

INSPECTION REPORT

DEANSBROOK JUNIOR SCHOOL

Mill Hill

LEA area: 302 Barnet

Unique reference number: 101273

Headteacher: Mrs. C. Livingstone

Reporting inspector: Penny O'Brien
23164

Dates of inspection: 7-11 February 2000

Inspection number: 194341

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Hale Drive Mill Hill London
Postcode:	NW7 3ED
Telephone number:	0181 959 3423
Fax number:	0181 201 0492
Appropriate authority:	Governing body
Name of chair of governors:	Graham Clark
Date of previous inspection:	4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Penny O'Brien	Registered inspector	Science	What sort of school is it?
			The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
Christine Laverock	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
			How good are the curricular and other opportunities offered to pupils? (support)
			How well does the school care for its pupils? (support)
Edmond Morris	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information technology	What sort of school is it? (support)
Christopher Brocklesby	Team inspector	Geography	How well does the school care for its pupils?
		History	
		Religious education	
		Equal opportunities	
		English as an additional language	
Judith Howell	Team inspector	English	How well is the school led and managed? (support)
		Design and technology	
		Physical education	
		Special educational needs	

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deansbrook Junior School is a mixed junior school situated in the Hale ward of Barnet, although many pupils do not live in this ward. There are 303 pupils on the school roll. Thirty four per cent of pupils are eligible for free school meals which is about the national average. Fifty per cent of pupils come from ethnic minority backgrounds and forty three per cent of pupils speak English as an additional language. This is much higher than the national average. Over the past 3 years the numbers of pupils with special educational needs have risen from 22 per cent to 37 per cent. There are six pupils with statements of special educational needs. This is above the national average. In Year 3 the majority of pupils join the school from Deansbrook Infant School and their attainment is broadly in line with national averages. The school admits numbers of refugee pupils and pupils from other local schools and their attainment is frequently below national expectations. In the current Year 6 over a third of pupils did not start at Deansbrook in Year 3.

HOW GOOD THE SCHOOL IS

Deansbrook Junior School is an effective school. Pupils make good progress and achieve well, although results in national tests last year fell below average. It has responded very well to the challenge of admitting numbers of pupils throughout each year. The needs of these pupils are met well and the standards achieved by pupils overall have improved in line with improvements nationally. The school has kept up standards from its last inspection and made further good improvement. The school provides good value for money.

What the school does well

- Pupils make good progress and achieve well. Pupils with special educational needs and with English as additional language make good progress. Pupils respond well to good opportunities for personal development and their behaviour is good.
- The school is excellently led and managed. The hardworking staff are committed to continuous improvement. Training all staff to do things better is a strength of the school.
- Assessment and monitoring of pupils' work are very effective. It ensures all pupils make good progress and it is especially important in making sure the pupils who join the school during the year catch up and do as well as pupils who come from the infant school.
- The school provides a rich and varied curriculum experience for all pupils, including very good extra curricular opportunities. Assemblies are exemplary and are a strength of the school.
- The needs of higher attaining pupils in year 6 are met well.
- Has established a very good relationship with parents. There are strong links between home and school and parents are very supportive.

What could be improved

- Teaching could be improved further. Some lessons are slow and lacklustre and in some parts of the curriculum teacher's knowledge of the subject could be improved.
- Standards could be raised further. Standards in science do not yet match the standards in English and mathematics, and the school does not consistently do better than similar schools. Higher attaining pupils in the younger classes do not always have opportunities to work at higher levels.
- Some health and safety issues have not been thoroughly addressed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the inspection of November 1996 a number of aspects were identified as needing improvement. The school has tackled them comprehensively. Assessment, is now a strength of the school. Information and communication technology is now satisfactory and the successful bid for a computer suite puts the school in a strong position to improve further. The work of subject coordinators is better developed. The quality of teaching has improved overall but more improvements need to be made in this area. There has been some success in meeting the needs of more able pupils but this is not yet consistent. The school has made good progress since its last inspection.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	2000	
English	D	B	D	C	well above A average above B average
Mathematics	D	B	C	B	average C below average D well below average E
Science	E	C	E	D	

The school's results over the last three years have fluctuated, but results over the past four years are broadly in line with the national trend. Results in science are weaker than those in English and mathematics, which is a reflection of the national focus on literacy and numeracy. The school has increased the numbers of pupils reaching Level 5 and above in all three subjects. Standards in English and mathematics are sound. In comparison to other schools like Deansbrook, standards in mathematics are good and a strength of the school. In science, standards are not yet high enough. Overall pupils make good progress to achieve the standards they reach by the time they are 11. The school's targets for 2000 are; English 72 per cent, mathematics 75 per cent, and science 72 per cent and show that the school considers higher standards are achievable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. Most pupils are eager to learn and put lots of effort into all they do. Some pupils are not so positive and teachers work hard to encourage them and make sure they get the best out of school.
Behaviour, in and out of classrooms	The majority of pupils behave well in lessons, in the playground, and in the dinning room. They are very well behaved in assemblies.
Personal development and relationships	This is a strength of the school. There are very good relationships between pupils and between adults and pupils.
Attendance	Attendance is below national averages. The transience of the school population contributes to this.

The very good relationships and the care taken over pupils' personal development help some very challenging pupils to take a full part in the life of the school and enables pupils who join the school during the course of the year to fit in well in their new classes.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 70	n/a	n/a	satisfactory

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

Teaching is satisfactory overall. Over half of the lessons, (52 per cent) observed during the inspection were good or better, 38 per cent were satisfactory and 10 per cent of lessons were unsatisfactory. There was some excellent teaching. Planning and assessment are used well to make sure that work is right for the majority of pupils. In some lessons the needs of higher attaining pupils are not appropriately planned for. Teaching assistants make an excellent contribution to teaching and to learning. In unsatisfactory lessons teachers do not make lessons come alive. This leads to pupils working as required but with little enthusiasm. The pace of some lessons is too slow. Pupils work hard, concentrate and try to do their best. They work well together in groups. Where learning is unsatisfactory pupils are restless and do not concentrate well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All subjects of the national curriculum are taught and there is a very good range of extra curricular activities. The school successfully gives all pupils equal access to the curriculum.
Provision for pupils with special educational needs	Good. Teachers plan well to meet the needs of these pupils and the support they have helps them to make good progress.
Provision for pupils with English as an additional language	Pupils make good progress. Teachers have successful methods to help pupils understand and join in with lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is an important and a successful part of the work of the school. There are good opportunities for pupils to think about important issues. They learn to understand and value the many cultures they come into contact with. Assemblies make an excellent contribution to this.
How well the school cares for its pupils	The school looks after the personal and academic development of pupils their very well. There are good procedures to identify and support pupils. Some aspects of the condition and safety of the buildings are not so well considered.

The curriculum offered to pupils is very good. There is a strong emphasis on English and mathematics but other subjects are not neglected. Educational visits and visiting speakers and teachers all add to pupils' understanding and experience.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is excellent leadership by the headteacher and senior managers. They have been effective in keeping up the good standards of the school and improving weaker areas since the last inspection.
How well the governors fulfill their responsibilities	Governors' involvement in the school is good. They play an active part in planning the development of the school plan and monitor how the school's budget is used to support the development of the school.
The school's evaluation of its performance	This is a strength of the school. All aspects of the school's performance are monitored in a number of ways, and the headteacher consults widely. Findings are then used to make effective improvements.
The strategic use of resources	Financial decisions are well planned. Spending is related to the priorities of the school. Resources used to train all staff have a direct impact on the standards children achieve because the training improves the work of staff.

The headteacher, deputy headteacher and the senior leadership and management team share a clear view of the strengths and weaknesses of the school and what further development is needed. Very good self-review strategies lead to effective improvements. There is a clear commitment to high standards and equal opportunities. Very secure financial administration allows the school to run smoothly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children like school and make good progress • the school expects children to work hard • behaviour in the school is good • teaching is good • the school works well with parents • the school is led and managed well • children are helped to become mature 	<ul style="list-style-type: none"> • the amount of work children do at home • information they have about how their children are getting on. • the range of interesting activities provided by the school

Some parents feel that pupils have insufficient homework. Inspection findings are that, homework is appropriate and used well. The range of extra-curricular activities is good, pupils are well informed about them and sessions well attended. Information available to parents has improved since the last inspection, but parents do not get a copy of their child's annual report to keep.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the last inspection the school has maintained standards overall, and improved them in a number of ways. In information technology, where standards previously were poor, standards are now satisfactory and the previously sound standards in history are now good. The number of higher attaining pupils achieving Level 5 in Standards Assessment Tests (SATs) in English, mathematics and science has also increased. Test results at Deansbrook over the last four years have kept pace with rate of improvement nationally.

2. The majority of pupils join Deansbrook Junior School from the adjoining Deansbrook Infants School. When they enter the school aged seven their attainment is in line with what is expected of seven year olds nationally in English, mathematics and science. Some higher attaining pupils are working at Level 3 of the National Curriculum, and the majority working at Level 2. During the year the school admits a number of pupils of all ages new to the area, many of whom have English as an additional language and some of whom have special educational needs and are not achieving standards in line with national expectations. In the current Year 6, one third of pupils did not attend Deansbrook Infant School. Although results in national tests show Deansbrook pupils achieving standards at below the national test averages, they achieve well when the good progress from their baseline on entry is considered.

3. In English, the 1999 Standard Assessment Tests (SATs) show that the percentage of pupils who reached Level 4 and above, the expected level for 11 year olds, was below the national average by 6 per cent. The percentage of pupils who reached Level 5 was close to the national average. The school's results are broadly in line with other schools like Deansbrook (these are schools with the same percentage of pupils entitled to free school meals). The findings of the inspection are that pupils' attainment in English throughout the school is in line with standards expected nationally.

4. In mathematics, the 1999 SATs show that the percentage of pupils who reached Level 4 and above was close to the national average. The percentage of pupils who reached Level 5 was close to the national average as well. Two pupils achieved a most creditable Level 6, which is a rare achievement nationally. The school's results are well above those of other schools like Deansbrook. The findings of the inspection are that pupils' attainment in mathematics throughout the school is in line with standards expected nationally.

5. In 1999 SATs, the percentage of pupils who reached Level 4 and above in science was well below the national average. The percentage of pupils who reached Level 5 was also below the national average. The school's results were below those of schools like Deansbrook. The findings of the inspection are that pupils' attainment in science throughout the school is generally in line with standards expected nationally, although there is little evidence of higher attaining pupils in the younger classes achieving better than average.

Standards in other subjects.

6. Standards are good in history and are also good overall in religious education, although in religious education there is some variation between classes. Standards in all other subjects are sound.
7. Pupils at Deansbrook make good progress from the time they enter the school. There are a higher number of pupils with special educational needs than the national average. Carefully planning for their needs and well-delivered teaching and support means these pupils make good progress, often attaining standards close to, or in line with, national expectations. There are also higher numbers of pupils with English as an additional language than in most schools. Teaching techniques and sound support mean that these pupils attain standards in line with and often above national expectations. Their progress is good and sometimes very good. Higher attaining pupils make sound progress, although this varies between year groups and between subjects. In Year 6 higher attaining pupils make good progress in English, mathematics and science.
8. Pupils' attitudes to the school are good. They show great interest in the activities which the school provides and participate keenly in them. In classes, pupils' attitudes vary. Some pupils are very eager to learn, work hard and put lots of effort into all they do. However, there is a number of pupils for whom this is not the case, and teachers work very hard to help them to concentrate and participate in lessons.
9. The majority of pupils behave, although there are a few who have very challenging behaviour. In assemblies, behaviour is very good. Pupils listen very carefully to whoever is leading, are respectful during times of reflection and enjoy what has been prepared for them. In the playground, pupils are very well behaved and play sensibly with the equipment provided. Pupils are responsible as they move around the school, and usually respectful of property. Pupils are friendly to visitors and keen to talk about school and their work. Pupils are polite and courteous.
10. There have been two fixed term exclusions in the past twelve months and these were appropriately used.
11. Relationships between pupils and between pupils and adults are very good. In the majority of classes, pupils work well together in groups and pairs. Good co-operation is regularly seen in science and music lessons and this contributes to pupils' learning. For example, in a Year 6 science lesson, pupils bounced ideas off each other about ways of testing the solubility of different sugars in water. Outside of classes, relationships between pupils are very good.
12. There is very little bullying and pupils express confidence in staff to sort out incidents when they occur. No sexism or racism was observed during the inspection. Pupils respect others' differences, feelings, values and beliefs. This is very effectively reinforced through assemblies. For example, pupils in Year 6 led the rest of the school in an assembly on loneliness and showed a high level of understanding and empathy for those with disabilities. Pupils regularly reflect on their behaviour and attitudes to others in Circle Times, in assemblies, through classroom 'Think Books' and in individual discussions with staff.
13. Pupils have many responsibilities about the school which they take very seriously. 'Squaddies' organise equipment in the playground and monitors check pupils' movements in corridors. Pupils are proud of the part they play in the school and their participation in decision-making helps them to become more mature. The Children's Council decides on

playground rules and ideas for fundraising activities as well as discussing homework and improving the choice of food available at lunchtimes. Pupils participate in after-school activities, residential journeys, educational visits and with the work of visitors, such as the Globe Theatre. They show initiative in their learning, and some pupils carry out research without being asked, using computers at home. Pupils are involved in setting targets for their learning in their annual reports, although these are general rather than specific.

14. Pupils' attendance is unsatisfactory when compared with the national average and unauthorised absences are higher than average. This situation has deteriorated since the last inspection and reflects the changing population of the school. The majority of pupils still have good attendance. The majority of pupils arrive at school punctually, but in two classes there is a significant number of pupils who regularly arrive late.

15. The school uses assessment data from teachers, SATs and standardised tests effectively as a basis for setting targets in individual education plans and in statements. Pupils with special educational needs do well against these targets and make good progress, especially when receiving extra support.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is satisfactory overall and half of lessons observed were good or better. One in 10 lessons was unsatisfactory. This is an improvement on the last inspection when around one fifth of teaching was unsatisfactory or poor.

17. One of the major strengths of teaching is the way in which lessons are planned which ensures pupils make secure progress. There is clear structure to lessons. At the start of the majority of lessons teachers explain clearly to the pupils what they are going to learn. In mathematics and science there is a brisk introductory activity designed to get pupils attention and start them thinking. Better lessons maintain a brisk pace so that pupils concentrate well and work hard. Teachers plan groups of lessons well so that pupils build on what they have already learned and extend their learning systematically.

18. Teachers assess pupils' work and progress during the course of lessons and help them improve their work or explain things further when necessary.

19. Teachers' own knowledge of the subjects they teach is reflected in the clear ways they explain things to pupils to help them understand what they are being taught. In Year 6 the teacher's explanation, combined with pupils' contributions, makes sure that pupils understand and can use paragraphs in their writing. In Year 3, the teacher uses a model to show how shadows change during the day. Teachers ask good questions that allow them to check how well pupils have understood and also questions that challenge pupils to think more deeply. In gymnastics and design and technology not all teachers have good subject knowledge and pupils do not make as much progress as they should because they are set inappropriate tasks or given mundane activities such as colouring in.

20. Teaching assistants make an excellent contribution to learning. Their work is managed well by class teachers, who plan what teaching assistants are going to do. Teaching assistants are well trained and they have good relationships with pupils. They know how to work effectively. This means that the support for pupils with English as an additional language and pupils with special educational needs is good and pupils make good progress in their learning.

21. Literacy and numeracy are well taught and pupils learn basic skills well. The emphasis on using subject vocabulary correctly and on speaking skills is a significant

strength in teaching. This is important for all pupils. For the considerable number of pupils entering the school during the course of the year, often with less well-developed skills, this way of working helps them understand, take part in lessons and learn well even though their writing and recording skills are not as advanced as other pupils' are.

22. Pupils' understanding is deepened by teachers' choice of teaching methods. Group and partner work gives pupils opportunities to develop arguments and explain their thinking to others. In very good and excellent lessons there is a dynamic approach that holds pupils' attention and makes them enthusiastic to learn. Drama and role-play give pupils the chance to use their imagination to make learning real. This happens when, for example, they become Victorians arguing for and against railways, or Tudors learning courtly dances.

23. The majority of teachers establish their authority in a pleasant and sensitive way and have high expectations of pupils' behaviour. They know their pupils well and have many successful ways of making sure behaviour is good. Good use is made of praise, sometimes related to the work pupils are doing and sometimes praising pupils for their good attitudes to learning. This helps pupils meet the challenge of the work prepared for them and helps them concentrate well.

24. Homework is used well. Pupils prepare for the next part of a group of lessons when they collect materials they think will make good insulators; practise what they have learned in class when they record their pulse rates; or extend what they have learned when they make further detailed observations for science.

25. Unsatisfactory teaching occurs when teachers do not hold pupils' interest well. When there was no plan to use interesting resources or the teacher put the learning material across in a dull fashion, the lesson went slowly and pupils did not learn what the teacher had planned for them. Other unsatisfactory teaching was related to teachers' lack of subject knowledge. Sometimes teachers missed opportunities to develop pupils' knowledge and skills. On other occasions pupils were set simple mundane tasks which did not challenge them at all and they learned nothing new. In a physical education lesson the activities planned were unsuitable for the size of the hall. In some lessons, although pupils' learning is satisfactory, the pace is too slow and more able pupils do not have the opportunity to learn at a faster rate. Sometimes the teacher's concern that all pupils understand explanations means that the opening sections of lessons are too long and the pupils who understood quickly and are eager to start the activity section of the lesson become restless and do not listen well.

26. The quality of teaching for pupils with special educational needs and the quality of their learning are good overall. Teachers take full account of the clear targets set in their Individual Educational Plans and work is set at a suitable level. Support teachers and assistants offer skilled support both within lessons and at times when pupils are withdrawn from lessons. The pupils are keen to participate and most settle diligently to their work.

27. Pupils with English as an additional language make good progress in lessons because teachers use good methods, often based on speaking, to help them understand the subject and use their developing English skills. However, support teaching is sometimes unsatisfactory because materials the teacher prepares are too hard.

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

28. The school provides a very good and well-balanced curriculum for its pupils. As well as effectively teaching literacy and numeracy it has succeeded in continuing to provide a good all round education and no subject areas have suffered as a result of the recent focus on the core subjects. Some subjects, for example music and history, are taught enthusiastically and pupils receive very worthwhile experiences in these and other subjects. Pupils of all abilities are catered for very well, in the main, although higher attaining pupils and those with English as an additional language are not always clearly identified in the planning of the curriculum and the school has no policies to ensure that they always receive appropriate work. In music and physical education higher attaining pupils have many excellent opportunities to develop their expertise through individual tuition and school clubs. Some older, higher attaining pupils have the chance to join master classes organised by the local secondary school in a variety of subjects including science, design and technology, geography and music. These are good opportunities for higher attaining pupils who benefit greatly from them. Links with local schools are excellent, particularly with the feeder infant school and the secondary school nearby. Pupils write books for the infants and the Year 2 pupils are invited to the school prior to their admittance. The two headteachers work closely together. The local secondary school also provides the services of their information technology manager who visits regularly to work with pupils throughout the school.

29. The school fully meets statutory requirements for teaching all subjects of the National Curriculum, including religious education, health, sex and drugs education. The national literacy and numeracy strategies are taught effectively each day. An excellent range of extra-curricular activities provided mainly by teachers but also by parents and governors gives pupils superb opportunities to develop and hone skills in a wide variety of clubs and activities. These include football, netball, athletics, badminton, dance, singing, music workshops, computers, German, needlecraft and environmental studies. These clubs are much appreciated by pupils and parents. They are a strong indication of the dedication of teachers and others who willingly give time to provide these additional activities. A very good range of educational visits and interesting visitors to the school further enhances the curriculum. Visiting speakers representing the major world religions of Judaism, Christianity and Hinduism often take assemblies. Every year the school organises two residential school journeys for the pupils in Year 6. They include good quality educational and adventurous activities, giving pupils opportunities to develop socially and learn to live harmoniously away from home.

30. There is good provision for the spiritual development of pupils. This happens mainly through very high quality assemblies where pupils reflect on the meaning of life and their inner feelings. Assemblies can be very moving experiences for pupils, teachers and visiting parents. During the inspection a Year 6 class assembly on the theme of loneliness cleverly combined music, song, dance and drama to make the whole experience one of the very highest quality. No one left the assembly unmoved by the pupils' sensitive presentation.

31. The school actively promotes strong moral values. Adults provide very good role models in their dealings with each other and with pupils. Circle time is used most effectively to discuss moral dilemmas and the school's behaviour management strategies are very good and work very well. Pupils are made to reflect on the causes and consequences of their poor behaviour and all understand when their actions are wrong and hurtful to others. Pupils understand and accept school and class rules.

32. The provision for social education is very good. The staff help pupils take on responsibilities in and around the school and the school council involves pupils from all years in making suggestions and implementing ideas of its own. Pupils were involved in

planning the new school building and are at present working on designs for the new entrance hall with a local artist. As pupils get older they take on more responsibilities as team captains and monitors, assisting during breaks in supervising younger pupils. They take on a whole host of jobs including helping at the infant school's sports day.

33. Cultural education is good and there are many interesting and informative displays showing other faiths and cultures such as Chinese New Year, Islam and Christianity. In geography lessons pupils learn about other cultures and compare them with their own and in music pupils learn songs from around the world. The school values the cultures and traditions of its pupils and the wider community in assemblies, displays and in class lessons.

34. The curriculum is well organised for pupils with special educational needs. Arrangements for using Individual Education Plans are effective in ensuring needs are met whilst still enabling pupils to have access to the whole curriculum. Provision in statements is fully met.

EQUAL OPPORTUNITIES

35. The provision of equality of opportunity is a strength of the school and has improved since the last inspection. Extensive in-service training has led to a clear policy which effectively guides staff in what they do. The policy is a good framework to guide governors, teachers, pupils, parents and the community in fulfilling the aims of the school and combating discrimination. Everyone involved with the school is committed to its implementation. Weekly circle time enables pupils to think about sensitive issues and promotes good relationships which support equality of opportunity.

36. The school shows its commitment to equality of opportunity in many ways. Books and other resources have been improved. Texts for study and resources are chosen to reflect all groups of pupils in a positive way. Pupils work in pairs or groups with a mix of gender, ethnicity and when appropriate, levels of attainment. They work together effectively in the majority of lessons. Pupils of all groups participate fully in classrooms, assemblies and school performances. Care is taken to minimise withdrawal from mainstream class work. Extra-curricular clubs are open to all and promote equality of opportunity.

37. Teachers integrate well the needs of pupils with special educational needs into their planning. No pupils are excluded from the National Curriculum. Some teaching fails to extend higher attaining pupils, but in Year 6 there is better recognition of the need to provide further challenge for them. In a Year 6 history lesson, for example, the teacher provided resources and challenging questioning to extend higher attaining pupils most successfully. Good relationships pervade the school's ethos and influence a style of teaching which promotes pupils' self esteem and fosters their talents. Pupils from all groups work together harmoniously.

38. Around the school, displays challenge stereotyping and reflect the range of languages and cultures represented in the school. Assemblies reflect the principal festivals of the world's main religions and include all pupils. International "Black History" month in October 1999 raised cultural awareness across the school community. The policy of videoing and photographing significant events and achievements acknowledges the wide range of pupils' talents and promotes the self-esteem of pupils as individuals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Staff know pupils well and have very thorough procedures for monitoring and assessing their academic progress and personal development.

40. First aid is administered appropriately and pupils are taken good care of if they feel ill or have an accident. The welfare assistant who attends to the medical needs of pupils is also a trained bereavement counsellor. There is a well-equipped Medical Room to accommodate the needs of pupils with physical disabilities. Detailed records of accidents and of pupils' medical conditions are kept. The school provides extremely well for pupils who are known to need particular attention. The school's arrangements for child protection are very good. The headteacher is the designated teacher, and in her absence the deputy headteacher. Staff are aware of what to do if they have any concerns. The school makes sure that pupils are aware of the dangers of talking to strangers, through assemblies, links with the local police and a recently established programme of class sessions with the police Schools' Involvement Officer.

41. The site manager takes good care of the site and responds quickly to any health and safety concerns identified. The deputy headteacher and site manager carry out regular risk assessments and there is a thorough policy for health and safety but there are areas relating to health and safety which are unsatisfactory. Currently the demountable classrooms are in poor condition and have no safety skirtings surrounding the base. Although they are padlocked, mains switches and fuse boxes on these buildings are within reach of pupils. Late arrivals are not always recorded as such in all registers and registers are kept in classrooms during the afternoons. This has implications for carrying out effective emergency evacuation procedures.

42. Systems to promote good attendance and punctuality are very good and are effective overall. Pupils are constantly encouraged to arrive at school promptly and regularly; excellent and improved attendance and punctuality are regularly rewarded. Unexplained absences are investigated thoroughly.

43. The school promotes good behaviour very effectively and has created a calm, working environment in which pupils know they have to work hard and treat each other and adults with respect. The majority of staff apply the school's policy most effectively. Rewards and sanctions are used appropriately. Pupils are involved in developing class and playground rules. Pupils value all the systems the school has for recognising their efforts. They wear badges and receive certificates with great pride. There is evidence of individual pupils making very good progress in their behaviour as a result of the strategies which the school is using. In some classes, where the behaviour management programme is not applied consistently, pupils' behaviour deteriorates. The range of play equipment provided at lunchtimes contributes to the pleasant, friendly atmosphere in the playground.

44. The school has good systems for assessing what pupils can do and good use is made of these assessments to check on how much progress pupils are making in their learning. There is an effective monitoring policy, checking by gender, ethnicity, special educational need and bilingualism that pupils make all possible academic, personal and social progress. The senior managers examined how well pupils with English as an additional language did in the 1999 national tests and identified weaknesses. As a result the work of support staff has been focused differently to enable this group of pupils to achieve better. There has been considerable progress in this aspect of the school's work since the last inspection.

45. A clear timetable maps out the yearly timetable of assessments and tests. The school uses nationally recognised tests to supplement information from national tests for seven year olds. This acts as a baseline so that teachers can check progress over the

year. There are similar systems in use for each year group. This information is used very well by teachers to make sure that pupils are progressing in their learning throughout the school year. Teachers keep detailed records of pupils' attainment in English, mathematics and science and informal notes on progress or difficulties during lessons. Teachers use their knowledge of pupils' progress in their day-to-day teaching to make sure they are planning the right level of work for pupils. This link between planning work for pupils and assessing what they have learned is one of the key factors in the good progress made by pupils at the school. This is particularly notable in the way that teachers adapt resources and tasks to match individuals' learning needs, including those with special educational needs and English as an additional language. Staff keep good records for pupils with special educational needs and consult parents and support agencies as necessary. Teachers are also aware of personal factors which may affect a pupil's learning and plan ways of working that take account of this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents' and carers' views of the school are very positive overall. There are some parents who are unhappy with the amount of work which their child gets at home, and feel they are not well informed about their child's progress. The inspection findings are that homework and information to parents are both good. Homework is regularly and purposefully set in science, English and mathematics and makes a valuable contribution to pupils' learning.

47. The information provided for parents is good overall, although parents are not currently given their child's annual report to keep, unless they ask for a copy. The majority of reports are very well written, with clear statements about strengths and weaknesses in subjects and targets for future development are identified. There has been an improvement since the last inspection when reports were criticised for not making it clear to parents how much progress their child had made. A few reports are less detailed, and sometimes only refer to how much a child is enjoying a subject. There are termly opportunities provided for parents to discuss progress with their child's teacher.

48. Frequent newsletters to parents give good general information about forthcoming events. The prospectus is very clearly written and illustrated. It gives a very good picture of the school, and includes a useful explanation of the numeracy and literacy strategies. Regular evenings on curriculum topics are held. Senior staff are accessible to parents in the playground at the beginning and end of each school day. Parents find staff approachable.

49. The school's links with parents continue to be very strong. Parents are very supportive of the school – they communicate with teachers in homework diaries, the Friends Association raises funds for the school, and some parents help in classes. One parent runs a lunchtime badminton club which contributes to the wide choice of after-school activities available to pupils. Staff make very good efforts to involve parents in the work of the school. Parents' views are sought regularly and responded to on a range of issues, such as behaviour and the home/school agreement. They are invited to class assemblies, school productions and displays.

50. Parents of pupils with special educational needs are properly involved in identifying their needs. The special educational needs co-ordinator provides a weekly 'drop in' surgery for parents to informally discuss any concerns they may have. Parents of pupils with special educational needs are regularly involved in reviews of their child's progress. Parents are very satisfied with the school's provision for this group of pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides excellent leadership and management of the school and is ably supported by the deputy headteacher and senior leadership and management team.

52. The headteacher has created a clear vision for the school which she successfully shares with staff, both teaching and non-teaching, parents and governors. Staff are well motivated and committed to looking for ways to improve the work they do. The senior management and leadership team are very skilled and their work is highly effective. The results of comprehensive monitoring and evaluation of the school's work leads to well thought out implications of findings and plans for improvement. Plans are carried through effectively and they lead to improvements that have a direct impact on teaching and learning and the standards achieved by pupils especially in English and mathematics. This high quality leadership and management means that the school has successfully kept up good standards during a time of considerable changes in the pupil population. This has been no mean achievement.

53. The headteacher and the senior leadership and management team lead by example through their commitment and through practical demonstrations of excellent skills in teaching, planning and managing the behaviour of pupils.

54. High standards are promoted through the effective systems of delegated responsibility. The quality of the delegated work is well supported and monitored. Staff are helped to do their work through clear job descriptions, training and through good budget planning. Carefully targeted budget planning means that there are sufficient resources to allow staff time away from classroom duties to carry out their other responsibilities. This particularly enables the core subject co-ordinators, the special educational needs co-ordinator and the assessment co-ordinator to work on improving the skills of other staff in these areas. Monitoring and review ensure that work planned is completed on time and the quality of the work is honestly evaluated.

55. Regular reviews of all areas of the school mean that the headteacher and senior leadership and management team have a clear understanding of where the school's strengths and weaknesses lie. There is a firm foundation for thinking ahead and planning what needs to be done next. The development planning day enables staff and governors to share the findings of reviews, understand the challenges facing the school and share in planning action that will improve the school further. The quality of the school development plan is good. It is clearly based on where the school needs to improve and it is carried through very effectively and efficiently. The relationship between carrying out improvements and the impact they have on the standards pupils achieve is not sufficiently developed in the current plan.

56. High standards of teaching are promoted by direct example through demonstration lessons. Core subject co-ordinators are well qualified and have a clear view of standards in their subjects and how to raise them. The majority of teachers have high expectations of pupils which are reflected in the standards achieved by pupils, many of whom have special educational needs or are not fully fluent in English and manage to work at levels in line with national expectations. Very good use is made of staff appraisal and of professional development interviews to improve the work of staff. This is effective for the majority of teachers because it is closely linked to staff training needs. Where weaker teaching is identified teachers are supported to improve the quality of their work. Whilst there is

evidence of the success of this approach it is not consistently effective, and there are weaknesses in teaching which have not been effectively resolved. The facilities of the local education authority are also used to address issues of weaker teaching.

57. The aim of the school to give everyone the opportunity to succeed is well met. Good relationships permeate the work of the school and equal opportunities are well considered. Opportunities for higher attaining pupils have improved since the last inspection but there are inconsistencies across the school in the levels of challenge planned for these pupils.

58. Since the previous inspection the role of the governors has been further developed. They make a good contribution to the effectiveness of the school. Statutory obligations continue to be met. As a result of 'degrouping' and the establishment of a new governing body in January 2000 there are a number of governors new to the school. The previous chair of governors and chair of finance committee remain. There is good information and communication technology and financial expertise within the governing body, as well as high levels of commitment to the school. Governors trust the headteacher and, through personal experience, see the improvements in the school. Performance targets for the headteacher have been set related to the successful management of the school development plan. Because of their involvement in setting up the plan governors will be in an informed position to evaluate the headteacher's success in meeting the targets. Governors are beginning to apply the principles of best value to financial decisions and are currently researching alternatives to services provided through the LEA. There has been consideration of the value provided by the LEA advisory service. Currently the school makes very full use of the services it buys.

59. The school development day means governors are clear about the strengths and weaknesses of the school and are better able to oversee the planning of the budget and the relationship between the needs of the school and its pupils and targeting financial resources to meet those needs. They also understand the timescale of the plan. This planning day gives staff and governors the opportunity to work together and for governors to work with co-ordinators of subjects on planning subject development. The appointment of a standards governor is intended to give the governors more understanding of target setting. The curriculum committee is well established, but its newer members are at the beginning of understanding this area of the school's work. Strategies put in place for the previous governing body to become more involved with work of the school will continue to be used to induct new governors into their responsibilities.

60. The school makes effective use of data to evaluate its performance and appropriately challenging targets in literacy and numeracy have been set. These are based on comprehensive information related to individual pupils' current attainment and information from Deansbrook Infants' School. Teachers are clear about the standards pupils need to reach at the end of the year.

61. The school makes good use of its financial resources. There are clear links between the allocation of funds and areas for improvement in the school development plan. The priorities of the school are carefully decided upon and appropriately funded. The above average amounts spent on training reflect the high priority placed on improving quality through staff training. The good training given to staff is based on the needs of individuals and the needs of the school as a whole and is of direct benefit to pupils. Very well trained non-teaching staff give very good and sometimes excellent support to individual pupils, and work well with teachers in classrooms. Funds for pupils with English as an additional language and for pupils with special educational needs are used to good

effect and these pupils make good progress. The school is clearly committed to pupils with special educational needs and provides a high level of effective support. The headteacher has begun to plan for the new financial year when further delegation of funding will enable the school to target resources more precisely for support in learning English.

62. The general administration of the school is very efficient and unobtrusive. Financial administration is of a very high quality. This is recognised in the recent auditor's report. The recommendations of the report have been prioritised and acted on accordingly. New technology is used well to provide appropriate levels of financial information to the headteacher and to governors. This enables them to monitor expenditure efficiently..

63. All teaching staff are appropriately qualified and benefit from recent training. Core co-ordinators are well qualified in the subjects they lead. The special educational needs co-ordinator demonstrates her expertise through the high quality of her work. Support staff working with pupils with special educational needs are appropriately trained as are staff working with pupils who have English as an additional language.

64. The school's commitment to team work is evident in the way in which teachers and non-teaching staff take responsibility for their work and understand their roles in giving pupils a good education in the widest sense.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order for the school to improve further, the headteacher, staff and governors should build on the good practice already in the school to:

(1) Improve the quality of teaching by:

- reducing the proportion of weaker teaching through rigorous monitoring and setting targets for improvement;
- improving teachers' knowledge in some subjects;
- identifying which elements of teaching have most impact on standards and spreading the excellent teaching observed during the inspection throughout the school by demonstration and partner teaching; (paragraphs 19, 22, 25)

(2) Raise attainment further by:

- applying the successful methods that led to improvements in English and mathematics to the development of science;
- drawing up and implementing a whole-school approach to meeting the needs of higher attaining pupils;
- building on existing target setting by including more specific targets for individuals and sharing them with parents to give them a clearer picture of what their children need to do next to improve; (paragraphs 92, 93)

(3) Improve premises safety in the short term through:

- comprehensive risk assessment and necessary action prior to the re-building programme. (paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	12%	36%	38%	10%		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		303
Number of full-time pupils eligible for free school meals		93

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		110

English as an additional language

	No of pupils
Number of pupils with English as an additional language	131

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	43	34	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	29	27
	Girls	25	25	25
	Total	49	54	52
Percentage of pupils at NC level 4 or above	School	64	70	68
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	27
	Girls	26	26	26
	Total	51	53	53
Percentage of pupils at NC level 4 or above	School	66	69	69
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	22
Black – other	4
Indian	56
Pakistani	6
Bangladeshi	6
Chinese	26
White	152
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15.3
Number of pupils per qualified teacher	19.8
Average class size	27.5

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	110

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	645707
Total expenditure	627627
Expenditure per pupil	1999
Balance brought forward from previous year	22139
Balance carried forward to next year	40219

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	303
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	1	0	2
My child is making good progress in school.	48	48	0	0	3
Behaviour in the school is good.	35	58	1	0	5
My child gets the right amount of work to do at home.	33	46	16	3	1
The teaching is good.	49	46	1	0	3
I am kept well informed about how my child is getting on.	39	49	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	35	5	0	2
The school expects my child to work hard and achieve his or her best.	53	45	0	0	2
The school works closely with parents.	39	56	3	0	2
The school is well led and managed.	53	44	1	0	2
The school is helping my child become mature and responsible.	34	57	2	0	6
The school provides an interesting range of activities outside lessons.	45	37	9	1	9

Summary of parents' and carers' responses

Parents and carers' views of the school are very positive overall. There are some parents who are unhappy with the amount of work which their child gets at home, some feel they are not well informed about their child's progress, and although the majority of parents were satisfied with the school's arrangements for pupils with special educational needs this was not unanimous. The inspection findings are that homework arrangements and information to parents are both good. However, there are improvements that could be made to the specific information parents receive about their child's progress. Special educational needs are well managed, and arrangements for involving parents both informally, and for formal reviews are thorough.

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

ENGLISH

66. Analysis of national end of Key Stage 2 tests for 1999 shows that standards in English at Level 4 and above were below the national average and that they were close to the national average at Level 5 and above. When the average of the school's test data is compared to schools like Deansbrook it shows that standards in English are average at Level 4 and above and that an above average number of pupils attained Level 5 and above. The assessments made by teachers were very similar to the test results.

67. When the average of the school's end of Key Stage 2 test results for 1999 are compared with those of the previous three years, they show that standards fell in 1999. This reflects the unusually high proportion of pupils with special educational needs and those who do not have English as a first language.

68. The findings of this inspection are that standards at the end of Key Stage 2 are at the level expected nationally. This judgement reflects the findings of the previous inspection and is an improvement on the school's 1999 end of key stage tests. This improvement reflects the close analysis of data and the clear action taken by the school to target extra support for the present Year 6, which is very similar to the 1999 Year 6. No significant differences were observed between the attainment of boys and girls.

69. By the time they are 11, pupils' speaking and listening skills are good. Although many pupils do not have English as a first language, they express and communicate their ideas confidently, clearly and concisely. They draw from a widening range of vocabulary, share their ideas thoughtfully and make relevant contributions to lessons and discussions. Pupils have many opportunities to explore ideas across a range of subjects and can change their style of presentation to suit different occasions. These skills were evident in a Year 5 history lesson on the development of the railway in Victorian times, when after preparing an argument to take to a public meeting, the pupils, in role, put forward their views with sophisticated vocabulary and passion. Progress is good and by the end of the key stage many pupils have an extensive vocabulary which they use with maturity and understanding. Most listen carefully to the teachers' instructions, respond readily when questioned and are confident to express a point of view.

70. By the time they are 11, pupils reach satisfactory standards in reading. They are interested in books, read with expression, fluency and accuracy and evaluate the books that they read with growing confidence. Higher attaining pupils reach a good standard of reading by 11. They read from a range of books that include autobiographies of such people as Kevin Keegan, Kathy Staff and Anne Frank. They discuss their preferences and support their viewpoint when discussing preferences of author, genre and character. They use a contents page skilfully and can skim text to see if the book is relevant to their needs. Average and lower attaining pupils respond well to various forms of reading, make predictions and have a satisfactory understanding of characters, events and ideas. The regular use of the library results in all pupils having a clear working understanding of how to locate information from a variety of sources.

71. By the time they are 11 pupils' standards in writing are satisfactory. Most pupils write effectively for a wide range of purposes and readers and their writing reflects a variety of styles and moods. They write newspaper articles, book reviews, argument, instructions, letters, poetry and play scripts. Higher attaining pupils develop the skills of

autobiographical and biographical writing in role by adopting distinctive voices when they prepare a CV and compose a biographical account based on their own research. They create imaginative, alternative fairy tales, such as 'Silverlocks and the Five Panda Bears' where they include speech marks, use paragraphs appropriately and spell longer words accurately. Pupils with special educational needs make good progress and do well. Pupils improve their work through practice. They plan, edit and refine their writing to improve the quality of their work and make use of information technology to further develop their skills. Spelling and punctuation are generally accurate by the time pupils are in Year 6. The majority of pupils have joined, fluent and legible handwriting, but standards of presentation are variable and good style is not always maintained. Pupils with English as an additional language are well integrated in class and make good gains in learning English. They have good access to the other subjects of the curriculum and their language skills do not stop them from learning. Pupils with special educational needs achieve good standards, relative to their previous attainment, when they are withdrawn for specialist teaching and when receiving additional well-focused support in class. The development of literacy skills across the curriculum is good. The wide range of opportunities provided to broaden the range of pupils' speaking, reading and writing experiences helps to raise standards across the curriculum.

72. The quality of teaching and the quality of learning in English are good overall. A significant feature of the subject is the shared commitment of staff and pupils to learning English and the creation of a good atmosphere for learning. Most teachers are secure and confident in their knowledge of what is appropriate for pupils and in their understanding of the Literacy Strategy and they use their knowledge and skills effectively to help pupils make good progress in most lessons. Teachers work very closely together in year groups and plan well. Learning objectives are clear and shared with pupils so that pupils understand what is expected of them. Teachers have high expectations of the pupils' response and use skilful questions to challenge pupils and really encourage them to think. This was well illustrated in Year 6 lessons, which focused on the narrative structure of writing when pupils were asked to discuss the structure of paragraphs and linkage between chapters. In lessons like this a good climate for learning is established and pupils show they know what is required when they use correct technical language in their replies, such as, "a paragraph breaks up the text". Particularly good use is made of classroom assistants to monitor pupils' responses at the start of lessons to give the teacher additional information on individual pupils. Further good work is done by classroom assistants when they support both individuals and groups of pupils. The school makes good use of the Additional Literacy Support programme to support pupils with special educational needs and to enable them to make good progress in both their reading and writing skills. Most pupils respond well to the many imaginative approaches teachers use to teach literacy. In general they have positive attitudes towards the subject and can work well both independently and in pairs. Most pupils are well-motivated learners and apply what they have learned to new work.

73. Where teaching was unsatisfactory, teachers had insecure subject knowledge and missed opportunities to develop and extend the pupils' learning. Although questions were asked they were not sufficiently challenging and a few less well-motivated pupils did not achieve well.

74. Most teachers keep careful records of pupils' achievements and these are used to provide useful information for future planning and to enable teachers and pupils to select achievable targets. However, marking of pupils' work is inconsistent and although most comments are positive, they do not always provide pupils with informative feedback about their work or their next learning goal. Homework, such as spellings and reading, is used

appropriately to reinforce and extend the work covered in lessons and pupils are encouraged to use books from the local library for research purposes.

75. The curriculum in English is very broad and well balanced. There is a useful policy that helps teachers plan their work well. The format of the National Literacy Strategy is well-established and teachers show confidence in managing the different components, whilst at the same time they are becoming more flexible in their approach to meet the wide-ranging needs of the pupils in the school. Very useful assessment and recording procedures have been established and are used consistently to focus sharply on developing pupils' rate of progress in reading, writing, speaking and listening. This is a significant improvement since the last inspection where it was noted that assessment was not used to help teachers plan what they were going to do next. Teachers meet regularly to assess pupils' written work and agree on the National Curriculum levels achieved.

76. The subject is well managed by a co-ordinator who has a good understanding of her role and a good oversight of how English is being taught throughout the school. Both the headteacher and co-ordinator have monitored the quality of literacy lessons and provided clear focused feedback to teachers on how they can improve their teaching. Most teachers have improved what they do as a result of this. Resources for the subject are good overall. The library is attractive and offers a wide range of reading material for all pupils, including some books written in two languages. The library is used well to teach research skills and to widen pupils' knowledge of authors and genre of books. However, in classrooms there are sometimes insufficient books and those available are well worn. The school gives good attention to drama and during the week of the inspection, the pupils' experiences were enhanced considerably by a workshop led by a visiting teacher from the Globe Theatre.

English as an additional language

77. Between 1996 and 1999, the percentage of pupils with English as an additional language has risen from 28 to 44 per cent. There are 33 languages represented at the school. About a quarter of pupils with English as an additional language are at the early stages of learning English, others are close to being fully fluent in English. All bilingual pupils make good progress and those who are almost fully fluent are well represented in the higher SATs results.

78. There is a sound system to analyse pupils' needs. Some pupils with English as an additional language are identified as having special educational needs and some are recognised as having suffered great trauma in recent conflicts around the world. Staff who co-ordinate special educational needs and English as an additional language work well together and different needs are clearly identified. Class teachers are sensitive to these pupils' needs. New pupils have a "buddy" pupil to help them to integrate into the school.

79. Teachers have a number of good methods to help bilingual pupils learn successfully. They adapt their questioning, activities, support and resources effectively. New vocabulary is explained and re-inforced at the beginning of lessons so that all pupils understand subject specific vocabulary and concepts. Pupils talk briefly in pairs to consolidate understanding and rehearse answers. This is followed by skilled questioning where pupils demonstrate their understanding and which leads pupils to discover correct answers or solutions. This strategy was particularly well used in science lessons. In several lessons observed, pupils with English as an additional language beyond the absolute beginner stage could participate fully in lessons. They spoke confidently and accurately about the subjects studied. Teachers ensure that pupils develop the skills of

speaking and listening, reading and writing. In Year 3 for example, a bilingual pupil made confident spoken contributions, his written work was then guided and used to develop his reading skills. Teachers make use of books that match the age, ability and English language level of these pupils. The work of support staff is well planned and well delivered, and the pupils they work with make very good progress in lessons. Teachers of pupils with English as an additional language from the LEA support team work alongside class teachers. They provide models for teachers in their presentation of new subject material, providing learning activities and resources and questioning. This support makes a sound contribution to pupils' learning, although on occasion resources selected were too difficult for near beginner pupils.

MATHEMATICS

80. Attainment in mathematics is in line with national standards at the end of Key Stage 2. This is an improvement since the last inspection when the percentage of pupils achieving Level 4 and above was below national expectations. In the 1999 national tests 70 per cent of pupils attained Level 4 and above with 22 per cent reaching Level 5 and above. Two pupils achieved a most creditable Level 6, which is a rare achievement nationally. These results were well above those in schools like Deansbrook and in line with the average achieved by all schools nationally. The school has improved its standards in mathematics year by year since 1996. There is very little difference in the attainment of boys and girls. Progress is good throughout the school.

81. At the end of Key Stage 2 pupils have a secure understanding of place value to at least a thousand and add, subtract, multiply and divide such numbers quickly and confidently, with many pupils working accurately to two or more decimal places. Pupils use correct mathematical vocabulary and have a good mental recall of number facts. They carry out investigations independently, for example, to find which two-dimensional nets can be used to construct a three-dimensional shape. Pupils have a sound knowledge of fractions, decimals and percentages, understand the relationships between them and use this knowledge to solve problems in everyday situations. More able pupils use a probability line to show the chance of a particular event occurring. All pupils collect data and use a computer to collate and show their findings in a variety of graphs and charts, choosing the most appropriate form to display the information. They know that a line graph is used to show a continual movement and a pie chart to show proportion.

82. The quality of teaching and learning is good overall. In most lessons the teaching and learning is at least satisfactory with two thirds being good or better. A small proportion of teaching is unsatisfactory when the teacher is not well organised and does not manage pupils' behaviour well enough to keep them on task. The vast majority of teachers plan their lessons most carefully with clear objectives, which are always shared with pupils at the start of each numeracy session. This enables pupils to focus on the main areas of learning and helps them make good progress during each lesson. Teachers structure their lessons appropriately using the guidelines of the national numeracy strategy. Every lesson commences with a brisk mental mathematics session, which involves all the pupils and, in the best lessons seen, gives them opportunities to discuss and evaluate a range of strategies to improve their mental calculations. Pupils respond well to this. They are eager to be involved and they learn new techniques quickly. This was particularly well demonstrated in a Year 3 numeracy lesson where pupils were counting in hundreds and enjoyed trying new strategies to find the next number in the sequence. Teachers who have classroom assistants in their lessons often use them very effectively to record pupils' responses and levels of involvement. This informs the teacher of any pupils not making sufficient progress and they can then target these pupils in future lessons for more help.

When teaching new concepts and skills to pupils, teachers present the work in a lively and interesting manner which makes their pupils want to learn and make good progress. Teachers explain work clearly and ensure, through skilful questioning, that all pupils understand exactly what to do during their individual or group activities. Pupils willingly ask and answer questions and often make useful contributions to class discussions. This was particularly noticeable in a Year 4 lesson where pupils were making three-dimensional shapes from a range of nets and were very excited about their work and keen to explain their thought processes in deciding which nets could successfully make the shape. Numeracy work is well planned in year groups with the needs of all pupils planned for, including more able pupils and those with special educational needs. This joint planning means that teachers share their expertise and ideas and ensures that all pupils receive suitable work well matched to what they already know. Pupils learn the basic skills thoroughly and these skills are built on as they progress through the school through careful planning of appropriate work.

83. The subject is very well managed by the co-ordinator. She has analysed annual test results to identify areas which need further input and areas of strength. The teaching and planning of mathematics has been monitored in a rigorous and helpful manner. Teachers have been well trained and supported during the introduction of the numeracy strategy. The overall targets set for mathematics show the school recognises that pupils can improve further. Targets are set for individual pupils as well as for each year group and these targets reflect the school's aims and its drive towards excellence.

SCIENCE

84. The results of the 1999 tests show that pupils achieved standards in science that were below those in similar schools, and well below those found in all schools nationally. This was a fall back from 1998 when the pupils' attainment was the same as that found in all schools nationally, and better than in schools like Deansbrook. Evidence from the inspection shows that standards currently reached by pupils by the time they are 11 are in line with those expected nationally of 11 year olds.

85. Pupils' learning in science is satisfactory and overall they make sound progress, with some pupils making good progress and in some lessons pupils learn very well. There has been an improvement in pupils' skills of predicting and hypothesising which are now better developed than they were at the time of the last inspection. Pupils develop a good understanding of fair testing and controlling variables and by the time they are 11, pupils apply their knowledge of fair testing well. For example, when they devise tests to examine the factors that affect the rate at which different types of sugar dissolve in water, pupils handle a considerable number of variables skilfully and understand the need for a control sample for comparisons.

86. By the time they are 11, pupils have a broad body of knowledge and understanding in all aspects of science. They understand the importance of a healthy life style, they investigate the properties of different materials to find out which are good insulators and why. They understand the conditions for plant growth and name the parts of a flower. They understand the principles of forces and more able pupils measure in Newtons. They understand how electrical circuits work and know what a parallel circuit is. They make good use of their numeracy and literacy skills. They calculate average pulse rates and use measures of length and capacity accurately as part of investigations. Pupils show their findings through graphs, sometimes using computer programmes to do this. They write accurate accounts of the investigations and the observations they make. For example, in Year 3 pupils describe differences in animal and human bones, and in Year 6

they write good, detailed accounts of how different materials burn and the structure of flames.

87. Science teaching is sound overall, with some good and very good teaching. No unsatisfactory teaching was observed. Pupils' learning is satisfactory overall, with pupils making more progress in good lessons. The way the curriculum is planned over four years means that the different aspects of science are taught systematically and lessons are well planned. This good planning helps pupils build on what they have learned before and make secure progress. At the start of lessons it is made clear to pupils what they are going to learn. This is not always used during lessons to help pupils focus on what they are learning and not all teachers refer to this when they mark pupils' books. There is a strong emphasis on teaching and using scientific vocabulary which helps all pupils understand and use scientific terms properly. This is an important factor in the good progress made by most pupils with English as an additional language.

88. In better lessons questions are used well to challenge pupils' thinking, with teachers asking pupils to explain in further detail, or make their meanings clearer. However, outside of Year 6, there are not enough opportunities for higher attaining pupils to work on more challenging material or at a faster rate than other pupils. Teachers do not always use the three levels of attainment identified in the scheme of work as a basis for challenging higher attaining pupils' to achieve more. Teachers make good opportunities for pupils to work together planning investigations. They successfully make clear to pupils the rules about allowing all group members to join in and listen to each other. This means that group work is effective and pupils share their developing scientific thinking and refine their ideas. This helps pupils become more skilled in using scientific language well. Teachers give clear explanations of scientific processes and use models to explain, for example, how the length of a shadow changes during the day. Pupils learn well from this, and from experiments designed to help them overcome common scientific misconceptions, such as those concerned with insulation.

89. The main weaknesses in teaching are related to the pace of lessons. In some lessons too long is spent on asking questions and the focus moves away from the learning objectives. This leads to the lesson becoming slow and to some pupils becoming restless. In other lessons the timetabled session is too long. Although pupils' learning is satisfactory many do not learn more than they would have done in a shorter session. In these lessons too long is spent on the mat.

90. The strengths in science reported on in the last inspection have been successfully maintained and there has been a number of improvements. Pupils continue to make good use of their English and mathematical skills in science and there is an improvement in the amount of use made of information technology to do this. Written accounts of the investigations and observations they make remain good.

91. The inconsistencies previously reported on between parallel classes and year groups have been dealt with effectively through improvements in year group planning and improvements made to the scheme of work that teachers use for planning. There would appear to be less reliance on copying from textbooks and pupils now have good opportunities to devise their own investigations.

92. The other area of improvement is in assessment. This is not yet fully developed, but pupils' progress is now assessed regularly and teachers regularly compare standards pupils achieve. There has been an improvement in the challenge for higher attaining pupils

in Year 6, but in other years there are still too few opportunities for more able pupils to work at a faster pace or at a higher level.

93. Science continues to be very well managed with the co-ordinator as the driving force behind the considerable improvements made. She monitors the subject systematically and provides good advice and support to colleagues on how their work can be improved. A careful analysis of 1999 test results led to adjustments in what pupils are taught. Quite appropriately, national priorities in numeracy have delayed a planned focus on science but there are good plans for further development of the subject in the next phase of the school development plan to coincide with National Year of Science.

ART

94. From the small number of lessons observed and samples of pupils' work indications are that pupils achieve standards that are average for their ages. They make good progress. They produce a good range of work in a variety of media. Pupils study the work of established artists and use their findings to make pictures based on the styles of Matisse, Tudor miniaturists and Warhol, and sculptures based on a study of the work of Giocametti. They make careful pencil drawings of shells using graded pencils to create depth and the effects of light and shade. There is greater emphasis on two-dimensional work than on three-dimensional work. Some pupils use sketchbooks, but there does not appear to be a clear rationale for their use.

95. The school alternates art and design technology and during the period of the inspection art was not taught in every class. The quality of teaching and learning was good overall in lessons observed. Lessons were carefully planned with clear learning objectives. In Year 6 the wide range of materials for collage gave pupils the chance to experiment with ways of representing light and shade. In the best lesson lively teaching set high expectations and pupils responded to the teaching with enthusiasm and worked hard. Opportunities for pupils to reflect on their work were used well by pupils, who are developing appropriate vocabulary to talk about art and look for ways to improve what they do. Pupils concentrate well on their work and gain satisfaction from it.

96. Pupils' work is displayed attractively and makes a good contribution to the visual environment of the school. Last year's art exhibition was marked by the lively variety of pupils' work in a variety of two-dimensional media. Cultural diversity is recognised in the art curriculum but was not emphasised in work around the school, although work on different religions is carefully illustrated in pencil and felt pen.

97. The subject is managed appropriately. There is a good scheme of work which is now due for review and the co-ordinator has identified needs for staff training to ensure all elements of the policy are applied effectively. There is a good range of resources. A local artist works with the school and is currently working with a group of pupils to design a mural for the entrance to the new building. Standards have been maintained successfully since the last inspection.

DESIGN AND TECHNOLOGY

98. Indications from the small number of lessons observed and examples of pupils' work are that pupils' standards are average for their ages. This is a slight improvement since the previous inspection when standards were judged to be variable. By the age of 11, pupils' skills in translating their designs into the three-dimensional form are sound. Pupils in Year 6 have received sufficient grounding in the basic techniques to enable them

to handle tools and materials with the levels of skills that could be expected for their ages. They produce step-by-step designs with labelled sketches and compile lists of materials and tools required to make their model. However, there is little evidence of measurements in their designs. Pupils use a variety of materials to make satisfactory models of vehicles, complete with axles and wheels. In the majority of lessons pupils evaluate their designs and products and suggest ways in which they could be improved.

99. The quality of teaching and the quality of learning are satisfactory. In the lessons observed, where teaching was satisfactory or good, teachers' expectations meant that pupils were provided suitably challenging work. Pupils are given sound opportunities to both design products and to make them. From the scrutiny of work, it is evident that sound teaching and learning occurs when pupils tackle imaginative projects and are helped to develop appropriate skills. For instance, pupils in Year 5 design and make pop-up Victorian toys with a cam mechanism. They make and evaluate what makes a healthy sandwich and design a lunch box to keep the lunch secure. However, where the teaching is unsatisfactory and progress is slower, there is insufficient challenge in the task and the expectation is that pupils just colour in their design. Younger pupils design and make bridges with straws, paper, sellotape and paper clips to hold a 500g weight. In most lessons, teachers provide the pupils with sufficient support to bring a range of skills and knowledge together to help them make the products as intended. Questions such as 'What skills have you learnt?' encourage pupils to consider their work and enable teachers to assess whether the pupils have an understanding of what they have achieved. Pupils with special educational needs and those who are learning to speak English as an additional language make satisfactory progress in their learning. The evidence from the limited number of lessons observed indicates that most pupils have good attitudes and respond well. This judgement is supported by the examples of work, which are carefully finished and thoughtfully evaluated. In most lessons the subject makes a good contribution to pupils' social development when they work together in pairs and evaluate each other's work as it develops.

100. The profile of design and technology has been raised since the last inspection and a range of practical tasks gives pupils the opportunity to work with a range of materials and components. The school's policy and scheme of work are a good basis for progress. They provides a clear framework for teachers' planning. There are appropriate links with other subject areas, such as history and science, but opportunities are sometimes missed to enable pupils to apply their numeracy skills to their work in design and technology. The co-ordinator has very recently been given the responsibility for this subject and has carried out a simple, yet realistic review. This identifies the need to check that staff understand and use the units in the scheme effectively and to tie design and technology in with information technology. Photographic evidence of work is collected to form a portfolio of examples of work. At the time of the last inspection resources were adequate. There is now a good range of well-organised and accessible resources. .

GEOGRAPHY

101. Pupils achieve standards in geography that are in line with expectations for their ages. In Year 3 pupils build on the geographical skills developed in Key Stage 1. They interpret simple street plans and maps. Older pupils undertake thematic studies and further develop their skills at interpreting maps and using resources such as photographs and information and communication technology to gain and interpret information. By Year 6, pupils interpret geographical data presented in the form of graphs, for instance, and apply this knowledge accurately. They study contrasting places and undertake thematic studies

including weather and changes in the environment. Most pupils are keen to learn geography and express curiosity about the subject.

102. There are many strengths in teaching. Teachers introduce topics clearly and build on earlier work. Teachers engage pupils' attention well and foster enthusiasm and motivation to learn. They ask open-ended questions which require pupils to infer conclusions and to apply knowledge from graphs or maps, such as, "When do you think would be the best time to go to the Alps?" Pupils gain self esteem and confidence through attainment and by the obvious value placed by teachers on their contributions. Teachers' use of humour gives pupils the confidence to ask questions and offer explanations and information. Teachers make good use of support staff for pupils with English as an additional language and pupils with special educational needs and set work which matches individual learning needs. The main weakness seen in one lesson was the lack of resources to allow higher attaining pupils to make the progress of which they are capable.

103. There have been significant developments in the leadership and management of geography teaching since the last inspection. The geography policy provides a good framework for teaching and the scheme of work matches the requirements of the National Curriculum. It emphasises the development of geographical and literacy skills. The co-ordinator plans future developments, in-service training and undertakes some monitoring and evaluation of teaching and pupils' progress. The good standards reported by the previous inspection have been maintained.

HISTORY

104. Pupils achieve standards in history that are above expectations for their ages. They make good progress and their work is witness to how well they develop a sense of history. They develop historical inquiry skills and knowledge. Year 3 pupils explain what an archaeologist does and write about it. Pupils are often motivated enough to undertake research independently out of school. One Year 5 pupil carried out extensive reading about Isaac Newton. Pupils in Year 6 studying Ancient Greece learn about primary and secondary sources. They demonstrate a healthy scepticism of the use of secondary sources such as books. Pupils use encyclopaedias and information and communication technology to develop their historical inquiry skills. Pupils write sound accounts using information from a variety of sources. Not all work in pupils' books is marked up to date.

105. History is often taught with great enthusiasm in an inspirational way. In the four lessons observed teaching was either excellent or very good. Teachers refresh pupils' memories by quickly going over earlier work. They then explain clearly what is to be learnt that lesson. In Year 3 a sound knowledge of child development as well as good historical knowledge rendered it all but impossible for pupils not to have learnt about the Anglo-Saxon colonisation and invasion. The teacher employed drama skills by asking pupils to "interview" invaders, thereby consolidating why the Anglo-Saxons settled in England. In Year 5 role-play was again used to good advantage when pupils worked in groups to develop arguments for and against Brunel's railways. In both cases, speaking and listening skills were used very well and teachers were able to assess pupils' knowledge and understanding.

106. Good progress has been made since the last inspection. The school has successfully maintained history as a prominent part of the curriculum. The subject is well planned, led and managed. Resources have improved.

INFORMATION TECHNOLOGY

107. By the time they are 11, pupils' attainment in information and communications technology is in line with national expectations. At the end of Key Stage 2 pupils confidently use a computer for word processing and change the size, style and colour of the font to suit the text and edit, save and print their work. They use clip art and create their own graphics, merging them with text when appropriate. Pupils know how to create a database, interrogate it and display the information in a variety of suitable and attractive charts, graphs and tables. They input data into a spreadsheet, as seen in Year 6, successfully exploring patterns using multiplication tables. Pupils use sensors linked to computers to monitor their pulse rate and the temperature of a variety of objects such as ice, their hands and a hot water bottle. In science they create computer-generated graphs. Work in other curriculum areas is enhanced by accessing information from a CD-ROM. In geography, pupils researched information about the Lake District, the Alps and the Himalayas. Pupils use control technology to operate a set of traffic lights working out the correct sequence and timings. Computers are also used well to support work in literacy and numeracy, particularly using word processing and data handling skills. Although pupils use the mouse successfully their keyboard skills are underdeveloped. They are familiar with the main function keys but many are very slow at typing in text which limits their output in their allocated time.

108. Only one whole-class lesson was observed during the inspection but from this, looking at teachers' planning, talking to pupils and scrutinising their finished work, the quality of teaching and learning is at least satisfactory and sometimes better. Teachers have a good understanding of the subject and their enthusiasm is passed on to their pupils who are willing and eager to learn. When information and communications technology is taught as a discrete subject pupils make good progress in learning new skills. Time for practising and consolidating skills is limited as pupils may have to wait a few days before they have access to the class computer. Teachers manage pupils well and create a calm working atmosphere, which enables pupils to concentrate on their work and learn effectively. Work is well planned to support learning in other curriculum areas. Pupils respond well to the opportunities provided for them and show a great deal of interest in their work. They are proud of their achievements and willingly discuss their work. Teachers monitor the access each pupil has to the computer and keep a careful check of pupils' attainment. Pupils help in this and are given responsibility to record their own work and achievements.

109. The management of the subject is good. The co-ordinator gives very good advice and support to colleagues. The scheme of work is very good and useful assessment procedures include keeping printed work and recording pupils' achievements on class disks. As part of the rebuilding work the co-ordinator has planned an information technology suite with fifteen work stations for class teaching. There will also be internet access. The school is fully committed to raising standards to the highest possible level and the proposed developments will facilitate this aim. The information technology manager from the secondary school visits regularly and works with pupils in their classes to teach them new skills. This excellent link enhances pupils' learning. Two lunchtime computer clubs enable pupils to learn how to use new programs and pass on their knowledge to others in their class. There have been tremendous improvements in all aspects of this subject since the last inspection when attainment was judged to be poor with limited opportunities for pupils to make progress.

MUSIC

110. Pupils attain standards in music that are in line with expectations for their age. This is a similar judgement to that of the last inspection. The school and the music co-ordinator have succeeded in maintaining the provision and standards despite the recent concentration of time and resources on literacy and numeracy. Pupils throughout the school sing tunefully and with due regard for phrasing and rhythm. They sing well in class lessons and in assemblies. In Year 6 pupils compose music successfully using tuned and untuned instruments to improvise on the theme of long and short notes. In Year 4 pupils successfully accompany Omutugwa, an African song, using percussion instruments. All aspects of the music curriculum are taught and the subject has a high profile in the school. More able pupils have many good opportunities to extend their skills including instrumental tuition available in the piano, brass, woodwind and stringed instruments with visiting teachers. These pupils attain standards higher than expected and make good progress in performing and reading standard notation. Many take examinations with much success. They also join the school orchestra and learn to play confidently in an ensemble such pieces as the Radetsky March by Johann Strauss. Pupils have a number of opportunities to listen to music from around the world in lessons and in assemblies but they are not always informed about the title of the piece or the composer.

111. Music is mainly taught by the music co-ordinator who is well qualified, and transmits her love of the subject to pupils through her enthusiasm and expertise. Teaching is at least satisfactory and sometimes good with many learning opportunities for pupils of all abilities. Most lessons start with warm up activities such as echoing patterns made by chosen pupils using voice and body percussion. Pupils then work in groups to compose their own music on a theme which they do with great enthusiasm. Lessons occasionally flag when too long is spent giving out instruments and some pupils become restless. This leads to less time being available for composing and limits learning opportunities. The use and meaning of correct musical terminology such as rhythm, ostinato, legato and staccato is repeatedly and appropriately taught and reinforced. Pupils are assessed regularly during lessons to inform planning of future lessons and to monitor standards.

112. The well qualified co-ordinator is very knowledgeable and has devised a good scheme of work which incorporates all relevant aspects of the curriculum. She works very hard to give the subject a high profile by organising pupil performances in assemblies and on other occasions such as school productions. The recent millennium production 'Deansbrook Decades', performed by every pupil in the school, was spectacular, slick and fast moving and enjoyed by large audiences of parents and friends. A singing club and the regular lunchtime music workshops enhance music provision and enable pupils of all abilities to develop their skills and interests. Interesting and informative displays in the music room and around the building enhance the learning environment of the school and show the commitment of the school to maintaining and raising standards. Resources are good and reflect a variety of musical traditions from around the world.

PHYSICAL EDUCATION

113. Standards are generally average for the pupils' ages by the end of the key stage. These judgements are based on the observation of gymnastics in lessons and of after school football, netball and dance clubs. In gymnastics pupils devise satisfactory sequences of movement, including rolling, swinging and balancing and incorporate apparatus into these movements. They make simple judgements and discuss what others have done. Some high attaining pupils start and finish gymnastic movements in a correct position and refine their movements following advice from the teacher. However, many pupils have difficulty in controlling and refining their actions in terms of shape, speed and

direction. Pupils' gymnastic skills observed during the inspection were below average. Pupils have sound levels of accuracy when catching and throwing in different ways and are very agile when dodging and chasing. Most pupils sustain energetic activity over a suitable period of time and are aware of the effects exercise has on their bodies. Through dance, pupils learn to create characters such as James Bond in response to the music. Most pupils swim unaided for at least 25 metres by the time they leave the school.

114. Teaching and learning range from good to unsatisfactory. Lessons start promptly and in a well-organised manner. They are, in the main, well planned and the programme of physical experiences that pupils are taught over a period of time in each year group is appropriate. Not all teachers have sufficient knowledge of the work being covered and consequently the pupils' rate of progress is affected. Warm-up activities are generally appropriate and where teaching is good, the exercises provided help to ensure that pupils know what they are doing. In these lessons, teachers provide a variety of activities well related to the aims of the lesson. They encourage pupils to work hard and sustain concentration. This was evident in a gymnastics lesson during which pupils practiced hard to create an increasingly complex sequence of activities on the large apparatus that involved travelling on hands and feet, stretching and balancing. Where teaching and learning is unsatisfactory, learning objectives in lessons are too narrow and learning is limited by teachers' lack of subject knowledge. In most lessons the control and management of pupils is good and due attention is paid to safe practice. The pupils are encouraged to change quickly and handle the apparatus safely. Teachers use praise well in lessons and use pupils to demonstrate good practice. Opportunities are provided in many lessons for the pupils to evaluate the performance of others, but at times this slows the pace of the lesson and does not allow all pupils enough time to participate in all activities. Most pupils show good attitudes to physical education. Pupils respond well to instructions and work well together in mixed and single sex groups. Pupils of all ethnic backgrounds work together in harmony. Pupils with special educational needs are well supported in lessons and encouraged to participate in all activities. Some pupils 'forget' their kit and consequently have to miss lessons. Appropriate, alternative tasks are provided for them to make relevant observations, but it does mean that they miss the opportunity to develop their physical skills.

115. The school provides a broad and balanced curriculum over a period of time. The co-ordinator has very recently been given the responsibility for the subject, and has identified the need to renew the scheme of work and has introduced a simple but effective 'I can do' system for assessment purposes. She is well qualified, enthusiastic and has the potential to be a good subject manager. There is a good-sized field and hard surfaced area for games with a good range of resources. However, gymnastic apparatus and opportunities are limited by the size of the hall, which is rather small. Extra-curricular activities for physical education are good and include rugby, football, netball, cricket and dance. Many pupils participate and achieve success. The school makes good use of outside coaches for football and cricket. Outdoor and adventure activities are provided during the Year 6 residential visit and for those pupils who do not take part in this, alternative arrangements are made for them to have 'fun days' either canoeing or abseiling at a local venue. Statutory requirements to teach swimming are met.

RELIGIOUS EDUCATION

116. By the time pupils are 11 standards achieved in religious education are appropriate for their age.

117. The quality of work across the school has some striking characteristics. Pupils learn about the key ideas and figures of the world's major religions. They understand the

importance of texts such as the Bible, the Torah and the Qu'ran. Pupils develop arguments to support the Ten Commandments and express them in their own words. Their work on the Five Pillars Of Islam is shared with the school as an information display. They make very thoughtful comparisons between religions. One of the strengths of religious education at Deansbrook, where all of the world's major religions are represented, is the way in which pupils are willing to relate their own experiences of their faith to their class, and the respect given by other pupils. Pupils make good use of their literacy skills in religious education lessons, and some research areas of interest independently.

118. Teaching in the three lessons observed was good or satisfactory. Class teachers treat the subject sensitively, being alert to the many faiths represented at the school. Teachers make the most of pupils' speaking and listening skills. Pupils are interested in the subject and teachers encourage questions. Teachers begin lessons by telling pupils clearly what they are going to learn. There is a clear explanation of new vocabulary so that pupils have the right words to use in discussions. This enables pupils with English as an additional language to understand new words and helps them take part in the spoken section of lessons. Teachers encourage pupils to draw on their own experiences and feelings, when for example pupils learn about the Hindu ceremony of Raksha Bandhan, and discuss their love for their brothers and sisters. This approach enables all pupils, including those with special educational needs, and those not yet fully fluent in English, to experience success in making a contribution to lessons. It also provides good opportunities for those pupils to develop their skills further. Individual support and encouragement when pupils are writing letters as part of the lesson helps pupils to think more deeply and to express themselves more clearly. Teachers make good use of their knowledge of pupils' literacy skills to extend pupils' writing, making different demands on different pupils. There are good links between literacy and religious education. Teachers' enthusiasm and interest helps pupils feel confident about expressing their ideas and feelings. In some lessons pupils' personal experiences are not used as fully as they could be, and teachers' knowledge of the subject lacks sufficient depth to take pupils on further.

119. The subject is well managed. The co-ordinator has a clear view of how, in a multi-faith school, religious education plays a significant contribution to developing tolerance through knowledge and supporting the school's equal opportunities policy. She organises very good visiting speakers from a number different faith communities who enrich the curriculum and further increase pupils' curiosity and knowledge. Religious education teaching follows the LEA Agreed Syllabus. There is a good policy to guide teaching and the co-ordinator advises teachers and monitors the implementation of the syllabus but there are some inconsistencies between classes in the skill of teachers' presentation of the subject. There is a very effective link between religious education and assemblies. Assemblies are often excellent and moving occasions. Statutory requirements for a daily act of worship are fulfilled in a sensitive and meaningful way.

120. The school has maintained the high standards reported in the previous inspection and built upon them.