop teachers' skills in assessing pupils gains in learning at the end of the lesson and to use this information to plan successfully for the next lesson in order to raise standards and the quality of pupils' learning further. Literacy, especially writing, is well taught but the impact on pupils learning is not yet fully realised. Numeracy and ICT are well taught.

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

35. The quality and range of learning opportunities provided by the school are sound and have a positive impact on the progress that pupils make. The school meets the statutory requirements, including the provision of religious education. The curriculum in the Nursery and Reception classes is good and is well planned to take account of all the required areas of learning for children of this age. Very good emphasis is given to personal, social and emotional development. The learning opportunities provided in the Foundation Stage support the good progress that children make before entry to Year One.
36. The curriculum throughout the rest of the school is suitably broad, balanced, relevant and inclusive. It gives pupils opportunities to learn effectively in all subjects, with the exception of design and technology. While all subjects are taught, there is a slight imbalance of subjects other than English, mathematics and science. As a result there are some time gaps between one unit of work and the next and a resultant lapse in pupils' retention of knowledge and understanding and in their skill development. However, the school has improved the curriculum since the last inspection, when there was considerable unevenness in the coverage for history, geography, music and religious education. There are insufficient opportunities provided in the timetable for pupils to make the required progress in design and technology and this subject has not improved significantly since the last inspection. Religious education has improved and the school complies with the requirements of the locally agreed syllabus. Because the curriculum is relevant to pupils, they learn better. The school has ensured that all its pupils have equal access and are included in every activity to the full.
37. Policies and schemes of work are now in place for all subjects and another shortcoming identified at the last inspection has been rectified. The school uses national subject guidance together with the locally agreed syllabus for religious education as the basis for its schemes. Planning for subjects is satisfactory and has improved since the last inspection. It is based on a two-year cycle. There is an appropriate long-term curriculum overview and, in addition to the schemes of work, teachers prepare termly and half-termly plans for which there is a consistent approach. The quality of short-term planning is satisfactory and includes both weekly and daily plans. Learning

intentions are clearly stated and emphasised during lessons, but assessments of pupils' needs are not being used effectively to inform future planning. In the mixed-year groups, planning does not always cover the age range and there are examples of exactly the same work being undertaken by all pupils. There is not sufficient depth in this planning and repetition of work is evident in most subjects in Years 3 and 4. Planning for literacy and numeracy is better and teachers identify more clearly their expectations for groups of pupils.

38. The school has implemented the National Literacy and Numeracy Strategies. These have improved teachers' lesson planning and had a positive impact on the progress made by the majority of pupils in English and mathematics. The effectiveness of the school's strategies for teaching literacy skills is good. Additional literacy support is given to pupils in Years 3 and 4. Pupils are taught basic sounds in Year 1 on a daily basis. A variety of activities takes place in each lesson, ensuring that pupils are given opportunities to practise a range of both oral and written activities. Some year groups are more structured and in these classes there is a good impact on pupils' learning and achievement. Opportunities are also provided for pupils to link their literacy skills across the curriculum. For example, pupils in Key Stage 2 have made a range of books with narrative writing in history. These included written instructions on how to make an Egyptian mummy, figurative language using similes for Medusa's head from Greek mythology and researching information on famous black people who were pioneers of black history. Strategies for developing pupils' numeracy skills are also good. Pupils work in ability groups in Years 5 and 6. Extra support is given to those who have particular needs in numeracy. Opportunities are also provided for pupils to develop their numeracy skills further in subjects such as art and design, history and ICT. From evidence in the display work around the school it can be seen that all classes in Key Stage 2 have appropriate illustrated timelines for their period of history.
39. Booster classes operate during Year 6 in order to raise attainment for targeted groups of pupils in English and mathematics. This arrangement is having a good impact on their achievement.
40. The management and provision for pupils with special educational needs are good and have significantly improved since the last inspection. The emphasis is on early identification and intervention and all pupils on the special educational needs register receive additional support from either the special-needs teacher or the teacher assistants. The support is effective and these pupils make good progress. Pupils with statements of special educational needs are given suitable support in line with the requirements of their statements. Their statements are reviewed as required. Individual educational plans are good and are reviewed regularly.
41. Provision for extra-curricular activities is very good and includes a variety of sports and clubs such as football, rugby, netball, badminton, dance, recorders, French, homework, drama, computer skills and design and technology. Also 'Shakespeare4kids' worked with Year 6 to improve independent writing, particularly with boys. The school also runs a family literacy class for those with English as an additional language, which not only provides support for family learning but also practical help in dealing with issues outside school.
42. The curriculum is relevant and all pupils, including those with special educational needs and pupils with English as an additional language, have full access to it. The school is committed to social inclusion and has a strong equality statement, "Everyone different, everyone valued, everyone learning", which is reflected in the good learning atmosphere within the school. Individual needs are considered carefully and strategies for meeting them are developed. The headteacher is a powerful influence on this work, as is seen throughout the day, as she discreetly checks on the welfare of individual pupils. Lessons and support activities in class and withdrawal groups are planned well to meet all pupils' needs.
43. Links with two nearby schools for pupils with learning and behavioural disorders provide opportunities for these pupils to share learning opportunities in mainstream classes. Higher-attaining pupils are given appropriate challenging work in literacy and numeracy. However, in other subjects, there is less provision made in teachers' planning to meet their specific needs. Four gifted and talented pupils in Year 6 have been identified and have the opportunity to attend a Saturday school as part of the Excellence in Cities programme.

44. Withdrawal of pupils from lessons to receive extra literacy support or lessons on a musical instrument results in some missing parts of some lessons. Extra-curricular activities are open to all pupils regardless of ability, gender or ethnic group. Parents also attend a popular computer club. The school includes pupils from Watergate Special School every Monday afternoon. Lunchtime activities provision was improved by the introduction of structured games and activities led by increased numbers of adults.
45. The provision for pupils' personal, social and health education is good. The school has worked hard to provide a strong, well-planned scheme of work. Sex education is taught to pupils in Year 6 and the required governors' policy is in place. Health education and drugs awareness are appropriately met within the science curriculum and within the programme for personal, social and health education.
46. The school has very good links with the community to enrich pupils' learning. For example, community service helps to decorate the school every Saturday. Pupils take part in a range of visits outside school in connection with their work. They make use of museums and theatres. Good links have been made with the local Cycling Club and the London Broncos, who help to run the after-school rugby club. Visitors from the community are also asked to contribute their knowledge and skills to lessons; these include the local police, theatre companies, musicians and dancers. The school has some links with the local church, but there is scope for it to develop more links with places of worship from other faiths. The Education Action Zone supports the school through funding. Projects have been supported for social inclusion, behaviour, working with boys to raise achievement and teaching and learning.
47. Relationships with partner institutions are also very good. The school has strong links with Watergate School and New Woodlands School, which cater for pupils with emotional, behavioural and learning disorders. These links lead to pupils being well-integrated into lessons held at Haseltine. The school is a member of a partnership of local schools and has close links with secondary schools to which pupils transfer at eleven years of age.
48. Overall, provision for pupils' spiritual, moral, social and cultural development is very good. The school has significantly improved the provision since the last inspection and it is now a strength of the school. These elements have a very positive impact on personal development and make a strong contribution to the very good school ethos.
49. Provision for pupils' spiritual development is good. Aesthetic displays stimulate and make a positive contribution to spiritual development through the use of colour, natural materials, artefacts, posters and photographs. Pupils gain an insight into the values of others; for example, the story of Mary Seacole, a pioneer in black history. Spiritual development is well supported through the multi-faith aspects of religious education. Pupils are gaining a sound knowledge of world faiths and older pupils an understanding of the place of religion in everyday life. Pupils learn to respect other faiths. Assemblies seen during the inspection were satisfactory. They provided opportunities for pupils to consider values and to be calm and reflective. The act of collective worship in assemblies was given appropriate status and met legal requirements.
50. The provision for pupils' moral development is very good. They understand the difference between right and wrong. All adults in the school provide strong moral leadership and are very good role models. Staff work positively to reinforce high standards of behaviour. This has a positive effect on learning and the attitudes pupils adopt. Staff are regularly available to listen to pupils and to offer support and guidance. Pupils are well aware of the school rules and regulations. Through the personal, social and health education programme, pupils become more aware of the purpose of school rules. For example, pupils in Year 5 during Circle Time discussed the idea of personal responsibility, identifying a 'Code of Conduct' and social responsibility. Moral development is also enhanced by the school's rewards and sanctions system, with the emphasis being very much on the rewarding of good behaviour.

51. The provision and development of pupils' social skills are very good. Adults serve as very good role models for relating positively to others. In the classroom, teachers provide good opportunities for pupils to work together and develop self-esteem and respect for other viewpoints. The school council, which meets regularly, provides an opportunity for pupils to use their initiative, discuss issues and take responsibility. This makes a very good contribution to pupils' understanding of citizenship. In the classroom, there are many opportunities for pupils of all ages to take responsibility through monitorial duties. Older pupils look after younger pupils and new entrants. The very good provision of extra-curricular activities enables some pupils to expand their personal interests and experiences.
52. Provision for the cultural development of pupils is very good. The school actively promotes pupils' understanding of their own cultural traditions while celebrating the diversity and richness of others. This is well developed through religious education, history, stories, poetry and art and design. Work on myths, legends and fables in literacy link well with the study of the Ancient Greeks. Creative designs and paintings related to Ancient Egypt link effectively with the study of an ancient civilization. Through writing on hand-made clay tablets, pupils have copied writing from the inhabitants of the Indus Valley and learned about the people from this area of India. Pupils learn different art forms. For example, they study the styles of different artists, such as Monet, Matisse and Picasso, and learn how to interpret the styles of these different European artists. Pupils learn about different faiths, beliefs and cultural traditions through religious education. The school has invested in a good range of books, which includes dual-language texts. Displays around the school and photographic evidence show a good range of cultural experiences to support pupils' learning. Visits to a good range of museums, theatres and other places of interest, and visitors to the school, provide more awareness of cultural traditions in our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The support and guidance given to pupils and the care taken over their welfare are very good. Teachers and support staff know and understand their pupils very well and care for their personal needs in a sensitive and supportive way. The high movement of pupils in and out of the school, and the complex history of some of the new arrivals, present challenges to which the school responds very well. New pupils are carefully assessed, their individual needs catered for very well and their personal development meticulously monitored. As a result, they learn effectively and make good progress.
54. Parents who attended the pre-inspection meeting and returned questionnaires, and those who attended the family learning group during the inspection, confirmed that their children feel happy, secure and cared for and, where there is a problem, effective action is taken to resolve it.
55. Health and safety practice is diligent and meticulous records are maintained to ensure that all routines and procedures are consistently implemented. The arrangements for the provision of first aid are good. The co-ordinator for special educational needs is the designated child-protection officer, supported by the headteacher who previously undertook the role for several years. Child-protection procedures are effective and the staff well trained and alert to the needs of all pupils. The headteacher and the designated child-protection officer have close links with social services and other relevant outside agencies.
56. The policies and procedures for promoting and monitoring behaviour are very good. The management of behaviour by teachers and support staff is of a consistently high standard throughout the school. Good use is made of incentives and rewards for effort and the consideration for others. This results in an achievement-driven culture throughout the school. Incidents of poor behaviour, such as bullying or showing a lack of consideration for others, are dealt with effectively and sensitively.
57. The policies and procedures for promoting and monitoring attendance are rigorous. The attendance data is skewed by the high incidence of pupil movement out of the school to undisclosed destinations. Without these 'missing' pupils, who must remain on the school register

for six weeks after departure, attendance would be shown to be broadly in line with the national average. The procedures for following up poor punctuality in the mornings are equally rigorous but cannot be successful without the full co-operation of parents and carers.

58. The school actively promotes equality of opportunity and ensures that all pupils, irrespective of gender, ethnicity, ability or learning difficulty, are provided with appropriate personal support, care and guidance. Overall, the care, support and procedures for monitoring and promoting pupils' personal development are very good and have improved significantly since the previous inspection. Although the school has identified gifted and talented pupils, the provision for them is an area for further development. Late arrivals are disrupting lessons for other pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents have very positive views of the school. The consensus of parents who attended the pre-inspection meeting and returned questionnaires is that their children enjoy school and that standards of teaching are good and enable their children to make good progress. They are expected to work hard and do their best. Parents consider the school to be well managed. The staff are approachable and very good at dealing with concerns. They appreciate the high standards of behaviour and the positive attitudes and values promoted by the school.
60. With the help of translators, a group of non-English-speaking parents who attended the family learning class during the inspection week told a member of the inspection team that they were very pleased with the support offered by the school to both themselves and their children. They felt that staff were most welcoming and helpful. They were unanimous that the school offers their children excellent educational opportunities.
61. A minority of parents considered that there is not enough homework provided to support their children's learning and that the school does not provide a sufficiently interesting range of additional activities outside of lessons. Some also expressed concern about the limited space around the school for play and games. Inspectors judge that the school makes satisfactory use of homework to support learning and that the variety of activities provided outside lessons are very good, particularly at the end of the school day. For example, every Tuesday after school there is toy library and book club, followed by a homework club where a teacher is available to help pupils with their work. The inspectors agree that the space around the school does impose a limit on the range of games and play opportunities but consider that the school makes the best use of the space and facilities that are available.
62. The school works hard to promote a close working partnership with parents and to involve them in the life of the school. The home-school agreement clearly defines what is expected of the school, the parents and the pupils. There are very good induction programmes for parents and children entering the Nursery and Reception classes. The school is particularly adept at welcoming the many parents and pupils who join the school throughout the primary phase.
63. The school provides good information on the curriculum, supported by frequent parent workshops. Termly newsletters provide information on the comprehensive programme of additional events, visits out of school and other activities. There is regular consultation over such issues as behaviour and homework and those with English as an additional language are invited to attend family literacy sessions. There is a weekly family computer club and there are family assemblies and opportunities for informal exchanges between parents and staff at the beginning and end of the school day.
64. The information on pupils' progress provided through the annual reports is satisfactory. The reports meet statutory requirements. There is a good focus on personal and social development and some target setting for both personal and academic achievement. The presentation of reports is inconsistent, some being prepared from a computerised word bank and others being hand-written. Where the word bank is used, reports lack individuality, with much repetition of standard phrases. Too few of the reports comment on the progress of individual pupils or link attainment to

expected National Curriculum levels, with the exception of the extra information provided at the end of Years 2 and 6 after pupils have taken the statutory standard-attainment tests.

65. Overall, the impact of parents' involvement in the work of the school and the contribution they make to their children's learning are good. The school has made good progress in developing the close working partnership with parents since the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The leadership of the headteacher and deputy is very good. They have been very successful in developing an effective team of hard-working and committed staff focused on raising standards for all pupils. The aims and values of the school are very well reflected in practice and the head has created a positive, challenging learning environment, which is central to the school's success. The head and deputy regularly monitor teaching and learning and have been very successful in setting up effective procedures and practices which celebrate pupils' achievements successfully. Very good management is evident in the day-to-day work of the school. The head and deputy have very successfully addressed the weaknesses identified in the last inspection report and good progress has been made. The effectiveness of key staff in the management of the school is now very good. Since the last inspection, subject co-ordinators have been given appropriate responsibilities. There are co-ordinators for each subject area, with the exception of the Foundation Stage. Responsibilities are now clear, but some co-ordinators have not had the opportunity to monitor teaching, planning and reviews of pupils' work.
67. The governing body is very clear about its role and has a good understanding of the strengths and weaknesses of the school. Governors provide good support for the direction in which the school is going and for its overall planning and work.
68. The school has very thorough monitoring and evaluation systems to ensure that standards are maintained and improved. The part-time co-ordinator for special educational needs has a management role which includes assessing pupils, working with one class on behavioural issues, preparing individual educational plans and liaising with outside agencies. She does not have a specific teaching role. The co-ordinator is known to the parents and meets them at appropriate times to discuss any issues that might arise in providing for pupils' needs. The learning mentor also provides good support for pupils who have problems in their learning process. His main aim is to build up their confidence and self-esteem.
69. Financial planning and management are both very good. There are very clear and carefully-costed links between the priorities for school improvement set out in the school development plan and the school's budget. Development initiatives are thoroughly examined and justified through extensive consultation among the school's staff, the governing body, parents and other agencies such as the local education authority before inclusion in the school development plan. This enables the school to determine clear criteria by which to measure success and to allocate financial and other resources such as staff time to best effect. The school makes very good use of additional funds it receives; for example, to support pupils new to the school, or those in the early stages of language acquisition. Because this support is effective, these pupils settle well and make swift progress.
70. The administrative staff make a very good contribution to the smooth running of the school, enabling the teaching staff to concentrate on their duties without undue distraction from financial matters. They follow clear procedures for purchasing goods and services and are vigilant in securing good value for money spent. They use computer systems extensively and efficiently to monitor spending and to keep all account holders up to date with regular budget statements. The governing body and senior management team are similarly kept well informed, enabling them to evaluate progress towards the school's development targets and to adjust plans where necessary.
71. The school monitors the performance of different ethnic groups very well. It is very good at promoting personal and community relationships.
72. The match of teachers and support staff to the requirements of the National Curriculum is good. Staff are appropriately qualified, experienced and well deployed. The school benefits from good

stability of staff, with very little movement over the last few years. There are good induction procedures for teachers who are new to the school and good programmes for supporting newly qualified teachers. There are good opportunities for the professional development of all staff. The school provides places for training student teachers and work-experience opportunities for pupils in secondary education.

73. The accommodation is satisfactory, with a good provision of classrooms for the number of pupils on roll. The three halls provide adequate space for physical education and assemblies and there is a dedicated dining room on the ground floor. There is a specialist room for the computer suite, a parents' and governors' centre and a good provision of smaller rooms for special educational needs and other small-group work. There is good storage provision for learning resources and good space for teachers to prepare materials and resources for lessons.
74. The school is cleaned and maintained to a satisfactory standard although, as may be expected with a building that is over 100 years old, some areas are in need of refurbishment and toilet facilities are very basic. An outside toilet block, in the middle of the playground, remains in use and many of the windows are in poor condition and in urgent need of attention. There is a rolling programme of internal redecoration in the halls and classrooms. There is a wide range of good displays that celebrate pupils' achievements, stimulate interest and record a diverse range of additional activities and events.
75. The site provides only limited space for games and recreation. Most of the site is covered with a hard surface, although there is a small landscaped garden with grass and mature trees and a small environmental studies area in one corner of the site. The provision for outdoor play for children in the Nursery and Reception classes is only just satisfactory.
76. The range of learning resources is good overall. They are unsatisfactory for design and technology and satisfactory for science, music and art and design. For all other subjects the learning resources are good, including a wide range of good computer hardware and software. There is no central library to promote an interest in literacy or to provide pupils with access to a wide range of fiction and non-fiction texts or an understanding of how libraries are organised and this is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards further the headteacher, governing body and senior management team should:

- extend pupils' writing and systematic reading vocabulary in subjects across the curriculum, by:
 - ensuring the provision of more opportunities for extended writing while encouraging the further use of dictionaries and a thesaurus to extend pupils' vocabulary; **

(paragraphs 3, 34, 105, 106, 111, 112)
- raise standards in design and technology by ensuring the full coverage of all elements of the subject for all pupils;

(paragraphs 10, 36)
- use the information known about the prior attainment of pupils to plan for further progress in lessons;

(paragraphs 34, 146, 155, 160, 177, 182, 188)

Other weaknesses the school should consider:

- continue to promote full attendance and reduce the number of extended holidays taken in term time.**

*** The school has identified these issues on the school development plan.*

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

77. The school has a high percentage of pupils who speak English as an additional language. There are 64 pupils who are learning English as an additional language and 25 are at the early stages of language acquisition. The main languages spoken are Shona, Yoruba, Tamil and Somalian.
78. Overall, the provision that the school makes for these pupils is good and has some very good features such as 'Family Literacy' and the positive acceptance of pupils' home languages. Pupils make good progress and some who join the school having no previous schooling in this country and knowing little or no English make very good progress. The school receives a large amount of money from the ethnic-minority achievement grant. It spends this wisely and to the best advantage of pupils and has appointed 1.2 full time equivalent teachers and one learning assistant who works for ten hours a week. The deputy head effectively co-ordinates the service within the school.
79. The school has very clear aims and procedures to ensure that all pupils have full access to the curriculum. All pupils have been assessed and their stage of language acquisition has been determined and recorded. The provision is targeted on those with greatest need. A large number of pupils join and leave the school during the school year. These pupils are mainly from minority ethnic groups and speak English as an additional language. This large number of admissions during the school year means that teaching groups are constantly changing. All classes from Reception to Year 6 receive good support from the teachers and the assistants. Total time spent in each class is appropriately apportioned according to needs. Pupils are moved in and out of groups, depending on their progress. Pupils' achievement is good and some newcomers make very good progress and achieve very well.
80. The quality of teaching received by pupils who learn English as an additional language from the support staff is generally good. Staff have high expectations and pupils are very responsive to the teaching provided. They are generally enthusiastic and highly motivated learners. Very successful strategies such as the repetition of key vocabulary, the modelling of correct answers and the presentation of work with a strong visual content enhance pupils' achievement. Teachers use good strategies to check pupils' understanding of vocabulary before deciding which teaching points to reinforce. Pupils' learning is also helped by the opportunities afforded them to work with peers (those who speak one language as well as those who speak two). Teachers' positive acceptance of a diversity of languages adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. In one lesson, Year 2 pupils were writing their own poems modelled on the poem read called 'The Dog said to the Cat'. Pupils wrote their poems using some adventurous descriptive words to good effect.
81. The support staff work closely with class teachers. They plan and share teaching. This provides good models for staff that are new to the school and are still learning to manage the needs of pupils who speak English as an additional language. However, on occasions, the presence of two teachers within the same lesson is not the best use of valuable resource. Pupils are taught mainly within classes, but are sometimes withdrawn for particular specialist teaching.
82. The school analyses all assessment data and monitors and measures progress made by pupils who speak English as an additional language. It targeted 42 pupils for additional support in 2000/2001 and 78 per cent of pupils moved up one stage on the fluency scale, showing good progress. Pupils who come to school with little or no English make very good progress.
83. Pupils who learn English as an additional language receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain

confidence through the celebration of festivals and the study of world religions, music, art and design, dance, geography and history. There are many bilingual books to encourage pupils to practise reading in their home language. The quality of pastoral support and care given to pupils is high. They are well integrated into school life and are very well cared for by the school. The school runs a 'Family Literacy' session once a week. This is very effective in encouraging parents to join their children to learn English. Mutual respect and tolerance of others' feelings, values and beliefs underpin the good relationships within the school.

84. The school has developed some effective strategies to involve parents of pupils who speak English as an additional language. When necessary, the school has access to translators and interpreters of a wide range of community languages, which ensures that parents receive the information they need. However, the school brochure and pupils' reports on progress and attainment are not translated into home languages to keep parents who speak little English informed.

85. The leadership and management of the service are good. The co-ordinator and other support staff are aware of the needs of the refugees and asylum seekers and work hard to make them feel welcomed in the school. The school has established good assessment procedures to support pupils' learning. Since the previous inspection, the school has maintained its good provision for, and good progress made by, pupils who speak English as an additional language.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
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	1	22	39	12	3	0	0
Percentage	1	28	51	16	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	25	297
Number of full-time pupils known to be eligible for free school meals	0	180

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	76

English as an additional language

	No of pupils
Number of pupils with English as an additional language	62

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	62
Pupils who left the school other than at the usual time of leaving	74

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	5.6

National comparative data	5.6
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National comparative data	0.5
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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	25	19	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	21
	Girls	17	16	18
	Total	32	30	39
Percentage of pupils at NC level 2 or above	School	73 (67)	68 (73)	89 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	19
	Girls	18	18	18
	Total	33	37	37
Percentage of pupils at NC level 2 or above	School	75 (63)	84 (83)	84 (83)
	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	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	16
	Girls	8	9	12
	Total	18	21	29
Percentage of pupils at NC level 4 or above	School	60 (63)	70 (63)	97 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	10	10	12
	Total	24	25	28
Percentage of pupils at NC level 4 or above	School	80 (63)	83 (76)	93 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	34
Black – African heritage	18
Black – other	21
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	120
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.1
Number of pupils per qualified teacher	24.4
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	14.0
Total aggregate hours worked per week	322

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25
Total number of education support staff	1.0
Total aggregate hours worked per week	354
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	945 183
Total expenditure	954 070
Expenditure per pupil	3 039
Balance brought forward from previous year	81 325
Balance carried forward to next year	72 438

Recruitment of teachers

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	4.4

Total number of vacant teaching posts (FTE)	1
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
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	16	3	0	0
My child is making good progress in school.	61	34	0	3	3
Behaviour in the school is good.	50	42	0	3	3
My child gets the right amount of work to do at home.	37	42	8	11	3
The teaching is good.	66	24	5	0	5
I am kept well informed about how my child is getting on.	58	34	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	66	29	3	0	0
The school works closely with parents.	58	32	3	0	5
The school is well led and managed.	55	39	3	0	3
The school is helping my child become mature and responsible.	68	26	0	3	3
The school provides an interesting range of activities outside lessons.	55	26	8	0	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

86. The school has maintained the good provision in the Foundation Stage observed in the previous inspection.
87. There are one Nursery and two Reception classes in the Foundation Stage, which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted to the Nursery in September and January following their third birthday. They go into the Reception classes when they are four. At the time of the inspection, there were 30 children attending the two part-time sessions and 10 attending full time in the Nursery. Fifty-four children are in the Reception classes. During the inspection week the staffing level was high. In addition to the regular teachers, Nursery nurses and primary helpers, one extra teacher and two Nursery nurses were employed in the school to support children.
88. Parents and children are well prepared before they start school. They are invited to the school a few weeks before the start to meet staff and observe Nursery routines. Good induction procedures ensure that children quickly settle into the routines. The Nursery teacher invites parents during the autumn term to discuss how parents can support their children's learning at home.
89. The school follows the Early Learning Goals of the nationally recommended Foundation Stage curriculum. This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development and creative development. Each area of learning is made up of four stages or *stepping-stones*, from which both progress and standards can be measured.
90. Most children begin Nursery with poorly developed speaking and listening skills and their overall attainment is well below that found among three-year-olds nationally. Children respond well to good teaching and make good progress in the Nursery, but their attainment in communication, language, literacy and mathematical development remains low on entry to the reception classes. Assessment on entry to reception classes indicates that children's attainment is well below the local authority's average in mathematics, communication, language and literacy. A good range of suitable activities and a stimulating learning environment ensure that the children work purposefully towards the Early Learning Goals in all six areas of learning. By the end of their reception year, the majority attain the nationally agreed goals in personal, social and emotional development, knowledge and understanding of the world, creative development and physical development. However, in communication, language, literacy and mathematical development their attainment remains well below expected levels and the majority do not meet the goals set for children aged five. This is because of the large number of children joining and leaving during the school year. For example, in one reception class 48 per cent of children have left or joined the school since September last year. Many children start reception classes with no nursery education. Approximately 20 children are at the earliest stages of learning English.
91. The indoor accommodation is good and the curriculum is being extended through the use of outdoor areas for both nursery and reception classes.
92. As a result of good teaching, children in the nursery and reception classes make good progress in all areas of learning. The generous staffing supports children's learning. The staff work well as a team. They plan together effectively using national guidance and place appropriately strong emphasis on ways to improve the children's communication, language and literacy skills and their mathematical skills. They have a good grasp of how children learn through play and provide them with good first-hand experiences such as using puppets and soft toys to teach number skills and using the class guinea pig to understand how to take care of pets and what pets need to grow. All resources are used effectively to promote learning. There is a good balance of staff-directed

activities and activities chosen by children. This leads to all children being purposefully involved in a calm and quiet learning atmosphere. Teachers have a good understanding of the needs of children who speak English as an additional language and use appropriate methods such as visual materials, modelling language and asking children to repeat words and phrases. They use praise effectively to motivate the children.

93. Children's photographs of working in all six areas are well displayed in the hall and all teaching areas in classrooms are stimulating. This creates a positive learning environment.
94. Children's progress in the Nursery is tracked through observations on focused activities that are recorded in each child's record book. Reception class teachers record progress against the learning objectives in all six areas of learning. On-going evaluation and assessment are used satisfactorily to inform planning. There are good working practices among the nursery and reception teachers. However, there is some temporary staffing and no overall co-ordinator and this hinders further progress and standards. This aspect remains a weakness since the previous inspection.
95. Parents are well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end-of-year reports. The school uses translators and interpreters to provide information for parents who understand little or no English. Important letters and messages are translated into other languages to inform parents. 'Family Literacy' supports families who speak little or no English.

Personal, social and emotional development

96. The development of children's personal, social and emotional development is given a high priority and is promoted at every opportunity. Considering their low start, these children make very good progress and most are on course to attain the standards expected when they enter Year 1.
97. Most children start school with immature personal, social and emotional skills. In the Nursery, most children settle well and enjoy the nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They are encouraged to work co-operatively and take responsibility for themselves. They come into the Nursery with great enthusiasm and separate happily from parents. Parents and carers are encouraged to stay with their children to help settle them. Children are well motivated and apply themselves well to tasks; for example, when listening to 'Jack and the Beanstalk' they shared and waited for their turn to use the props. This has a positive effect on their achievement. They have good relationships and show great consideration for the needs of others. For example, they help each other to tidy up at the end of the activities. Children are well behaved; they concentrate well and sit quietly when appropriate; for example, during story times, circle times and singing sessions. They are learning to share the equipment fairly and wait for their turn to use books and writing boards, or have their turn on the climbing frame. Children of all ethnic backgrounds play happily together. Teaching is good.
98. In the reception classes, children are responsive to a more formal structure and respond well to stories, whole-class writing, and numeracy sessions. Children are able to work in whole-class lessons and in smaller groups when they talk about photographs of them when they were babies and toddlers and compare them with current photos. They make timelines and discuss changes. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. The good teaching, the good range of stimulating activities and the good use of the outdoor area (weather permitting) provide opportunities for children to make independent choices, select activities and engage in imaginative play. Generous staffing enables children to develop good behaviour and keeps them purposefully involved in their tasks.

Communication, language and literacy

99. Children achieve well in this area of learning, but, because of their well below average attainment on entry, the majority do not meet the Early Learning Goals. Most children when they leave

Reception are only beginning to work on the fourth and final stage of the *stepping stones*. This is well below the national expectations for this age. Most children listen well in both nursery and reception classes. In the Nursery, where teaching is good, children mostly use words and gestures and make good eye contact to communicate. Older children use simple statements only and are not able to explain what is happening; for example, in role-play. Staff ask children questions about their work and some accept one-word answers. Opportunities to develop language are not always developed through adult intervention. Children enjoy listening to stories. For example, they had good opportunities to use props to act out the story, with the teacher reminding them of the sequence through appropriate questioning. However, children showed little interest in choosing books to read for pleasure and the school recognises this as an area for further development.

100. Reception-class children are given many opportunities to handle books and listen to stories. In one reception class the display of books by 'Eric Carle' provided good stimulus. Children enjoyed looking at the books and asked and answered relevant questions about the pictures in them. Most children know that print carries meaning and begin to recognise some letters of the alphabet. They get many opportunities to learn word sounds and match words to develop reading skills. By the end of the reception class, the high-attaining children make attempts to write a few words independently, using their word-sound skills. However, the majority of children can write only a few correctly-formed letters. Good teaching successfully introduces the children to the type of work recommended in the National Literacy Strategy. This contributes well to their learning.

Mathematical development

101. The children achieve well in this area of learning, but, because of their low attainment on entry, most are unlikely to reach the expected standard when they enter Year 1. This is well below national expectations for their age. Throughout the Foundation Stage, teaching is good, the children are taught a good range of number songs and rhymes to help them to count to ten, and most can recognise these numbers. However, only a few can count a given number of objects accurately without adult help. Some children can name two-dimensional shapes such as triangles, squares and circles and are learning their properties. Children do not understand the key mathematical vocabulary such as 'heavier', 'lighter', 'more' and 'less'. Higher-attaining children can count to 10 and beyond and understand the concepts of adding and taking away. They can buy objects costing up to 10p using 1p coins.

Knowledge and understanding of the world

102. Children achieve well in this area of learning. Attainment of the majority is in line with the expected Early Learning Goals for the end of Reception. In the Nursery, children learn the push and pull movements when they roll play-dough and play with wheeled toys. They learn about their families when they draw and write about them in their books. They learn to dig, explore and investigate outside and plant seeds in boxes. Reception children learn about how plants grow when they sow seeds. They look after the class guinea pig and learn how to care for pets and what they need in order to grow. When using the computer, children learn to manipulate the mouse to operate the program on the screen appropriately. They learn effectively about a variety of materials when using construction toys, programmable vehicles, sand, water and play dough. They learn about the past when they compare photographs of themselves when they were babies with current photos and make a timeline of their growth and changes that have happened. They learn effectively about peoples' faiths and social customs through the celebration of festivals such as Christmas, Chinese New Year, Pancake Day and others. In cooking sessions, nursery children cooked pancakes when they talked about Shrove Tuesday and Chinese stir-fry in connection with their celebration of Chinese New Year. Children who speak English as an additional language and those who have special needs are supported well

Physical development

103. By the end of Reception, children's physical development is appropriate for their age. There is good provision and teaching both indoors and outdoors for nursery and reception children to learn

and further develop their physical skills. They are given opportunities to use wheeled toys. Children show a good awareness of space and control and enjoy the experience. They have many opportunities to climb and demonstrate sound balance. They use benches safely to slide and are able to use the large apparatus to climb up and get down. Nursery children moved with good control and co-ordination when they walked over the tyres. Most can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many can control the computer mouse appropriately. Construction kits, puzzles and cooking all give good opportunities to children to use their hands carefully. Inside the class children move confidently, negotiating their space. Children in the reception classes consolidate and appropriately build on these skills. They use the hall for learning the skills of hopping, jumping, walking and standing still and enjoy their learning.

Creative development

104. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make good progress and achieve the Early Learning Goals in creative development. They use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting and modelling. They are given many opportunities to experiment with a range of art materials and techniques and play imaginatively with small toys and use the role-play to develop their skills further. In whole-class sessions they sing songs and action rhymes. Children know an appropriate range of nursery and action rhymes and sing with enthusiasm. They have many opportunities to use musical instruments in both indoor and outdoor areas. Teaching is good and the nursery children enjoy listening to Chinese music in relation to Chinese New Year celebrations. In reception classes they build on and extend the skills already learned through further good teaching and learning.

ENGLISH

105. Standards in English by the end of Year 2 are well below average and by the end of Year 6 they are below average. There has been significant improvement in the achievement of pupils since the last inspection. The school has identified strengths in the subject:

- the quality of teaching;
- literacy planning, using time effectively;
- the good use of support staff and all resources;
- the contribution of Education Action Zone funding to support literacy.

Weaknesses in the subject include:

- writing in both key stages (more opportunities are to be given to pupils to extend their writing with more imaginative flair);
- handwriting, spelling and punctuation;
- reading, (ensure that pupils read suitable material of an appropriate standard);
- activities in some "literacy " sessions;
- the presentation of pupils' work.

106. In the 2001 national tests for pupils in Year 2, standards were very low in writing and well below average in reading. Teacher assessments also show that pupils' speaking and listening skills were well below average. Standards were low in both reading and writing because the percentage of pupils reaching at least the expected level of most seven-year-olds was well below the national average. The proportion of pupils reaching the higher level was also very low in reading and well below average in writing. When results were compared with those of pupils from similar backgrounds, standards were well below average in reading and well below in writing. There is a significant difference between boys' and girls' achievement in the test results, with boys outperforming girls in Year 2 and the school is working rigorously and successfully to address this imbalance.

107. Pupils' performance in Year 6 national tests was well below the national average. Standards were low because the percentage of pupils reaching at least the expected level of most eleven-year-olds was well below the national average. Also, the percentage reaching the higher level was well below the national average. When compared with results achieved by pupils from similar schools, the 2001 results were close to the average. Boys achieved better than girls, except in writing. Afro-Caribbean boys performed better than white boys.
108. Inspection findings confirm that standards are well below average at the end of Year 2 and below average at the end of Year 6. Factors which contribute to these standards and the test results include the high proportion of pupils with special educational needs and those for whom English is an additional language, casual admissions, which is high for this school, and the low starting point for many pupils, particularly in Year 6. For example, in the current Year 6 class there are thirty-three pupils on roll, with only twelve having been on roll since Year 2. Also, eighty-eight pupils have passed through this year group. There is a similar position in the current Year 2 cohort, where twenty-four pupils out of forty-six have remained on roll. Over seventy-three pupils have passed through this year group. All of these factors have had a negative impact and standards have been lowered.
109. Evidence from lessons and the scrutiny of work indicates that the majority of pupils are achieving well and making good progress in their learning. Since the last inspection, action has been taken to improve provision and to raise standards and pupils' achievement. Results of tests have been analysed to identify pupils' difficulties in English. Literacy targets have been introduced for all pupils, particularly in writing. Additional literacy support has been provided through the Education Action Zone funding for both guided reading and writing. Early-morning word-sounds teaching has been introduced in Years 1 and 2. A minority of pupils in Year 3 are withdrawn and given intensive teaching of literacy skills on a daily basis. The school also provides opportunities for independent literacy activities for pupils during the "literacy wheel". This strategy is having a positive impact on pupils' learning in Year 6, where the activities are very worthwhile. In some class activities in Year 3, the tasks set are not sufficiently challenging and the impact is less effective. Extra classes are also provided for pupils in Year 6 in order to raise standards. Most of the strategies are having a direct impact on pupils' achievement. Trends show an improving picture in English, with better progress by the end of Year 6.
110. By the end of Year 2, speaking and listening skills are still well below those expected nationally. A minority of pupils experience difficulty in expressing themselves as they have only a limited vocabulary and this reduces the overall standards in this area. Pupils do talk freely in conversation with visitors to the school. A significant number of boys and girls find it difficult to listen and concentrate when asked to work in groups, but when managed effectively they generally respond quickly. Speaking and listening skills improve as pupils get older. By the end of Year 6, speaking and listening skills are similar to those expected nationally. Most pupils are keen to answer questions and express ideas successfully. Pupils participate in discussion well and with good expression. For example, pupils in Year 5 confidently retold a fable using gesture, tone, connectives and incomplete sentences. This activity gave them the opportunity to retell and dramatise a fable. Also, in another Year 5 class, the class teacher modelled the characters in the text effectively to engage the pupils in a discussion on the "lion and mouse" fable. Pupils' oral skills develop as they go through Key Stage 2 because teachers pay particular attention in literacy lessons to building up their vocabulary. Teacher assistants help pupils with special educational needs and pupils with English as an additional language to participate fully in class discussions.
111. Standards in reading are well below expectations by Year 2 and below expectations by Year 6. Pupils at the end of Year 2 are interested in books and enjoy reading. They learn to recognise the sound of letters and are taught how to use word sounds when reading unfamiliar words. Higher-attaining pupils are fluent readers and observe punctuation well when reading aloud. They have a good grasp of the story and predict what might happen next. Lower-attaining pupils read a familiar simple text but need some adult support with unfamiliar words. When talking about stories, many pupils can describe the main characters and plot in good detail. Pupils at the end of Year 6 read a good selection of fiction books and many have favourite authors, but their attainment is below average overall. Most pupils recount the significant ideas, events and characters in stories and

show a sound understanding of non-fiction texts. This was evident when they were reading the Greek myths and legends. Pupils' skills in using books and the Internet to find information are good. They are beginning to use dictionaries and thesauruses. Many pupils belong to the local library and understand how to find books efficiently. Flexible records of pupils' reading are kept by all the staff.

112. Standards in writing are well below average at the end of Year 2, which is a marginal improvement on the previous test results. Standards at the end of Year 6 are below average. As pupils enter Key Stage 1, standards in writing are well below average. However, the range of writing offered to pupils is good and their achievement is good from their low starting point. The majority of pupils know their letter sounds and are beginning to blend them into words. Pupils write for a variety of purposes including stories, news accounts, instructions and letters. There are some examples of extended writing, but it often lacks depth. Many pupils still copy sentences, punctuation is not very evident and spelling is weak. Handwriting and presentation of work are of a lower standard than is normally found at this age. By the end of Year 6 standards remain below average. Pupils write for a suitable range of purposes, such as play scripts, stories, reports and character descriptions. They have had the opportunity for non-chronological writing; for example, pupils had written confidently about the 'cellar spider' as an example of an arachnid. In Year 6, pupils discussed a 'written conflict' between a hero and a monster, putting suspense into their story. Pupils are using drafting and editing skills to produce a finished piece of writing. However, many have problems in sustaining imaginative extended writing. Although handwriting improves through the school, the standards by Year 6 are still below average. Punctuation and spelling are still below the standard for pupils of this age. The presentation of pupils' work is very untidy across the junior school.
113. The school's overall strategy for literacy is good. Work in all subjects contributes positively to pupils' speaking and listening skills. From the scrutiny of pupils' work and displays around the school it can be seen that Year 6 pupils have made historical booklets with instructions on how to make an 'Egyptian mummy'. They also have written narratives on Odysseus and the Cyclops and character descriptions of pioneers of Black History. Figurative language featured in the writing about Medusa's head, as one pupil wrote, 'hair long, like slithering pythons'. To improve pupils' reading, subject-specific and technological vocabulary is carefully displayed for several subjects. Good opportunities are also given to pupils to extend their writing skills in history, geography and religious education, but this area is still unsatisfactory for lower-attaining pupils.
114. The quality of teaching and learning is good and is a significant improvement since the last inspection. Three lessons were very good and one lesson was unsatisfactory. The planning for the Literacy Hour is consistent across the school as teachers in year groups plan together. Learning objectives for each lesson are clear and shared consistently with pupils. In the content of the lessons teachers have high expectations of what pupils can achieve. In a Year 5 lesson, which was very good, the teachers' acting out of the characters in a fable held the pupils' interest and concentration. In another very good lesson in Year 1, the teacher acted out the part of the 'troll' in the story and had the pupils spellbound by her expression, questioning and tone of voice. Both of these lessons ensured a deep level of involvement from the pupils and an eagerness to learn. Effective questioning was also a feature of the Year 6 lesson, where pupils were asked questions on 'stock' characters in the Greek myths studied. They came up with relevant answers, such as 'kings', 'hero' and 'heroine', and then identified these in the text. In another very good lesson for lower-attaining pupils, the teacher used a story tape with visual aids to promote discussion, One boy remarked that " The witch had a big pointing nose covered in black spots".
115. In response to the good quality of teaching, the behaviour and attitudes of the majority of boys and girls are good. However, a minority of pupils in Key Stage 1 and younger pupils in Key Stage 2, particularly boys, have some difficulty in sustaining concentration. In a few lessons the learning was not challenging enough and this leads to underachievement. Written work for more able pupils is sometimes similar to that given to the remainder of the class and, as a consequence, the work produced is not as good as it should be.

116. Where the teaching was unsatisfactory in one lesson, pupils failed to behave appropriately. As a result the pupils were not engaged in the introduction to the lesson. This had an adverse effect on the progress of all boys and girls. In this lesson, noise levels rose and a minority of pupils did very little work and made little progress in learning.
117. Teacher assistants are timetabled to support pupils with special educational needs and pupils with English as an additional language. They talk to them quietly to explain what the class teacher is saying. As a consequence, pupils maintain interest and their learning is good. Individual educational plan targets are used in the planning of literacy. Pupils with special educational needs and those for whom English is an additional language make good progress in their learning. Teachers mark books consistently, but few comments are made about pupils' presentation of work. Suitable homework is set regularly.
118. The overall curriculum and the arrangements for assessment are satisfactory. The school is maintaining good use of the National Literacy Strategy and providing many worthwhile opportunities for the development of pupils' literacy skills. Assessment of pupils' learning is satisfactory overall, with the results of tests analysed to identify pupils who require additional support. Information from assessment is not used effectively to inform curriculum planning. All pupils have appropriate literacy targets, which are constantly reviewed. Boys' and girls' achievements are tracked carefully to identify weaknesses in all areas of English. Achievement grids are effectively kept for all pupils to monitor their progress and to record their attainment level.
119. ICT is used well throughout the school. Pupils are given opportunities to draft and re-draft their work. For example, they typed up their own legends and myths in a class book. This was well illustrated and pupils made good use of punctuation and descriptive writing. They chose their own font size and arranged the text into paragraphs.
120. The co-ordinator provides clear direction for English. She is a leading literacy teacher and is a good role model for effective teaching. She has a good action plan and is aware of the strengths and weaknesses in the subject. The co-ordinator provides good support to help teachers to plan their work in literacy. Resources are good.

MATHEMATICS

121. Standards in mathematics are below national averages by the end of Year 2 and by the end of Year 6. Results in the national tests for seven-year-olds have fluctuated in recent years, with no clear pattern. In 2001 they were below national averages, but in line with those attained by pupils in similar schools. Inspection evidence shows that standards are now higher, but still below the national average. Results in the tests for eleven-year-olds have improved in recent years. In 2001, they were below national averages overall, but better than the standards reached by pupils in similar schools. The school's forecast and inspection evidence indicate that pupils in Year 6 are likely to attain similar results in the 2002 tests, as they are currently below average in Year 6.
122. The standards pupils reach are influenced by:
- the high levels of movement into and out of the school. One half of current Year 2 pupils and two thirds of Year 6 pupils have attended more than one school, with some having attended three or more;
 - one fifth of Year 6 pupils started at Haseltine this year. Such patterns inevitably disrupt learning and lead to gaps in pupils' knowledge.
123. Those Year 6 pupils who have attended Haseltine continuously for the last four years do well. Very nearly all are expected to reach average levels, with some reaching higher levels in the national tests at the end of the year.
124. By the end of Year 2, pupils add and subtract numbers up to 100, although none do so accurately all of the time. Many pupils find subtraction particularly difficult. Higher-attaining pupils are beginning to explore quick ways of adding, such as adding 11 by adding 10 and adjusting the

answer. Pupils use their number skills in shopping activities and some use decimals to write total amounts such as £1.60. Pupils are beginning to learn the two-, five- and ten-times tables. However, few understand how to use table facts to divide. Most pupils recognise and describe common two-dimensional shapes, although only a very small number have sufficient skills to enable them to explain, for instance, why a square is different from a rectangle. All pupils measure familiar objects in centimetres, but some lower-attaining pupils need help to accomplish this correctly.

125. By the end of Year 6, pupils calculate with numbers up to 1000 or so, but only a small number do so without error. A few pupils explain well their own calculating methods. Pupils explore the relationship between fractions, decimals and percentages. In one lesson observed, they calculated prices that had been reduced by 10 or 20 per cent. Although they used calculators, few completed this work successfully. Pupils describe two- and three-dimensional shapes using mathematical vocabulary accurately and this is appropriate for their age. They use angle vocabulary such as 'acute' and 'obtuse' but, when asked to draw and measure an angle, most knew how to use a protractor correctly.
126. The quality of teaching and learning in mathematics is good overall and often very good. Consistent teaching strengths across the school are:
- relationships with pupils are very good, and as a consequence they have positive attitudes to learning in mathematics lessons;
 - the very good planning to ensure that all pupils are included in lessons;
 - teachers and support staff all work very hard to integrate newcomers, to help those in the early stages of learning English, and to support pupils with a wide range of special educational needs, including challenging behaviour. They do this very successfully and, as a result, all pupils make good progress in mathematics;
 - in a particularly good lesson, a specialist language teacher worked with a small group of pupils;
 - good knowledge of the National Numeracy Strategy and how to teach it. Whole class sessions at the beginning of each lesson are generally lively and because teachers question pupils well, they are able to demonstrate well what they know, understand and can do.
127. The National Numeracy Strategy is firmly established and because teachers teach it well standards are rising. However, developments in assessment procedures still have some way to go. Annual tests enable teachers to identify pupils who need additional support and to set group targets for improvement. This is satisfactory, but there is not yet a consistent approach to assessing pupils' progress throughout the year and consequently it is hard for teachers to adjust planning effectively in the light of experience. Additional funds to support pupils with difficulties in mathematics are used well. Educational Action Zone support and the 'Springboard' and 'Booster' projects are successful in raising standards among small groups of carefully targeted pupils. The coordinator is well supported by the school's senior management and opportunities to monitor and support colleagues' work are growing. Learning resources are good, especially the new equipment bought to support the introduction of the National Numeracy Strategy.
128. The school has made good improvements since the last inspection – notably in raising pupils' standards, improving the quality of teaching, which was often unsatisfactory in Year 1 and Year 2 at the last inspection, and in the implementation of the National Numeracy Strategy. The coordinator of the subject is good and she is well aware of assessment improvements that are still needed. The school is well placed to move forward.

SCIENCE

129. Strengths:
- pupils' positive attitudes to the subject;
 - teaching is good and often very good;
 - pupil relationships and personal development;

- standards rising, particularly by end of Year 6.

Areas for development:

- use of assessment to guide planning.

Factors:

- high pupil mobility affects curriculum coverage;
- pupils at an early stage of English as an additional language find difficulty in communicating scientific ideas.

130. At the end of Year 2, teacher assessments in 2001 show that the proportion of pupils achieving the expected level was below the average. The proportion of pupils achieving the higher level was below the average for schools nationally and below the average for schools with a similar intake.
131. In the 2001 national tests for Year 6 pupils, the proportion achieving the expected level was in line with the average for schools nationally. The proportion of pupils achieving the expected level was well above the average for schools with a similar intake. The percentage of pupils achieving the higher level was in line with the national average and above the average for schools in similar circumstances.
132. Progress since the previous inspection has been good, as at that time the proportion of pupils achieving the expected level at the end of Year 6 was below the national average.
133. The standards observed during the inspection show that pupils make good progress through the school. The quantity and quality of work in pupils' books and folders also show improvement with age. Under supervision, pupils can carry out scientific work with understanding at the expected level. However, many pupils do not have the language skills to help them speak, read and write independently about scientific ideas. Consequently, they perform at a level below expectations when asked to work independently. The high level of pupil mobility in the school results in many pupils not having the previous experience and skills on which to build their scientific understanding. Pupils with special educational needs and those with English as an additional language made good progress due to the support that is given to them.
134. The quality of teaching and learning is good overall. Lessons ranged from satisfactory to very good and were good overall. Where teaching is good or very good, teachers have good subject knowledge and understanding, high expectations of the pupils and effective teaching methods. Teachers show good behaviour management and address safety aspects carefully; this was shown in a Year 3/4 lesson on the heat-insulation properties of materials, where pupils were handling containers of hot water. Pupils are keen to acquire new skills and understanding, responding positively to lessons which teachers match carefully to their ability.
135. Lesson planning is always satisfactory, and good for pupils in Years 3-6. Teachers' plans meet the different needs of pupils, in that they take into account the requirements of all pupils, including those with special educational needs and those with English as an additional language. Pupils whose ability is exceptional compared with others in the class have been identified in Years 3-6, but planning for these pupils is less developed than for other groups. Teachers make the learning objective of the lesson clear at the start and assess pupils' learning with regard to it during the lesson. Teachers demonstrate a good understanding of science and encourage their pupils to use the correct scientific vocabulary. In the most effective lessons teachers use homework regularly to reinforce the learning that has taken place in class. Work is marked regularly and in the best examples a constructive comment is made which enables pupils to further improve their work. The use of assessment to plan future lessons effectively is an area for development.
136. Teachers use investigative approaches well to make sure that pupils understand the scientific method of analysing their results and drawing conclusions. Teachers use effective questioning techniques that show they have high expectations of pupils' thinking. These are used at the

beginning and end of lessons in order to revise and consolidate previous learning and as a means of ongoing assessment. In the most effective lessons, teachers relate their science teaching to everyday situations that have relevance to their pupils, such as a Year 3/4 lesson on suitable materials for summer and winter clothing.

137. Teachers provide useful opportunities for pupils to write and record during science lessons. Pupils are encouraged to predict and give reasons for their answers. This was seen in a Year 6 lesson in which pupils predicted which materials would make the best insulators of sound before carrying out a 'fair test' to check their predictions. Standards of presentation of pupils' work are satisfactory but often restricted to the completion of worksheets, due to pupils' poor literacy skills. Pupils' work contains good examples of the use of scientific enquiry, the study of life processes and living things and the investigation of materials and physical processes.
138. Pupils' attitudes to science are very positive. In discussion, five out of six Year 6 pupils gave it as their favourite subject. Standards of behaviour are good and the ability of pupils to work co-operatively together is very good.
139. Pupils with special educational needs and those with English as an additional language make satisfactory progress in science due to the effective support they receive from the learning support assistants and classroom assistants. This enables them to acquire the oral and writing skills they require to express their scientific ideas and understanding. Therefore their progress is good.
140. The management of the subject is good. The co-ordinator has clear ideas about how the subject should be developed and is able to offer other teachers help and guidance. Monitoring of teaching is developing to ensure that the curriculum is well matched to pupils' needs. Assessments, including National Curriculum levels, are accurate and appropriate targets are being set for each pupil. All staff share the commitment to raise standards in the subject.

ART AND DESIGN

141. Standards have been maintained since the last inspection and match those expected for pupils of similar age. Display work is good in art and design and is a strength of the subject. However, there is less evidence of progressive three-dimensional work in the school, which is a weakness.
142. By the end of Year 2, pupils are provided with a range of opportunities. They mix colours carefully and use different appropriate shades in their drawings and paintings. They consider the works of a number of artists, including William Morris and Henri Matisse, and use this experience as a stimulus for their own work. Pupils illustrate the story of the Creation from the North American people, using a good range of watercolours. They apply effective techniques of mixing and matching colours to good effect, showing sensitivity and imagination.
143. By the end of Year 6, pupils have developed a satisfactory understanding of some of the aesthetic elements of art and design, including line, tone, colour and shape. Many pupils draw from direct observation, giving appropriate attention to accuracy and fine detail in their work. For example, pupils in Year 3/4 made sketches of different types of chairs, showing satisfactory powers of observation and accuracy of detail, shape and size. Pupils in Year 5 record observational drawings of musical instruments, exploring different types of shading. Through their sketches of 'figure' drawings to show the dynamics of movement, pupils in Year 5 looked closely and with good concentration at their sketches, checking for detail and perspective. As a result of a visit to the British Museum, Year 6 pupils drew and painted a range of pictures from Ancient Egypt. As part of their work in design, pupils created different crowns of the Pharaohs of Egypt to show some examples of three-dimensional quality. The use of sketchbooks from Year 2 upwards to record observational drawings or experiment with line and tone is consistently developed. Sufficient emphasis is given to developing computer-aided art and design throughout the school. A range of European artists have been studied by the older pupils. These include Monet, Hundertwasser and Pollock, whose paintings pupils use for their own sketches.

144. The quality of teaching and learning is good. Teachers have good subject knowledge and prepare their lessons effectively. The lessons seen provided suitable challenge to develop pupils' skills in art and design and an ability to explore shape and form imaginatively. As a result, pupils show good attitudes to learning. They listen carefully, follow instructions and are considerate towards others. A good feature of the teaching of art and design was seen in Year 5, where the teacher sketched 'moving figures' to demonstrate specific skills to his pupils. The teachers' knowledge in this lesson was such that he was able to attract and maintain the pupils' interest and concentration for a long period of time. The quality of work seen in lessons was sound and pupils made good progress. Pupils with special educational needs and those for whom English is an additional language make good progress in their learning.
145. Art and design is suitably linked to other subjects, such as literacy, history and religious education. For example, pupils have made historical booklets from visits to museums. The subject makes a valuable contribution to their spiritual and cultural development. The attractive display work around the school enriches pupils' experiences and learning.
146. The school has adopted the national guidance in its own schemes of work, which gives guidance and support to teachers. The co-ordinator is experienced and has expertise in the subject. She monitors the work in the school through displays and pupils' sketchbooks. Procedures for assessing pupils' work are not developed and information from assessment is not used to inform and guide curriculum planning and this limits the further progress the pupils can make.
147. Resources are sufficient and the co-ordinator has tried hard to ensure that art and design maintains its place within the curriculum.

DESIGN AND TECHNOLOGY

148. The improvement of teachers' expertise and the curriculum provision for design and technology was highlighted as a key issue in the previous inspection and standards are still too low.
149. It was not possible to observe design and technology being taught in all year groups in this inspection due to timetabling arrangements. The evidence that was presented showed that coverage of the subject over time is still unsatisfactory, as are standards of pupils' work. This is due to the lack of consistency in the delivery of the subject curriculum. The headteacher has taken on the co-ordination since the last co-ordinator left and sees the appointment of a new co-ordinator for the subject as a priority. The lack of an established system of assessment for the subject has also hindered the development of the subject.
150. It is not possible to give an overall assessment of teaching and learning, as only one year group was seen. However, during the inspection the two lessons seen in Year 3/4 showed evidence of good teaching and learning taking place. Pupils' attainment was satisfactory or good and their attitude to the subject and their behaviour ranged from good to very good.
151. In the lessons seen, pupils improved their designs for the construction of packaging, showing awareness of the need for a quality product with eye-catching lettering. In a very good lesson, pupils used control technology to make a moving display while others used computers to design their packaging. A digital camera was used effectively to record the different stages in the design process. Pupils showed an understanding of the properties of a variety of materials used for packaging.
152. There is some evidence to show that there is confusion between art and design, and design and technology. Making close connections between the two subjects is not encouraging pupils to think about them in distinct ways. Pupils, when required to modify and improve their designs, are thinking in terms of the artistic appearance of the object; for example, designing an ancient civilisation seal or a piece of curved stitching, rather than a task to modify and improve the design or mechanism that makes it work.
153. The lack of a specialist subject co-ordinator leads to a lack of an overview of the subject's development and an absence of guidance for teachers.

154. The school is using a nationally recognised scheme of work to support planning. Units of work give clear and appropriate learning objectives. All pupils need to have more experience in evaluating the use and limitations of different materials, in achieving movement in different ways and in understanding the importance of evaluating and improving their work.
155. The school is developing a system of assessment that will aid future planning and ensure an appropriate challenge for each child.

GEOGRAPHY

156. In the work seen during the inspection, pupils' standards in geography are in line with national expectations by the end of Year 2. They make good progress and achieve well. The school has planned to teach geography in Years 5 and 6 later in the year, so it is not possible to assess standards and achievement at this stage. However, in the 'Settlements' topic studied so far in Years 3 and 4, pupils attain nationally expected standards. Standards have improved since the last inspection because:
- the school has implemented effective changes in the leadership and management of the subject. These are now good;
 - teaching has improved. It was often unsatisfactory in Years 1 and 2 at the time of the previous report. The Year 1 lessons seen in this inspection were good, and the quality of Year 2 pupils' work indicates that teaching in Year 2 is at least satisfactory. Teaching in Year 3/4 classes was at least satisfactory in the lessons seen during this inspection; and
 - curriculum planning has improved. A new scheme of work has been developed to rectify curriculum weaknesses reported at the time of the last inspection.
157. Pupils in Years 1 and 2 develop a sound understanding of simple plans and maps. They draw classroom plans to show the positions of their tables, the door and other classroom features. When discussing Barnaby Bear's adventures around the World, Year 1 pupils point out countries such as Great Britain, India and Chile on a large wall map and know the names of the continent that each country is in. Pupils know well, for example, that the Andes mountains are in Chile, that feta cheese and pitta bread are typical Greek foods (learned when they sampled some) and that Brazil has a hot and wet climate. Year 2 pupils study life on an island. Simple comparisons of relief, each country's climate and how this influences vegetation and farming have enabled pupils to make a good start in comparing life in Jamaica with that in Great Britain. In Years 3 and 4, pupils study how and why settlements develop. They use Ordnance Survey maps effectively and photographs of villages, for example Eynsford in Kent, to locate important features such as the bridge and the church. They explore the origins of settlement names and relate these to local factors, for example the presence of a river crossing. They are beginning to understand well how features such as nearby woods and forests, high ground and watercourses influence the location and development of settlements.
158. Although not enough lessons were seen to support judgements on teaching and learning throughout the school, those observed were good overall and ranged from very good to satisfactory. Teachers know their pupils well. Behaviour management is good, relationships with pupils are very good and, because teachers make work interesting, pupils behave well and want to work. Good lesson organisation and teaching methods ensure that pupils for whom English is an additional language, recent arrivals at the school and those with special educational needs are all fully involved in lessons and that all pupils learn equally well. For instance, in the very good lesson seen a brisk whole-class discussion at the beginning was interspersed with pupils discussing in pairs what they had learned previously. The teacher recorded pupils' responses on a flipchart. This ensured that all pupils were actively involved and it allowed them to think without having to record work for themselves. In another lesson, a pupil's first-hand knowledge of India enabled him to contribute very well to a group discussion on what clothes Barnaby Bear would need to take on his visit there and contributed very well to his own language development.

159. Although lessons are well planned and run, they are sometimes disrupted by pupils leaving the lesson to attend additional literacy support sessions, or returning from them. Inevitably this disturbs the lesson flow and affects how much pupils learn and was the principle reason why one lesson seen was judged satisfactory overall, although many aspects of the lesson were good.
160. Leadership and management are now good. The coordinator knows that improvements are still needed; for instance, in the development of assessment procedures to match the new scheme of work, but the school is well placed to continue the developments that have taken place since the last inspection.

HISTORY

161. Standards are satisfactory throughout the school.
162. Standards in history have improved since the last inspection. By Year 2 and Year 6 they are now in line with national expectations. This is largely due to the increasing emphasis placed on developing the skills of enquiry, interpretation and explanation. It was also possible to observe a history afternoon for Years 5 and 6 on life in ancient Greece. In this session, pupils made very good progress in their knowledge and understanding of this period as a result of very good teaching by all staff. Good progress has been made since the last inspection.
163. By Year 2, pupils have a satisfactory knowledge and understanding of events and personalities from the past. They show an understanding of the order in which things happened; for example, they can place particular important events such as the accession of Queen Victoria and the Great Fire of London in the correct order on a timeline. All pupils have a satisfactory understanding of differences between the life that is familiar to them today and life in the past; for example, identifying how clothes worn at the time of the Great Fire are different from the clothes worn today. Across the attainment range pupils are able to use sources such as photographs and contemporary paintings to make simple observations about the past.
164. By Year 6 pupils have a satisfactory knowledge of key dates, periods and events in British history. They are able to identify differences between particular historical periods, give reasons for them and describe how they affected people's lives. Average and higher attainers are able to explain why things happened as they did; for example, that Henry VIII had six wives because he wanted a son to succeed him. Higher attainers are developing the understanding that interpretations of the past may differ and can give examples of what is fact and what is opinion. During Years 2 to 6 pupils develop a satisfactory knowledge of the different sources of historical evidence. They are able to successfully present the information they find in a variety of ways; for example, as a letter from an evacuee in the Second World War. All pupils show an understanding of the point of view of the people who were alive at the time of the periods they study; for example, the feelings of the children who were evacuated during the Second World War.
165. Attitudes to learning in history are at least satisfactory and on occasions very good. Pupils are interested and keen to share their knowledge and opinions. Most listen attentively to their teachers and do their best to carry out their tasks. However, when tasks are not explained clearly or when their interest is not engaged, a few pupils become restless and their concentration lapses.
166. Overall, teaching and learning are good throughout the school and the history afternoon for Years 5 and 6 was excellent. This is an improvement since the last inspection. Lessons have clear learning objectives, which are generally shared with the pupils. These objectives focus on the development of historical skills as well as knowledge; for example, in a Year 2 class pupils placed photographs of historical events on a timeline to develop their understanding of the passage of time. In the majority of lessons, teachers demonstrate satisfactory subject knowledge and manage behaviour appropriately so that pupils make satisfactory progress. They make good use of resources so that pupils with special educational needs and those learning English as an additional language are fully included in the lesson. Where teaching is weaker, subject knowledge

is inadequate. Therefore, explanations lack sufficient depth to extend pupils' understanding and misconceptions are not corrected.

167. The management and leadership of the subject are very effective. The school uses a nationally recommended scheme of work, which is sensibly adapted for use with the mixed-age classes in Key Stage 2. This ensures that pupils make appropriate gains in their knowledge, skills and understanding in history. The co-ordinator undertakes regular monitoring of teachers' planning and pupils' work, but does not yet monitor the quality of teaching, including the use of ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

168. The majority of Year 2 pupils reach the standard expected nationally for their age group. By the end of Year 6, standards have improved further and are above expectations overall and pupils make consistently good progress. Standards have improved since the last inspection and in many ways the subject has been enhanced and developed, so progress since the last inspection is good. There is a new computer suite in which pupils have weekly lessons. Pupils in both key stages, including those with special education needs or English as an additional language, make good progress overall.
169. By the end of Year 2, pupils name items of computer equipment, such as the mouse, keyboard and printer. Most use a keyboard to type simple text, producing short sentences. They place gaps between words, using the space bar, and many introduce capital letters and full stops into their writing. Using a paint program, pupils are learning to produce images for greetings cards. Most pupils know how to access the menu to print their finished work. Pupils have good opportunities to give instructions to a floor turtle to produce movements over varying distances.
170. By the end of Year 6, most pupils have good skills in word processing. They change the font, colour and size of their work and move portions of text from one place to another. A few newer arrivals, however, still lack confidence and independence in carrying out changes to the presentation of text. Most pupils use the mouse accurately to merge pictures into their text. Pupils have good experience of spreadsheets. They have produced illustrated verses relating to some poetry they studied. Most pupils are independent in printing the work they have produced. Pupils continue to have good experience in using both a programmable robot toy, either to follow a set course or to produce their own patterns. They use simulations and are familiar with locating information on CD ROMs and the Internet. Some pupils can access the Internet, as well as a range of computer programs, to gain information for subjects such as history.
171. The overall quality of teaching and learning is good at both key stages. A good example of teaching was observed in Year 5. Teachers are generally keen and enthusiastic and communicate this to pupils. Staff are well advanced in their own computer training. Through careful preparation of lessons and ongoing training, teachers are providing pupils with good learning experiences. They provide clear and careful instruction on how to use equipment and computer programs. As a result of these aspects of teaching, all pupils make good gains in their knowledge and understanding.
172. Where teaching is good, as in one Year 6 class, the teacher has very secure subject knowledge. The pace of the lesson is very brisk and keeps pupils involved and concentrating. Expectations of pupils are high, and they make good progress as a result. Some teachers make effective use of the master computer in the computer room to provide instruction and advice throughout lessons. However, in weaker lessons pupils fail to follow what is done on their screens as they are too noisy and unsettled to follow what the teacher is saying. Instructions in these circumstances are not always clear enough for pupils to fully understand what they are to do. In the best lessons they listen carefully and, even though a number lack confidence, settle well to all tasks. All teachers provide help and advice throughout lessons as pupils work on practical activities.
173. Resources for ICT have improved since the last inspection. The school has introduced national guidelines into its scheme of work and these are being systematically implemented. The two co-ordinators are enthusiastic and knowledgeable. They support their colleagues informally as well

as holding training sessions for them. Teachers keep records of the assessment of pupils' skills, and this information is used to provide support for individuals when required. Through the work in word-processing, the subject is beginning to make a limited contribution to the development of pupils' literacy skills. The collection of data and its presentation; for example, in the form of graphs, is having only a limited effect on the development of numeracy skills. Overall, computing is not fully exploited across some curriculum areas. Nevertheless many pupils find the use of computers exciting and the excitement generated, such as when adding sounds to text, helps enhance pupils' enthusiasm to learn.

MUSIC

174. Due to timetabling constraints there is only limited inspection evidence to judge pupils' standards and achievement in music, or the quality of teaching and learning.
175. In the very limited range of evidence available, pupils attain standards in line with those expected for their age. Older pupils play simple rhythms accurately and devise imaginative soundscapes to accompany the reading of stories such as 'How we came to have light and dark'. They follow musical directions well and pay good attention to details such as changes in dynamics. In a Year 2 lesson observed, pupils clapped in time to the pulse of a Bob Marley recording, but were unable to refine their work by adding an extra simple rhythm because they did not listen carefully enough to each other.
176. The three lessons observed were well planned and efficiently run. The Bob Marley recording drew well on the cultural background of many pupils in the class and engaged them well. In the 'Soundscapes' lesson seen, a chart developed in the previous lesson gave a clear structure to the class's work. Good discussion of each section of the composition and clear musical direction contributed effectively to pupils' growing understanding of musical imagery and improved the quality of their performance considerably. Teachers took great care to ensure that all pupils were fully involved. As a result it was not possible to identify pupils with special educational needs, those at early stages of language acquisition, or recent arrivals. All pupils learned equally well.
177. Since the last inspection, new curriculum requirements for music and national guidelines have been introduced. The school has taken this opportunity to address planning weaknesses identified in the previous report and to develop a new scheme of work. The curriculum is now satisfactory, although the school has not yet developed a system for assessing pupils' progress in line with the new planning. A few pupils learn to play the guitar and Year 6 pupils play in the school's steel band. Both of these are good additions to the school's music provision. The school has sufficient percussion instruments for class use. However, teachers have insufficient access to tape recorders to record pupils' composition and performance work. This makes it hard for pupils to evaluate their own work effectively. In addition, the range of recorded music available is not enough to support the development of pupils' understanding of life in multicultural Britain and other countries around the world.

PHYSICAL EDUCATION

178. Pupils' attainment at the end of both Year 2 and Year 6 is as expected nationally for their age. Boys and girls from all different ethnic backgrounds work well together. All have access to the curriculum on offer and all, including pupils with special educational needs and those who speak English as an additional language, achieve very well. In Key Stage 1 pupils carry out a series of instructions to move in a variety of ways, changing direction, and they make good use of the space available. Pupils receive and send a ball in a variety of ways. They throw, catch, roll, dribble and strike. They devise invasion games and employ good defensive and attacking tactics. By the end of Year 6, pupils understand the basic rules of several games such as football, cricket and rugby and have taken part in athletics. They move appropriately to music and sequence movements working in pairs and groups. They combine their individual group efforts effectively with a clear beginning, middle and end, creating a good dramatic effect. During dance lessons, pupils displayed very good body shape, poise and spatial awareness. Pupils sustain physical activity for

a reasonable length of time and are aware of the effects of exercise on their bodies and the benefits to their health and fitness. Teachers give due regard to safety issues.

179. Standards in swimming are in line with national expectations by the end of Year 6. This is an improvement since the previous inspection, when standards were low. All classes in Years 3 and 4 swim for one term a year. The school has increased the amount of time from half an hour to one hour in the water and that has helped improve standards. The co-ordinator keeps records of the pupils' attainment, which show that they are again on target to reach the required standard. Pupils' attainment is also improved through extra-curricular activities such as dance, football, netball, rugby, badminton and cycling clubs.
180. The quality of teaching is very good and as a result pupils achieve very well. This is a very considerable improvement since the previous inspection. Teachers have high expectations and pupils respond appropriately. They have good knowledge and understanding of the subject and they demonstrate the skills to be learnt very well, keeping brisk pace to keep their pupils interested in the activities. Appropriate resources are prepared in advance, which increases the time available for physical activity. Teachers give clear guidance to pupils to improve their skills and they respond positively when extra challenges are set. For example, in a Year 4 dance lesson, after working in pairs, pupils were asked to work in fours and develop a sequence of mirroring others' movements. They enjoyed the lesson and worked hard to refine their sequences. Pupils look forward to lessons and they concentrate and persevere to improve their skills.
181. All teachers wear appropriate footwear and ensure that pupils are properly warmed up before starting and cooled down at the finish. Pupils are given opportunities to observe their peers' work and suggest ways of improving performance. They make very good progress from year to year that is in evidence in their skills in dance, athletics and games. Teachers make good links with other subjects such as English, science, music and art and design.
182. The school uses its generous accommodation of three halls and a playground very effectively for the teaching of game skills, dance and athletics. The resources for the subject are sufficient and are well used. The school has implemented a scheme of work that gives good guidance to staff. The co-ordinator provides good leadership and management. He monitors the quality of teaching through informal observations, advice regarding the organisation of activities, and a scrutiny of planning to ensure that skills are taught progressively. There are no systematic assessment procedures to check standards against National Curriculum Level Descriptors. The co-ordinator is aware of this and has planned to monitor teaching this year to improve standards further.

RELIGIOUS EDUCATION

183. Standards in religious education meet the expectations of the locally Agreed Syllabus at the end of both key stages. This is a significant improvement since the last inspection.
184. By the end of Year 2, pupils are becoming more aware of world religions, with particular reference to Christianity, Islam and Judaism. They have a satisfactory understanding of special books, such as the Bible, the Torah and the Qur'an. Pupils understand the significance of festivals and learn about Divali, Hannukah and Christmas. They learn that there are different traditions connected with each festival. Pupils also learn about significant people in Christianity, including the work of Mother Teresa of Calcutta. Oral sessions in religious education lessons are particularly effective in promoting knowledge and also providing opportunities for pupils from different faiths to express their views.
185. By the end of Year 6, pupils have increased their knowledge and understanding of the Christian, Jewish and Islamic faiths and added some aspects of Hinduism, Sikhism and Buddhism. In lessons on Christianity pupils have studied some of the parables of Jesus. They explore effectively the hidden meaning in the parable of the Good Samaritan. Pupils recognise the importance of the Passover meal celebrated in Judaism. They learn by illustration signs and symbols that are used in Judaism. They identify the Torah scroll, the yad (the pointer when reading the scroll) and the Mezuzah (the badge of the Jewish home). Pupils have also written their names appropriately in

Hebrew script to practise the written language of the Torah. Through the study of Islam, pupils have written prayers and researched the 'Five Pillars of Wisdom'. The importance of Ramadan has been discussed well and pupils know the significance of fasting before the festival of Eid. Some aspects of the life of the Buddha have been studied and the Noble Truths have been discussed. By the end of Year 6, pupils are gaining more knowledge and understanding of the principal religions in our society today.

186. The overall quality of teaching and learning is good and has improved since the last inspection. Artefacts and resources are generally used well and contribute to pupils' learning. Teachers use a variety of methods to achieve the clearly-stated learning objectives. They use good questioning skills, which encourage pupils to think and deepen their understanding. As a result, pupils share their knowledge and experiences. They are presented with a good range of learning opportunities, which provide knowledge of and insight into values and beliefs and a spiritual awareness. Religious education contributes positively to pupils' spiritual, moral, social and cultural development. In the good lessons seen, pupils were well motivated and given worthwhile activities which were used to reinforce the learning intentions. For example, in one lesson in Year 3/4 the teacher showed good subject knowledge as she stressed the importance of a lack of worldly goods and of humility in the Buddhist faith. This was then followed up with pupils making clay models of the Buddha, which captured their interest. In another good lesson in Year 6, pupils listened to the parable of the Good Samaritan and then discussed the story in groups, reflecting on the events in the story and comparing them to a modern-day situation. Due to these good learning opportunities pupils make good progress. Pupils with special educational needs and those with English as an additional language make good progress from their different starting points. In all lessons seen, class management of pupils is good and relationships between staff and pupils are very good.
187. Curriculum planning clearly identifies which aspects will be taught to which year group and shows learning outcomes related to the locally Agreed Syllabus. The school's current scheme of work is being developed and provides support for teachers when they are planning work. The strengths in the subject are the quality of the resources and the display work around the school. A weakness in the subject is that most lessons are centred on learning 'about religion', with less emphasis on learning 'from religion'.
188. The co-ordinator is knowledgeable and has given religious education a much higher profile since the last inspection. Assessment procedures are not fully developed and do not always inform teachers' planning.
189. Resources are good and all major religions are represented by a good range of artefacts. Display work is good and enriches pupils' experiences and understanding. Religious education contributes well to literacy in the juniors, but there is less evidence of written work in the infants.