

INSPECTION REPORT

Harold Court Primary School

Harold Wood

LEA area: Havering

Unique reference number: 102278

Headteacher: Mr D.A.Lynch

Reporting inspector: David Tytler

Dates of inspection: 28th February - 3rd March 2000

Inspection number: 194437

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Road
Harold Wood
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Essex

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J. Cheetham

Date of previous inspection: July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Tytler	<i>Registered inspector</i>		What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
Anthony Mundy	<i>Lay inspector</i>		Pupils' attitudes and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? The community's contribution to the curriculum; Staffing, accommodation and resources.
Brian Milton	<i>Team inspector</i>	Special educational needs; Design and technology; Geography; History; Religious education.	Spiritual, moral, social and cultural development of pupils.
Mohindar Galowalia	<i>Team inspector</i>	Equal opportunities; Science; Information technology.	
Robert Allen	<i>Team inspector</i>	English, Music.	How good are the curricular opportunities offered to pupils? Assessment.
Helen Mundy	<i>Team inspector</i>	Under fives, Mathematics, Art; Physical education.	Best value, use of resources.

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Harold Court is a large primary school catering for 317 boys and girls aged four to eleven, with more boys than girls. They are taught in two reception classes and nine mixed-age classes in the two key stages. The percentage of pupils applying for free school meals is well below the national average, and there is a small number of pupils speaking English as an additional language. The percentage of pupils identified as having special educational needs, including statements, is below the national average, as is the percentage of pupils with statements of special educational needs. The attainment of pupils on entry to the school covers a broad range, but overall matches that expected nationally for children of their age.

HOW GOOD THE SCHOOL IS

Harold Court is highly valued by parents and provides a sound standard of education for all its pupils. Results in the latest national tests in English and mathematics were well above the national averages, and above them in science. Teaching has improved significantly since the last inspection and was satisfactory or better in 95 per cent of the lessons seen, and good or better in 61 per cent. The recently appointed headteacher has introduced a management style that draws on the skills of staff and governors in order to raise standards further. Given the standards achieved by pupils, their good personal development in response to good teaching, and the cost per pupil, the school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- The children are enthusiastic learners.
- There is good or very good teaching in all years.
- Pupils behave very well.
- The school is well led and managed.
- Very good relationships throughout the school are based on mutual respect.
- The provision for the pupils' social development is very good.
- The pupils are well cared for, and there are particularly good arrangements for ensuring good behaviour.
- Swimming and music, particularly singing, are of a high standard.

WHAT COULD BE IMPROVED

- Standards in information technology, which are below those expected nationally. The present information technology curriculum does not meet statutory requirements.
- More opportunities for extended writing across the curriculum.
- The role of the co-ordinators in monitoring the quality of teaching and learning in their subjects.
- The formal procedures for gathering information on what pupils know and can do, and the use of that information to plan for their individual needs.
- The need for a consistent approach to homework.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996, and a number of improvements have taken place, notably in the quality of teaching. Co-ordinators now review planning and oversee the teaching and learning of their subjects. They do not, however, have any direct responsibility for the monitoring of lessons. Whilst steps have been taken to challenge the more able pupils, more work remains to be done. The spiritual and cultural development of pupils is now satisfactory. Action has recently been taken to improve the provision for information technology, but this remains unsatisfactory.

STANDARDS

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	B	B	A	C	<i>Well above average</i> A
Mathematics	C	B	A	A	<i>Above average</i> B
Science	B	B	B	C	<i>Average</i> C
					<i>Below average</i> D
					<i>Well below average</i> E

In the national tests for English for 11 year olds, the percentage of pupils reaching Level 4 or above was well above the national average. The percentage reaching Level 5 or above was above the national average. In the national tests for mathematics for 11 year olds, the percentage of pupils reaching Level 4 or above was well above the national average. The percentage reaching Level 5 or above was also well above the national average. In comparison with those of similar schools, results matched the averages in English and

science and were well above in mathematics. Inspection evidence indicates that standards in the current Year 6 are at the national average in English, mathematics and science. When considering the comparison with similar schools, it is important to note that Harold Court does not provide school lunches and, as a result, not all families who would be entitled to free school meals apply for them.

There has been a steady improvement on the extent to which the results have exceeded the national averages in the test results in English, mathematics and science since 1996, although there was a dip in mathematics in 1997. Targets for improvements in the national test results in English and mathematics were set for 1999 and 2000. The 1999 targets of 84 per cent and 72 per cent were exceeded. The targets for 2000 are 70 per cent in English, which is well below last year's, and 75 per cent in mathematics, slightly above last year's. These targets were set after a careful analysis of the performance of the pupils currently in Year 6.

Standards in information technology are below those expected nationally at both key stages, and the curriculum does not meet statutory requirements. Standards in religious education meet the requirements of the locally agreed curriculum. Music and swimming are particular strengths of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils throughout the school are enthusiastic learners and have good attitudes to their work. This enables them to take advantage of the many opportunities they are given, both in and out of the classroom.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, and around the school. Behaviour out of school, as seen on geography and swimming trips during the inspection, was impeccable.
Personal development and relationships	The very good relationships throughout the school are based on mutual respect, and are used to support the personal development of pupils.
Attendance	Attendance is good.

The pupils' enthusiasm for school, their good attitudes to work, and their very good behaviour are significant strengths of the school and make a very important contribution to their learning. During the inspection, the attitudes and behaviour of pupils was judged to be satisfactory or better in 97 per cent of the lessons seen. It was good or better in 81 per cent, and there was very little difference across the key stages. The mutual respect between staff and pupils leads to very good relationships, which in turn enable the pupils to make good progress in their personal development. Attendance is good and makes an important contribution to the quality of education the pupils receive.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Good	Good	Good	Good

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

Teaching has improved significantly since the last inspection. Of the lessons seen during the inspection, 96 per cent were satisfactory or better, with 61 per cent good or very good. The quality of teaching was reflected in the learning of the children. There is uniformly good teaching in the under fives, and good teaching was seen in all years. In Key Stage 1, teaching was good or better in 61 per cent of lessons. Only two lessons were judged to be unsatisfactory. In Key Stage 2, 97 per cent of teaching was satisfactory or better, with 54 per cent good or better. Only one lesson was judged to be unsatisfactory. The small amount of unsatisfactory teaching was characterised by teachers' inadequate subject knowledge, which led to a lack of interest amongst the pupils and a lapse in the normal good behaviour management of children. Teaching in English and mathematics is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	With the exception of information technology, the curriculum is broad and balanced and of good quality, with a focus on literacy and numeracy.
Provision for pupils with special educational needs	Pupils with special educational needs are identified and provision is made for their development. They make satisfactory progress in achieving their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for social and moral development. The spiritual and cultural development of pupils is satisfactory, although not enough emphasis is placed on preparing them for life in our multicultural society.
How well the school cares for its pupils	Pupils receive good care at work and play, and their personal development is monitored. Formal arrangements for gathering information on what pupils know and can do are unsatisfactory.

There is a good partnership with parents, who want their children to do well and expect them to work hard. The great majority are very supportive of the school. Many help in classrooms and on trips, as well as giving generous financial support. A significant number, however, are unhappy about the arrangements for homework.

The curriculum is broad and balanced, and covers all aspects of the National Curriculum and religious education, with an appropriate focus on literacy and numeracy. Music and swimming are strengths of the school. The high quality singing, particularly in Key Stage 2, makes a significant contribution to the daily assemblies. The school also provides a good range of extra-curricular activities. The curriculum for information technology, however, does not meet statutory requirements, and in neither key stage does the length of the taught week meet the recommendations of the Department for Education and Employment

The school provides a good standard of care for its pupils, particularly in supporting and monitoring their personal development. Whilst the staff know their pupils well, formal procedures for gathering information on what pupils know and can do are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed and there is a clear commitment to raising standards. The co-ordinators' role in monitoring teaching and learning in their subjects is in need of further development.
How well the appropriate authority fulfils its responsibilities	Governors know the school well and generally fulfil statutory obligations. They did not, however, ensure that provision for information technology was improved, which was a key issue of the last report.
The school's evaluation of its performance	The school has satisfactory arrangements for evaluating its performance in order to identify priorities for improvement.
The strategic use of resources	The school makes good use of all the resources available to it.

The school is well staffed with suitably qualified teachers who work very effectively with well-trained classroom assistants. The accommodation adequately provides for the teaching of all subjects of the National Curriculum and religious education. A recently opened information technology room will leave the school well placed to raise standards. Currently, resources for learning in information technology are unsatisfactory. Resources in all other subjects are satisfactory.

The headteacher, who took up his post last April, is building an effective working partnership with governors and staff to raise standards further. He still, however, has to develop the role of the co-ordinators, particularly in monitoring the quality of teaching and learning in their subjects. The school applies the principles of best value when purchasing items, and reviews the cost-effectiveness of its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children are expected to work hard and achieve their best. • Teaching is good. • Behaviour is good. • Parents feel comfortable in approaching the school with concerns or problems. • The school is helping their children to become mature and responsible. • Their children like school. • Their children are making good progress. 	<ul style="list-style-type: none"> • The quantity of homework. • The range of after-school activities. • The information parents receive on their children's progress. • The partnership with parents. • The provision for pupils with special educational needs.

Evidence gathered during the inspection supports the positive views of the majority of parents. Inspectors agreed with the views that homework was set inconsistently and was not used effectively. They also found that reports to parents on their children's progress were unsatisfactory. However, inspection evidence showed that there was a good range of high quality extra-curricular activities, that the school was now working hard to build a partnership with parents and that there was satisfactory provision for pupils with special educational needs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Provision for children aged under five is good. The local admission arrangements mean that children entering the reception classes can be as young as four years and one month. Evidence from baseline assessment shows that children's attainment on entry to the school is broadly in line with what is expected of children for their age nationally. The children make good progress in language and literacy, personal and social development, and knowledge and understanding of the world. Progress is satisfactory in all other subjects. By the time they are five most children are starting Key Stage 1 of the National Curriculum.
2. In the 1999 national reading tests for seven year olds, the percentage of pupils reaching Level 2 or above was close to the national average, while the percentage reaching Level 3 was well below it. In writing, the proportion reaching Level 2 or above was above the national average, and the proportion reaching Level 3 was close to the national average. When the results are compared with those of similar schools, that is to say, schools with a similar take-up of free school meals, the standard for reading is judged to be well below average, and writing is judged to be broadly similar to the average. However, as hot meals are not provided at the school, it is difficult to judge how many families would be entitled to free meals and therefore reasonable to treat these judgements with some reservations.
3. The 1999 test results for 11 year olds showed that the percentage achieving Level 4 or above was well above the national average, while the percentage reaching Level 5 was close to the national average. When compared with similar schools, the percentage reaching Level 4 is judged as above the average for similar schools, and the percentage reaching Level 5 is broadly in line with the average. The same reservations apply to these comparisons as for Key Stage 1. The trend over the last three years is of steady improvement in both key stages in the extent to which results are above the national figures, with a slight dip in writing in Key Stage 1 in 1998. Inspection findings show that the attainment of the pupils currently in Years 2 and 6 matches the national averages for children of the same age.
4. In speaking and listening, the attainment of pupils is strongly supported by the school's ethos and by teachers' collaborative style, both of which build pupils' self-confidence. In Key Stage 1, pupils are attentive and responsive, and their attempts to answer teachers' questions show careful thought and focus on what is important. Pupils listen to their teachers and peers respectfully, and at the end of the key stage speaking and listening is good.
5. In Key Stage 2, attainment in the informal aspects of speaking and listening remains good, although there was little evidence of opportunities for more formal speaking and listening opportunities, such as discussions, mock trials or individual presentations. As they grow older, more able pupils develop good structural skills in speaking, and they reason out carefully their responses to teachers' questions. They carefully set out their summaries of the books they read, and give reasons to support their judgements. By the end of Key Stage 2, in Years 5 and 6, confidence combines with thoughtfulness. Pupils feel secure, and are ready to have a go even if they may be wrong.

6. In reading, pupils develop sound skills as they move up the school. In Years 1 and 2, pupils of above average prior attainment read prose and poetry with enthusiasm, expression and fluency, achieving standards well above those expected for their age. All pupils have a considerable respect for books as sources of knowledge, experience and pleasure, and some are voracious readers, tackling an impressive number of books every term. Average and below average attainers have good strategies for working out how to read words from different combinations of letters, and overall standards of reading are satisfactory at the end of Key Stage 1. This continues to be the case throughout Key Stage 2, with a small number of examples of really good reading, such as the pupil in a Year 5 - 6 class who had developed quite sophisticated skills of scanning, and therefore often read twice the books she liked. Pupils of all abilities read accurately and generally fluently, self-correcting when necessary. Less care is taken with expression, and with communicating sense through pace, volume, pauses, and tone.

7. In writing, pupils' attainment is satisfactory in both key stages. The number of pupils reaching standards well above the average is, however, lower than might be expected from the numbers achieving the average. A considerable strength of the school is pupils' presentation of their written work, and the work is usually accurate in spelling and punctuation. Average attainers present sequences of sentences, usually punctuated and with spelling at least justifiable, if not always accurate. Below average attainers apply less logical spelling and are not well equipped with the skills of word-sound association.

8. The sample of writing from the end of Key Stage 2 included large amounts of careful technical and language work, but much less continuous writing and composition. In general, pupils are fluent and accurate writers, but there were fewer examples of pupils writing carefully, accurately, and entertainingly at considerable length than is usual among the pupils of this age. Some pupils among the average and above average attainers make good and sometimes successful attempts to gain and hold their readers' attention, and to write with an awareness of audience and situation. Pupils of below average attainment often do not observe sentence breaks.

9. In reading, progress is satisfactory and often good as pupils move from the shared text experience of the literacy hour to become independent readers. This progress is strongly reinforced by the reading records in which their progress is plotted by parents or home tutors and teachers, and by their 'reading response' books, in which they evaluate their own reading.

10. Writing shows similar progress, with good handwriting and presentation, leading the way towards technical accuracy. In all aspects of English, and particularly in speaking and listening and in writing, pupils with special educational needs make satisfactory progress in parallel with their peers. This is because their class teachers provide them with appropriately differentiated work. The progress of some higher attaining pupils is less good.

11. In the 1999 national tests for seven year olds in mathematics, the proportion achieving the Level 2 or above was well above the national average, although the proportion of pupils reaching Level 3 was well below the national average. Overall, the results were below the average for schools judged to have a similar intake. In the tests for 11 year olds, the proportion achieving Level 4 was very high in comparison with the national average for all

schools, and was well above the average for similar schools. The proportions of pupils achieving or exceeding Level 5 was well above the national average. There has been a steady improvement in the test results, which are well above the national average in mathematics, although there was a dip in 1997.

12. At the time of the last inspection, standards of attainment in National Curriculum tests were above national expectations for pupils aged seven and eleven. In Key Stage 1, standards were maintained until a serious reversal in 1999. In Key Stage 2, following a reversal in 1997, standards improved in each subsequent year. Evidence gathered during the inspection suggests that the attainment of the pupils currently in Years 2 and 6 will match that expected nationally for children of their age.

13. To ensure that standards are consistently high in both key stages, pupils in year groups 1 to 6 are now placed in broad attainment groups. The national numeracy strategy is fully implemented, but the effects of these significant changes are not yet measurable.

14. At the end of Key Stage 1, higher attaining pupils are able to count in threes to well above 100. Using toy money, they calculate change from £2. They know that units remain the same when ten is subtracted from a number. They are able to recognise familiar two- and three-dimensional shapes. Average pupils use simple mathematical apparatus to add numbers to 100, and they write accurate answers in their workbooks. Pupils with below average attainment know that a two-digit number includes tens and units.

15. At the end of Key Stage 2, higher attaining pupils have good understanding of reflective symmetry, and forecast where a two-dimensional shape will be after two translations. They use mathematical vocabulary to identify prime, square and triangular numbers. They simplify fractions, and understand percentages. They use calculators to check the accuracy of answers, but not to investigate complicated number patterns. Average pupils accurately use a protractor. With help, they calculate the areas of composite shapes.

16. In Key Stage 1, all pupils make satisfactory progress in their understanding of place value and number operations. They make satisfactory progress in understanding standard and non-standard units. However, pupils in all attainment groups cannot always remember the meaning of work recorded in their books.

17. Progress in Key Stage 2 is satisfactory. Pupils develop mental mathematical skills and, in Year 3, a few high attaining pupils can find several alternative methods of calculating the twelve times table. Pupils with below average attainment can add 100 to a number by changing the first digit, but they are not encouraged to work with numbers exceeding 1000. A few higher attaining pupils in Year 5 have calculated how many minutes they have been alive, including leap years. By the time they leave the school, pupils are attaining standards that match the national average for children of their age. Pupils with special educational needs make satisfactory progress overall. The school is currently targeting pupils in Year Five and they are making good progress in English and mathematics. The targets being set for all pupils are appropriate and achievable in the short term.

18. In the teacher assessments for science at the end of Key Stage 1, the percentage of pupils gaining Level 2 or above was well above that expected nationally, whilst the proportion reaching Level 3 matched the national average.

19. In the 1999 national tests for science for 11 year olds, the percentage of pupils reaching Level 4 or above was well above the national average. The percentage reaching Level 5 or above was also well above the national average. In comparison with similar schools results matched the average. There has been a steady improvement in the science test results above the national figures since 1996. Evidence gathered during the inspection suggests that the pupils currently in Years 2 and 6 will achieve results in line with what is expected of them nationally.

20. Standards in information technology are unsatisfactory at the end of both key stages, as they were at the last inspection. Action has been taken only fairly recently to raise standards through a plan of action, which is now in place. A computer suite is being developed and more resources are planned. Currently, however, the curriculum being provided is unsatisfactory and is the main reason why pupils' attainment is below that expected nationally for their age. Pupils make insufficient progress in both key stages

21. In religious education, pupils at both key stages meet the standards required by the locally Agreed Syllabus. By the end of Key Stage 1 pupils gain satisfactory knowledge and understanding of the Christian faith, which is the main focus of the Agreed Syllabus. By the end of Key Stage 2, pupils have extended this knowledge and understanding, and also know about some elements of Judaism and Sikhism. Pupils at both key stages relate religious studies to their own personal and social development and are beginning to appreciate that other people have values and beliefs that are different from their own.

22. Standards in music are above those expected for children of their age in both key stages, and pupils make good progress. Attainment is at the national average in all other subjects, and pupils make satisfactory progress.

Pupils' attitudes, values and personal development

23. Pupils throughout the school have good attitudes to their work, and they behave very well. These are significant strengths, and, with the very good relationships that exist at every level, they support the effective personal development of pupils. During the inspection the attitudes and behaviour of pupils was judged to be satisfactory or better in 97 per cent of the lessons seen. It was good or better in 81 per cent, and there was very little difference across the key stages. The unsatisfactory attitudes and behaviour seen in a minority of lessons was directly linked to unsatisfactory teaching, which had failed to hold the pupils' attention.

24. Entry to school for children under five is well organised. Relationships between parents and staff promote positive attitudes among the children. All children are confident and secure. They settle quickly to classroom and school routines, and are very well behaved. They relate well to adults, and enjoy coming to school and meeting other children. They listen attentively, and are encouraged to complete activities by concentrating for extended periods of time. Their attitudes are particularly impressive in numeracy and literacy sessions and in whole-school assemblies. Throughout the school, the good attitudes noted in the previous inspection report have been maintained. Ninety-three per cent of the parents who replied to the parents' questionnaire said that their children liked school. The inspection evidence, including many conversations with pupils, endorses the parents' view.

25. Pupils enjoy lessons. They listen attentively to their teachers, are keen to answer questions, and listen very well to each other. In a Year 5 - 6 design and technology lesson the class was very attentive while pupils discussed their latest work. In the few lessons where attitudes are unsatisfactory, pupils gossip without restraint. When the pace of a Year 3 - 4 mathematics lesson was slow, pupils became very noisy. Pupils work very well independently and in groups, and are increasingly confident when attempting new work.
26. Attitudes in extra-curricular activities are very good. Clubs for art, crafts, drama and football are enthusiastically supported. In an art club session, pupils quickly sketched and coloured high quality copies of paintings by Van Gogh and Degas. There are no differences in attitude between pupils of different levels of attainment. In discussion with visitors, they are all proud of their achievements.
27. Behaviour in classes and in the open areas of the school is good, and has maintained the standard noted during the previous inspection. During the inspection, behaviour was particularly impressive when poor weather restricted activities at morning break and lunchtime. The behaviour of pupils in Year 5 - 6 was exemplary during swimming lessons at a municipal pool, and on a local geography field trip.
28. Brief behaviour rules are displayed in most classrooms. Pupils conform to the rules, and in all year groups they respond very well to teachers' skills in class management. Behaviour deteriorates in the few lessons where teaching is unsatisfactory and fails to keep the pupils focused on the lesson objectives. Parents and pupils confirm that incidents of aggression or bullying are rare and are dealt with effectively when they do occur.
29. Pupils have unrestricted access to the school building. They are trusted to take good care of classrooms, shared areas, equipment and personal property. The trust is never misplaced, and mutual respect between children and adults is a strength of the school.
30. Pupils' personal development is good. House captains and prefects cheerfully accept responsibilities throughout the school, and all pupils are willing and conscientious in carrying out everyday duties in classrooms. Pupils in Years 5-6 have major responsibilities in the school library. Unsupervised, they maintain the loan and return system, and ensure that the shelves are tidy and that books are replaced. All year groups contribute to the school magazine and assist a teacher with editing and production. Older pupils have many opportunities to care for younger pupils, for example by supervising and playing with them, or by helping with reading.
31. Relationships in the reception classes and throughout the school are very good. Pupils listen to each other's views, and respond politely and confidently. They are not afraid to make mistakes, and they are mutually supportive. During an interview about their achievements in mathematics, pupils kindly and unobtrusively helped one another to arrive at correct answers. Each member of the school community has equal status and receives sensitive and effective support at work and play.
32. Attendance is good. It is above the national average for primary schools and has maintained the levels indicated in the previous report. The low rate of absence includes a relatively high number of unauthorised absences attributable to the school's rigorous

scrutiny of requests for extended holidays in term-time. Good attendance in each year group has a positive effect upon pupils' attainment and progress. Pupils arrive punctually at school and settle quickly to work. Registration periods are efficient. Lessons begin promptly during the day.

HOW WELL ARE PUPILS TAUGHT?

33. Teaching has improved significantly since the last inspection. Of the lessons seen during the inspection, 96 per cent were satisfactory or better, with 61 per cent good or very good. The quality of teaching was reflected in the learning of the children, many of whom made good progress during lessons. There is uniformly good teaching for the under fives, and good teaching was seen in all years. . In Key Stage 1, teaching was good or better in 61 per cent of lessons. Only two lessons were judged to be unsatisfactory. In Key Stage 2, 97 per cent of teaching was satisfactory or better, with 54 per cent good or better. Only one lesson was judged to be unsatisfactory.

34. . The unsatisfactory teaching seen in only three lessons was characterised by inadequate subject knowledge, which led to a lack of interest amongst the pupils and a lapse in the normal good behaviour management of children. Teaching in English and mathematics is good.

35. Teachers of children under five have good knowledge of the early years' curriculum and use it effectively to guide children into new areas of learning, for example in developing handwriting skills. Teachers' subject knowledge is satisfactory in Key Stage 1 and good in Key Stage 2. In a very good Year 5-6 science lesson, for example, the teacher's own expert knowledge was used very effectively to enable pupils to make good progress in their knowledge and understanding of light, shadow and reflection. Where subject knowledge was unsatisfactory, the teachers lacked the confidence to extend pupils' knowledge because of their own uncertainty, for example in a Key Stage 2 mathematics lesson.

36. The teaching of basic skills is good for children aged under five. In literacy, the quality of teaching is generally good. It was judged to be good in 70 per cent of the lessons and very good in 15 per cent. No unsatisfactory literacy teaching was seen. In numeracy, the quality of teaching was good in 62 per cent of lessons, and 92 per cent was satisfactory or better. No unsatisfactory teaching was seen in Key Stage 1. One lesson was judged to be unsatisfactory in Key Stage 2.

37. The teaching of information technology was unsatisfactory in Key Stage 1 and satisfactory in Key Stage 2. As a result of the teaching of basic skills, pupils are able to put their language and number skills to good use across the curriculum. Their use of information technology, however, is unsatisfactory.

38. Planning for the under fives follows the desirable learning outcomes and is satisfactory, enabling children to be ready for the start of their statutory schooling. Planning in the two key stages is good, partly because of the introduction of the national literacy and numeracy hours, and it generally caters well for pupils of different ages in the same class. In

a Year 5-6 design and technology lesson, for example, the teacher enabled pupils to make good progress by breaking the lesson down into manageable sections. Where planning was unsatisfactory, for example in a Key Stage 1 lesson, the task chosen did not provide sufficient challenge for the older children in a mixed-age class.

39. Teachers' expectations of the behaviour of pupils were consistently high. Their expectations of what children in their classes were capable of achieving were high in the under fives and Key Stage 1, and satisfactory in Key Stage 2. The high expectations of pupils in a Year 1-2 art lesson on the life of early man led to very good learning, as pupils worked out for themselves which way a tree would fall by looking at the axe cuts on a drawing. Conversely, the progress of pupils in a Key Stage 2 English lesson was hampered because it lacked sufficient challenge and excitement and pupils became passive learners.

40. The good and very good lessons to be found in all areas of the school are characterised by the skilful use of explanations, demonstrations and good questions. These challenge the pupils to extend their ideas and explain their answers. In an outstanding geography lesson in Year 3-4, the teacher's careful explanation of the uses of the building led the pupils to develop their own questions to find out more about the area in which they lived. Where lessons are satisfactory, questions tend to allow only straightforward factual answers without any explanations.

41. The management of pupils is uniformly good across the school, resulting in good behaviour in virtually all lessons. Exemplary behaviour was seen on a geography field trip for Years 3-4 and on a swimming lesson at the local pool for Years 5-6. The inappropriate work set in two lessons led to a very unusual breakdown in behaviour management. The skill of managing pupils was very well demonstrated in a Year 3-4 lesson when pupils had to be moved from the library to an outside classroom during an unexpected and heavy hailstorm.

42. Teachers throughout the school make good use of time, of support staff - particularly in the under fives – and of the resources for learning available to them. An example of the good use of time occurred in a well-planned music lesson in Year 1-2, where pupils were enabled to make very good progress in learning to sing a song from memory. Another was in a Year 3-4 history lesson on the Romans, where learning resources, including a video, were put to good use.

43. Teachers are not yet making full use of the computers in the recently opened information technology room. Children aged under five take books home to read with their parents, but the use of homework in both key stages is unsatisfactory. There is no homework policy, and homework is not set consistently. This is a concern of parents, and inspection evidence supported their views.

44. Teachers throughout the school show a good awareness of the needs of pupils with special educational needs. They know their pupils well and can talk, with confidence, about the needs of individuals. In some lessons teachers provide additional support, and where there is help available this is often used to support less able pupils. At the end of each school year individual education plans are handed to the next teacher personally, and the needs of individual pupils are discussed.

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

45. The school provides a broad and balanced curriculum in accordance with the National Curriculum and the local Agreed Syllabus for religious education. Both the national literacy and numeracy strategies have been successfully established over the course of the current academic year, although the introduction of the literacy hour had been delayed.

46. English, mathematics, science and religious education all have appropriate allocations of time. The remaining time is evenly divided between the foundation subjects: design and technology, geography, history, music and physical education. The length of the taught day is below national recommendations, by 35 minutes per week in Key Stage 1 and by one hour 25 minutes in Key Stage 2.

47. Information technology is not well established: the national programme of study is not followed, and there are significant gaps in teachers' knowledge and understanding. A key issue after the last inspection was to extend the information and design and technology curriculum. This has only been met in design and technology and has only recently been addressed in information technology.

48. The school has an agreed admission number of 45 pupils each year. In order to achieve an average class size of 30 pupils, Key Stages 1 and 2 are organised into nine classes, each of which contains two age groups. All teaching programmes are therefore scheduled within a two-year cycle; this avoids repetition, and allows some developmental planning. The school ensures that all pupils have equal access to all areas of the curriculum.

49. Pupils on the Special Needs Register are mainly supported within the classroom by the class teacher. Some additional support is provided during the week for targeted groups. Setting takes place throughout the school for the numeracy hour, allowing more focused support for pupils with special educational needs. Pupils with statements of special educational needs receive the support required by their statement. Targets in individual education plans are reviewed twice a term.

50. Co-ordinators are in post for all subjects. There is written guidance to teachers in the form of subject policies and schemes of work. Many of these are in need of revision in the light of the current emphasis upon literacy and numeracy, and of guidance from the Qualifications and Curriculum Authority, and their quality is variable. Co-ordinators are aware of the needs of their subjects, and in many cases revision is already in hand.

51. A key issue of the last report was further to develop the role of foundation subject co-ordinators. The roles of the literacy and numeracy co-ordinators have been increased, and all teachers with subject responsibilities monitor the content of what is taught by seeing planning, recording and evaluation. Co-ordinators do not, however, monitor the quality of teaching and learning in the classroom. As a result, co-ordinators are somewhat limited in ensuring the full and satisfactory teaching of all aspects of the National Curriculum in their subjects. Governors are linked to particular subjects and kept in touch with curricular developments through co-ordinators' reports that are presented to governors' meetings.

52. Some parents expressed concern that there were not enough extra-curricular activities. The inspection found that the provision was good, extending the curriculum and enhancing the learning and social development of pupils. There is a good range of sporting clubs and activities, and participation in local events. The choir, the recorder groups and individual instrumental tuition contribute to the strength of music in the school, and the provision is extended by craft, art and drama clubs, and the groups who meet to produce the school magazine. These activities attract a good number of pupils and are the result of a considerable contribution from staff in their own time. There is an annual residential visit to an adventure and study centre for Years 5 and 6. Last year there was a trip to the Imperial War Museum for Year 5 and a day visit to Havering Country Park for Years 1 to 4.

53. Provision for pupils' personal, social and health education is satisfactory. The aim of the personal and social education provided is to increase confidence, self-knowledge, and knowledge of the world which pupils are entering. This is successfully achieved through circle time – where pupils discuss a wide variety of topics – through the curriculum in general, and through the increasing number of opportunities which the pupils have to take initiatives and accept responsibility as they move up the school. The school's policy for sex education is in place, and drugs education is provided as part of the science programme.

54. The contribution of the community to pupils' learning is satisfactory, and maintains the standards noted in the previous inspection report. The school makes satisfactory use of community resources. Pupils visit a local country park, a church, a library and, occasionally, major galleries and museums in central London. In geography lessons they make good use of the local environment. They are participating this year in the town's millennium summer festival. Regular visitors from the community include a librarian, a police officer, and youth workers from the parish church.

55. Pupils enthusiastically collect money and goods for local and national charities, and recently they achieved wide support for a sponsored skipping event. At Christmas they sing carols at the railway station, and entertain elderly residents.

56. The reception co-ordinator maintains good links with local play groups. The school has good relationships with local primary and secondary schools. Harold Court pupils visit a secondary school for lessons in information technology, and secondary school students study the Harold Court building for an aspect of their modern history curriculum. Good links are maintained with local secondary schools and with a teacher training institution.

How well does the school cultivate pupils' personal development?

57. The school strongly supports the social and moral development of pupils, meeting its aims to instil respect for religious and moral values and tolerance for other religious beliefs and ways of life. The previous report stated that there was scope to extend pupils' spiritual and cultural development. The school has started to address this but further development is required.

58. The spiritual development of pupils is satisfactory. On a number of occasions during the inspection moments of reflection were observed in lessons, with opportunities for pupils to explore feelings. Pupils in Year 6 were encouraged to explore their feelings in an English lesson when the meaning of guilt was discussed. Pupils in Year 2 were asked to shut their

eyes and try to think what it must feel like to be blind. Daily assemblies include opportunities for reflection and prayer. Music is well used in Key Stage 2, and whole-school assemblies to create a calm atmosphere for thought and reflection.

59. The moral development of pupils is good. They understand what is right and what is wrong and accept that the school rules are there to support their moral development. Teachers provide good role models and pupils respond by treating the teachers with a great deal of respect.

60. The very good social development of pupils is promoted in a number of ways. There is a house and prefect system. The older pupils help run the house activities and have recently assisted staff to organise a swimming gala. Prefects are appointed for a fortnight and then other pupils take over responsibility. By the end of the year, all Year 6 pupils will have had the opportunity to undertake some responsibility in the orderly running of the school. During a wet dinnertime in the inspection week, older pupils supported midday assistants by being with younger pupils in classrooms. During this session relationships within classes were observed to be good, with only one incident of disagreement, which was quietly sorted out by the pupils. Pupils play a full part in the running of the library, often undertaking loan sessions on their own.

61. The cultural development of pupils is satisfactory and encouraged mainly through art, music, dance and literature. Displays around the school celebrate pupils' work in these areas, and the quality and range of the music played and sung in assemblies is impressive. Music groups perform in school about once a term, and theatre groups are used to support the history curriculum. Country dancing is encouraged through a lunchtime club, and pupils perform at festivals and for parents. Although a start has been made since the last inspection, there is still insufficient emphasis on other cultures to help pupils prepare for life in a modern multi-cultural society. Artefacts relating to other faiths have been provided for religious education, and pupils in Key Stage 1 have the opportunity to study cultural difference in their geography lessons on Jamaica and Kenya. Assemblies are used to recognise other religious festivals throughout the year. Despite these innovations the school does not yet fully enable pupils to learn about the diversity of cultures represented in British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

62. Good procedures are established for child protection and ensuring pupils' welfare. The standards noted in the previous inspection report have been maintained. The school follows local authority guidelines for child protection, and procedures are implemented unobtrusively. The headteacher is the responsible officer, and has received recent training. All staff, including learning assistants and midday assistants, have good understanding of child protection issues. A good working relationship is maintained with the social services department of the local authority.

63. Written procedures ensure the safety of pupils on site and during out of school visits. The school's health and safety policy is not up to date, but is shortly to be reviewed. Good supervision ensures pupils' safety in the playgrounds and on the field at break times and lunchtimes. Two members of staff are qualified first-aiders and all staff are sympathetic to the needs of pupils.

64. In this large school, teachers and other adults know the pupils well. Very good individual care and support is offered by class teachers and by the head teacher, who is very accessible and reassuring. The school's learning assistants are very skilled in curriculum and social support, and they develop good relationships with pupils. Parents and children are warmly welcomed into the school's reception classes. The prospectus includes a useful guide to help parents prepare their children for school. Pupils joining other year groups settle quickly and happily into the school's routines. Effective procedures in Years 5 and 6 prepare pupils for transfer to secondary education.

65. The last inspection concluded that the school had detailed systems to gather information on what pupils know and can do. The current inspection findings, however, are that formal assessment procedures are inconsistent, and in some subjects there are no plans and agreed procedures at all.

66. When pupils enter the school in the reception class, a baseline assessment of their knowledge and skills takes place. This is well used to inform the planning of the teaching in the course of the reception year. In addition to the national tests the school uses similar test materials, from the Qualifications and Curriculum Authority, in English and mathematics at the ends of Years 1, 3, 4 and 5. There are internally set tests in science at the ends of teaching units and at the ends of years. The Suffolk Reading Test is used in Years 2 to 6, following the policy of the local education authority.

67. The co-ordinators for English and mathematics are responsible for the analysis of statutory test results, so that lessons may be learned in raising standards in subsequent years. The Qualifications and Curriculum Authority test results are used alongside teachers' own knowledge of their pupils in arranging ability setting in mathematics and in English in Years 5 and 6, but these are the only structured and formal ways in which assessment informs teaching. There are no consistent formal procedures for assessment in the other subjects.

68. All teachers do, however, know their pupils' attainment and progress well from day to day, and they adjust their teaching appropriately. Nevertheless, recording is, as one teacher put it, 'largely personal'. The lack of formal procedures across much of the curriculum is unsatisfactory because the data through which under-performance may be identified and from which targets may be set are not sufficiently specific. They differ from teacher to teacher, and as a result performance cannot be compared. For example, the school has recently started setting formal targets for older pupils. Each pupil has a card on which English targets are set out. This is good practice, but the targets are not always related to specific, detailed and agreed levels of attainment.

69. The current behaviour management policy is very good, and promotes good behaviour in classes, in the open areas of the school, and in the playground. The school functions very well as a happy and orderly community. School rules are displayed in classes, and most pupils conform cheerfully with the high expectations of behaviour. The anti-bullying section of the policy includes guidelines for pacification and monitoring, and is effective for minor incidents and repetitions.

70. Systems for monitoring and promoting attendance are good, and have improved since the previous inspection. All absences are rigorously investigated, and school policy is to consider individually each request for extended holidays in term time. Many requests are refused by the governors. The school is less systematic in contacting families when children are away unexpectedly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

71. The partnership with parents is good overall, and maintains the standard noted in the previous inspection report. Partnership is beneficial to pupils' attainment, progress and personal development. The school is rightly valued and respected by parents. In the questionnaires and at the pre-inspection meeting, their responses were very positive.

72. Parents are satisfactorily involved in the work of the school. A small number of parents and friends provides regular and valuable help in lessons to groups of pupils and to individuals. In 1999 parents were invited to complete a questionnaire assessing numerous aspects of school life. Many parents added their own comments and suggestions, and some of these were adopted. Parents confirm the school's positive responses to their opinions.

73. An informal association of friends has organised at least two major social and fund raising events each year, and contributes significantly to the school's budget. Good co-operation is maintained between the association and the governing body, with some families active on both. The association was to be replaced by a more formal Parent Teacher Association shortly after the inspection.

74. The quality of information for parents is satisfactory, and maintains the standard noted in the previous inspection report. Newsletters are informative about important dates and school events. Some teachers provide advance notice of topics to be studied in each term, but the practice is inconsistent through the school, and across classes in the same year groups. The school prospectus conforms generally to legal requirements and includes much useful information and advice for parents. There are, however, some omissions in the most recent governors' annual report to parents.

75. Parents are well informed of their children's progress in three formal consultation evenings a year, but the annual written reports are unsatisfactory. They do not give a clear understanding of what children know or can do, or suggest targets for improvement. Two consultation evenings for parents each year are well attended.

76. Parents are well informed of the school's routines and expectations when their children enter the reception classes or join other year groups. Parents of pupils in Years 5 and 6 are well informed about secondary transfer. Parents of pupils with special educational needs are well informed of progress and understand the school's procedures for support and discipline. They appreciate the school's sensitivity to individual feelings.

77. Parents want to become involved with their children's learning and help them at home. A quarter of the parents who replied to the parent's questionnaire, however, was dissatisfied with the amount of homework provided. Inspectors found that the school has no policy for regularly setting homework, and that the provision varies between year groups and between classes in the same year group.

HOW WELL IS THE SCHOOL LED AND MANAGED?

78. The recently appointed headteacher has introduced an open management style, drawing on the skills of staff and governors to raise standards. Together, the head and staff are developing a working partnership where they support each other in planning the future development of the school. The role of the deputy head teacher is clearly defined, and he complements the skills and talents of the headteacher.

79. A first and important step by the head was to introduce the national literacy hour as soon as was practically possible. This meant inevitable extra pressure on staff as they planned and trained together to introduce both the literacy and numeracy hours in September 1999. The literacy hour has now been effectively introduced and the numeracy hour is bedding down satisfactorily.

80. The school has explicit aims to help all its pupils to develop lively, enquiring minds and gather the knowledge and skills relevant to adult life, and it very largely meets these aims. The aims do not, however, sufficiently focus on the raising of standards. A key issue of the last report was to develop the roles of the co-ordinators in managing their subjects, and a start has been made. Plans are now reviewed by the co-ordinators, and there has been limited monitoring of the quality of teaching and learning in some subjects by the head and deputy. This aspect of the co-ordinators' role, however, is still in need of development.

81. Whilst the governors generally fulfil their statutory duties, they have not ensured that standards in information technology have been improved, a key issue in the last report. They do, however, have a good knowledge of the school. They are involved in the early stages of development planning, and consider the draft school plan in some detail. The chair of governors, in particular, plays a key role in the management of the school and headed the panel that appointed a new head to take the school into the next phase of its development. This was a key decision in shaping the future direction of the school.

82. Governors have a growing understanding of how the school is performing, through regular visits to school and reports from the headteacher and senior staff. The 2000-2001 draft development plan does contain success criteria, but at present these are not always sufficiently precise to allow the governors a clear understanding of how well the school is meeting its targets for improvement.

83. Strategies have been put in place to monitor and evaluate the school's performance. On his arrival, the new headteacher undertook an analysis of the strengths and weaknesses of the school, and this was used to inform planned improvements. Senior staff also undertake a careful analysis of the school's results. The monitoring and evaluation of teaching is in the very early stages, although there has been some monitoring, mostly connected with the introduction of the numeracy hour. There is a satisfactory programme of staff training, and the expertise of staff is used in training days in support of colleagues.

84. The headteacher is well aware of the strengths and weaknesses in the school. He has co-ordinated the work of the staff in compiling the draft school development plan to address these weaknesses, and co-ordinators are aware of what needs to be done in their subjects. They do not, however, have sufficient opportunity to monitor the quality of teaching and learning in their subjects. There are clear action plans to meet the school's targets, and consideration is being given to extend setting in Key Stage 2, which is being used effectively in mathematics.

85. Arrangements for the professional development of staff are satisfactory. Teacher appraisal is currently suspended, pending national developments. All staff will benefit from the school's involvement in the Investors In People scheme, although this has been deferred. Good procedures are established for inducting and monitoring newly qualified teachers. A large range of documents is available for staff joining the school, but essential policies, guidelines and advice are not brought together in a staff handbook.

86. The school makes satisfactory strategic use of its resources, including specific grant and other funding. Financial planning is good, and the school has a costed three-year development plan. The headteacher, administrative assistants, and finance committee governors understand 'best value' principles and have established their own procedures for negotiating purchases of goods and services. Budgeting to date has been the responsibility of the headteacher and the deputy headteacher. Governors do not participate in budget planning but have adequate oversight of budget expenditure through the year. The finance committee effectively monitors spending.

87. Administrative routines are good and the school office functions smoothly. The school's administrators ensure that updated financial information is available to the governors, headteacher and senior managers. Good systems are established for checking and collating purchases, and for paying creditors. An audit carried out in 1999 indicated the proper expenditure of all funds allocated to the school, including those for pupils with special educational needs. The core curriculum is adequately funded. Spending totals for each curriculum area are readily available to staff. The school's teachers and support staff are effectively deployed. Good use is made of the building, external areas, and learning resources.

88. There are sufficient teachers, and they are well qualified to teach the primary National Curriculum. Teachers with responsibilities as curriculum co-ordinators have significant expertise in their subjects. Learning support assistants are highly skilled, enthusiastic, and experienced. Staff responsible for administration, premises upkeep, and lunchtime supervision contribute significantly to the smooth running of the school

89. The school building provides satisfactory accommodation and is in good decorative condition. Spacious classrooms are supplemented by a comfortable library, and a computer room is still being developed. Two temporary classrooms in the playground are in satisfactory condition but do not have a piped water supply. The full curriculum for art cannot be taught in these rooms. Classroom furniture is in good condition and is suitable for all children in the primary age range. Displays in classrooms and in the open areas of the school are all satisfactory, and many displays are good.

90. Externally, the front of the building is in reasonable decorative condition but much woodwork at the rear requires painting. Some areas of woodwork are significantly decayed. The Key Stage 1 playground is well equipped. A sports field adjacent to the playgrounds is in good condition. The school site and buildings are free of graffiti and litter, and are commendably clean and well maintained. Throughout the building, drinking fountains for pupils do not function efficiently. The site generally presents no risk to health and safety.

91. Overall, the school's learning resources are satisfactory, although rarely generous. The range and quality of resources in all departments is generally satisfactory, with the exception of information and control technology. Library provision is satisfactory. The school makes good use of the local education authority's book loan scheme. Departmental stocks of textbooks are satisfactory. The number of computers available to pupils is significantly below the national average for similar schools. Computers and printers are of variable quality but all are operational.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

92. In order to raise standards further, the headteacher, staff and governors should:

- Raise standards in information technology** by:
 - * ensuring that all aspects of the National Curriculum are taught;
 - * increasing resources both in quality and quantity;
 - * providing adequate training for teachers.
(Paragraphs 20, 34, 43, 47, 81, 91, 145, 147, 159-163.)
- Raise standards in writing in English by providing more opportunities for extended writing across the curriculum;
(Paragraphs 123 - 124, 128-129, 132- 133, 171, 199.)
- Provide opportunities for co-ordinators to monitor the quality of teaching and learning in their subjects;
(Paragraphs 51, 83 - 84, 130, 149, 158, 161, 172, 182.)
- Introduce formal procedures for assessment;
(Paragraphs 65, 67 - 68, 130, 147, 161, 219.)
- Introduce a whole school homework policy and ensure that it is applied consistently.
(Paragraph 77)

93. The governors should also consider including these issues in their action plan: further develop arrangements for challenging the more able and encourage independent learning (Paragraph 39, 153), develop the provision for multi-cultural development of pupils (Paragraph 57, 61, 133, 209), review the length of the school day (Paragraph 46); and improve the quality of reports to parents on their children's progress (Paragraph 75).

***This is already a priority of the school development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	58

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	44	34	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	315
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	20	44

National Curriculum Test/Task Results	Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	20	23
	Girls	17	18
	Total	37	41
Percentage of pupils at NC Level 2 or above	School	84 (73)	93 (72)
	National	82 (79)	83 (81)

Teachers' Assessments	English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	21	24
	Girls	17	18
	Total	38	42
Percentage of pupils at NC Level 2 or above	School	86 (91)	95 (93)
	National	82 (81)	86 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	22	43

National Curriculum Test/Task Results	English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	19
	Girls	20	19
	Total	38	38
Percentage of pupils At NC Level 4 or above	School	88 (84)	88 (88)
	National	70 (65)	69 (59)

Teachers' Assessments	English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	20
	Girls	20	18
	Total	37	38
Percentage of pupils at NC Level 4 or above	School	86 (84)	88 (92)
	National	68 (65)	69 (59)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	3
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	262
Any other minority ethnic group	1

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	24.6
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	121

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1998-1999
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	£
Total income	605796.00
Total expenditure	592057.00
Expenditure per pupil	1898.00
Balance brought forward from previous year	22052.00
Balance carried forward to next year	35791.00

Questionnaire return rate

Number of questionnaires sent out	317
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	4	1	1
My child is making good progress in school.	47	44	5	1	3
Behaviour in the school is good.	33	63	3	0	1
My child gets the right amount of work to do at home.	27	47	23	2	1
The teaching is good.	47	49	1	0	3
I am kept well informed about how my child is getting on.	28	54	14	1	2
I would feel comfortable about approaching the school with questions or a problem.	57	38	5	1	0
The school expects my child to work hard and achieve his or her best.	53	46	1	0	1
The school works closely with parents.	28	56	11	1	4
The school is well led and managed.	40	50	6	0	4
The school is helping my child become mature and responsible.	38	56	2	0	4
The school provides an interesting range of activities outside lessons.	22	47	16	4	11

Other issues raised by parents

Some parents at the pre-inspection meeting expressed concern at the level and quality of help available to pupils with special educational needs, but evidence gathered during the inspection found that provision for these pupils was satisfactory.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

94. Provision for children aged under five is good. The previous inspection contained no references to children aged under five. All children aged under five attend school full time in the academic year of their fifth birthday. They have had previous experiences at a wide variety of playgroups. At the time of the inspection, 44 children were in the two reception classes, 24 of whom were under five. Children in reception can be as young as four years and one month. When children enter the school, the evidence from baseline assessments shows their attainment to be broadly average compared with that of children of similar ages.

95. Progress is good in language and literacy, personal and social development, and knowledge and understanding of the world. Progress is satisfactory in all other subjects. By the time they are five most children are starting Key Stage 1 of the National Curriculum. The standards in the two reception classes are similar, and the teachers plan together to ensure that all children receive similar experiences.

Language and literacy

96. By the time they are five, children's attainment in language and literacy is good. They speak very confidently to adults and to each other, and quickly extend their vocabularies. Equally, they listen very well to instructions from adults, and they listen carefully to each other. During the inspection, in a whole-school assembly, they listened very well although they did not have a part to play. All children show interest and enjoyment in books, discussing illustrations and joining in repetitive verses read aloud by the teacher. They recall familiar stories, and predict the course of new stories. The highest attaining children can recognise familiar words and some punctuation such as question marks and exclamation marks. All children can differentiate speech bubbles from thought bubbles.

97. Parents are encouraged to read at home with their children and to note progress in reading record books. The home-school link contributes to good progress in reading. Most children quickly learn to recognise familiar words out of context. They recognise their own names and the names of other children. Children of average attainment know that words and meanings can be changed by changing the first letter of a word. For example, they can change 'rake' to 'cake' and 'lake'. Similarly, most children quickly learn to recognise some sounds of the alphabet, and relate the sounds to printed letters. Many children successfully write their full names, and record their ideas and experiences through detailed drawing and writing. Specific handwriting activities develop correct letter formation and pencil control. Consequently, children's writing skills are good. Children write independently. During the inspection, children of average attainment were making good attempts at writing shopping lists based on pictures of fruit and vegetables. Two higher attaining children were successfully using simple dictionaries.

98. The quality of teaching in language and literacy is good. All work is dated and marked in detail, and is identified as aided or unaided. At current rates of progress, most children will attain the standard expected nationally by the age of five. About a quarter will exceed the standard.

Mathematics

99. By the age of five, children's attainment in mathematics is satisfactory. Most children are developing good mathematical vocabularies. For example, they can identify some two-dimensional shapes, such as square, triangle and rectangle. They successfully sort objects by colour, shape and size. They learn and remember many number rhymes, but during the inspection they did not demonstrate practical applications of their knowledge. When reciting number rhymes higher attaining children can find several ways of combining the fingers on both hands to achieve numbers up to ten. With loose beads they replicate patterns printed on cards. Higher attaining children make patterns of greater complexity.

100. All children are learning to record numbers but sometimes write them back to front. Children understand the concepts of 'more than' and 'less than'. A few higher attaining children can calculate how many more cubes are in one group than are in another. Many children are able to count objects accurately to ten. Progress in lessons is reinforced by good mathematics displays. The home-school link does not currently support numeracy. All children enjoy mathematics.

101. The quality of teaching in mathematics is satisfactory. In a satisfactory lesson observed, the work was too challenging for under fives. At current rates of progress, most children will attain the standard expected nationally by the age of five. A few children will exceed the standard.

Knowledge and understanding of the world

102. By the age of five, children have made good progress in this area of learning. They learn about their local environment and the world around them. During the inspection, they walked around the exterior nature area of the school, looking for signs of spring. Higher attaining children can discuss forest management and the importance of keeping the environment clean. All children know that the age of a tree can be calculated by counting rings in the trunk. They have drawn simple maps based on a story of a hen walking around a farmyard. They have compared materials, and know the differences between hard and soft, rough and smooth. All children have tested materials for waterproof qualities, and noted the results by attaching the materials to paper.

103. A large display in each classroom shows the story of the three pigs, and the materials used for their houses. Children know that bricks are stronger than straw. They have made detailed models of figures and buildings. Some models were made in co-operation with Year 6 pupils during wet lunchtimes. Children have good access to information and control technology in their classroom, and they successfully program a robot.

104. Teaching is good in this area of learning. At current rates of progress, most children will attain or exceed the standard expected nationally by the age of five.

Creative development

105. By the age of five, children have made satisfactory progress in creative development. They express themselves through a variety of activities, including collage, printing and painting. All children have made displays of mathematical patterns. Each class has made puppets. One class used felt shapes to sew gingerbread men. Their stitches were small and neat. The other class used a variety of materials in designing and making attractive stick puppets. However, in both classes, imaginative play is teacher-directed. Although children enjoy role play, they rarely participate in imaginative games. For example, the puppet activity was not extended by performance in a puppet theatre

106. The children enjoy role play, though the clothes and domestic articles in the home corner and shop are related entirely to Western culture. Children enjoy musical activities, and can identify a number of percussion instruments, including maracas, tambourine and an African drum. During the inspection, children were observed to sing and clap simultaneously while listening to recorded music. They all enjoy singing.

107. The quality of teaching in this area is satisfactory. At current rates of progress, most children will attain the standard expected nationally by the age of five.

Physical development

108. By the age of five, children's attainment in physical development is satisfactory. They skilfully use needles and scissors, and a range of tools for cutting, sticking and joining. In the single physical education lesson observed during the inspection, children had good awareness of space. They were fully involved in a complex series of movements based on the story of how the camel got its hump. They crouched and jumped, and understood recorded instructions to move fast or slowly. Outdoor activities are well organised. In a purpose-built adventure playground, children balance on narrow beams and walk confidently along a chain bridge. They jump from high blocks on to a soft landing surface. They know and obey the safety rules.

109. The quality of teaching in this area is satisfactory. Although recorded programmes are used effectively, the teachers underrate their own capacity for leading physical education and dance sessions. At current rates of progress most children will attain the standard expected nationally by the age of five.

Personal and social development

110. By the age of five, children's personal and social development is good. They have confidence and high self-esteem, and are very happy to come to school. They settle very quickly into the school routines, including the numeracy and literacy hours. Behaviour is very good, and children have very good attitudes when working and playing together. They are able to sustain concentration for much longer periods of time than most children of similar ages, and they persevere until activities are completed. Relationships are very good

between all adults and children. During the inspection, children were observed to be sharing, taking turns, and collaboratively tidying up. They do, however, have limited experience of multicultural and multi-ethnic activities. All children are valued as individuals, including those with special educational needs.

111. The quality of teaching in this area is good. At current rates of progress, most children will attain the standard expected nationally by the age of five. Classroom assistants are used very effectively, and provide good support for all children, including those with special educational needs.

112. Throughout the foundation stage, teaching is always satisfactory, and is often good. Staff have extensive knowledge of the early years curriculum, and they teach with flair and enthusiasm. They have very high expectations of behaviour and attainment. They question children effectively, and praise and encourage them all. The teachers' enthusiasm and mutual support is a feature of the school.

113. The curriculum is satisfactory, and includes some elements of Key Stage 1. All children have equal access to the curriculum. Children with special educational needs are quickly identified and are fully integrated in all activities. Staff make regular assessments of the children's progress in English and mathematics, and use the information to guide planning. Assessment is inadequate in other subjects.

114. Planning is satisfactory. Lesson plans are a shared format with Key Stages 1 and 2, but do not include extension activities for the highest attaining children. Children are very effectively grouped for all activities. Management of pupils is good: activities continue in unbroken sequence with minimal disruption. Routines consistently applied by all adults contribute to an orderly and very happy environment.

115. The early years' co-ordinator provides very strong leadership and clear educational direction. She shares her expertise, and encourages the professional development of all members of staff, but she does not have opportunities to monitor teaching. A good range of learning resources is provided. All resources are accessible, are in good condition, and are used effectively by staff to promote learning. Indoor and outdoor accommodation is satisfactory, and is effectively used by staff.

ENGLISH

116. The last inspection reported that standards of attainment and progress in English were generally sound and sometimes good. Pupils with special educational needs made sound progress. Teaching was judged to be sound, with examples of good practice throughout the school. The findings of the present inspection are broadly similar, with the exception that teaching is considered to be good and sometimes very good.

117. In the 1999 national tests for seven year olds, the percentage reaching Level 2 or above was close to that expected nationally for children of their age. The proportion reaching Level 3 was well below. In writing, the percentage reaching Level 2 or above was above the

national average. The proportion reaching Level 3 was close to the national average. When these results are compared with those from schools with a similar take-up of free school meals, reading is well below the average, and writing is broadly in line with it. However, as hot meals are not provided in the school, it is reasonable to treat these judgements with some reservations.

118. In the 1999 national tests in English for 11 year olds, the percentage reaching Level 4 or above was well above that expected nationally for children of their age. The proportion reaching Level 5 was close to the average. When compared with similar schools, the percentage reaching Level 4 was above the average, while the proportion Level 5 was close to the average. The same reservations apply to these comparisons as they do for Key Stage 1. The trend over the last three years is of steady improvement in both key stages, with a slight dip in writing in Key Stage 1 in 1998. Inspection findings show that the attainment of the pupils currently in Years 2 and 6 matches the national averages for children of the same age. This finding is recognised by the school and supported by the fact that the English targets for 2000, which have been agreed with the local authority, have been set a lower level than for last year.

119. In speaking and listening, the attainment of pupils is strongly supported by the school's ethos and by teachers' collaborative style, both of which build pupils' self-confidence. In Key Stage 1, pupils are attentive and responsive, and their attempts to answer teachers' questions show careful thought and focus on what is important. Pupils listen to their teachers and peers respectfully - even if sometimes their eagerness to respond makes them impatient - and at the end of the key stage speaking and listening is good.

120. In Key Stage 2 the informal aspects of speaking and listening remain good, but no examples or evidence were seen of more formal speaking and listening opportunities, such as informal discussions, mock trials or individual presentations. As they grow older, more able pupils develop good structural skills in speaking, and they carefully reason out their responses to teachers' questions. They carefully set out their summaries of the books they read, and give reasons to support their judgements. By the end of Key Stage 2, in Years 5 and 6, confidence combines with thoughtfulness. Pupils feel secure, and are ready to 'have a go' even if they may be wrong.

121. In reading, pupils develop sound skills as they move up the school. In Years 1 and 2, pupils of above average prior attainment read prose and poetry with enthusiasm, expression and fluency, achieving standards well above those expected for their age. All pupils have a considerable respect for books as sources of knowledge, experience and pleasure, and some are voracious readers, tackling an impressive number of books every term. Average and below average attainers have good strategies for working out how to read words from different combinations of letters, and overall standards of reading are satisfactory at the end of Key Stage 1.

122. This continues to be the case throughout Key Stage 2, with a small number of examples of really good reading, such as the pupil in a Year 5 - 6 class who had developed quite sophisticated skills of scanning, and therefore often read books she liked twice. Pupils of all abilities read accurately and generally fluently, self-correcting when necessary. They take less care with expression, and with communicating sense through pace, volume, pauses, and tone.

123. In writing, pupils' attainment is satisfactory in both key stages. The number of pupils reaching standards well above the average is, however, lower than might be expected from the numbers achieving the average. Nevertheless, a considerable strength of the school is pupils' presentation of their written work. It is almost always dated and entitled, and handwriting is usually joined and well formed from a quite early stage. The pupils' work is usually accurate in spelling and punctuation. Average attainers present sequences of sentences, usually punctuated, and with spelling at least justifiable, if not always accurate. Below average attainers apply less logical spelling and are not well equipped with the skills of word-sound association. As a result, sense is sometimes obscure. In the samples of work seen, the majority of above average and average attainers made some attempt at writing for effect, and at finding the right word.

124. The sample of writing from the end of Key Stage 2 included large amounts of careful technical and language work, but much less continuous writing and composition. In general, pupils are fluent and accurate writers, but there are fewer examples than usual among pupils of this age which show that the imagination has caught fire, and has resulted in writing at considerable length which is at the same time careful, accurate, lively and entertaining. Some pupils of average and above average attainment do, however, make good and sometimes successful attempts to gain and hold their readers' attention, and to write with an awareness of audience and situation. With these pupils, spelling is mostly accurate, punctuation is usually good, and many of them separate their work into paragraphs. Pupils of below average attainment often do not observe sentence breaks, although spelling is logical if inaccurate. In one example of work which showed lively excitement and lots of imagination, the pupil simply lacked the organisational skills necessary, and as a result his story was undisciplined.

125. The quality of pupils' learning is good in both key stages. The strongest influences are their own confidence and motivation, and the generally good teaching they receive. They enjoy English, and respond very readily to the demands teachers make of them. They stay on task for what are often quite prolonged periods of time, especially for younger pupils. They work well independently, and carefully evaluate their own work and that of others. In speaking and listening, pupils show increasing thoughtfulness in preparing their responses. Their willingness to try out ideas is well established, and by the time they reach Years 5 and 6 they are poised and confident speakers.

126. In reading, progress is satisfactory and often good as pupils move from the shared text experience of the literacy hour to become independent readers. This progress is strongly reinforced by the reading records, in which their progress is plotted by parents or home tutors and teachers, and by the 'reading response' books, in which they evaluate their own reading. Writing shows similar progress, with good handwriting and presentation, leading the way towards technical accuracy. In all aspects of English, and particularly in speaking and listening and in writing, pupils with special educational needs make satisfactory progress in parallel with their peers. This is because their class teachers provide them with appropriately differentiated work. The progress of some higher attaining pupils is less good, and this is dealt with in the following paragraphs about teaching. Behaviour is good: pupils enjoy the subject and they bring great enthusiasm to their lessons.

127. Teaching in both key stages is generally good. Of the lessons observed, 15 per cent was satisfactory, 70 per cent good, and 15 per cent very good. Teachers have good subject knowledge, and are well informed about both the National Curriculum and the national literacy strategy, which is applied well in every class. Planning is detailed and thorough, and resources are well prepared. Teachers' personal styles are engaging and collaborative, while remaining firm. Pupils are managed in a way that, in the best lessons, is almost invisible. The clarity of the objectives which are shared with pupils and the good pace of the lessons hold attention in such a manner that disciplinary interventions are unnecessary. Pupils are expected to read at home every day if they can, but other homework is not set in a regular pattern which pupils can follow. Handwriting and presentation are well taught, and pupils' work is carefully and often analytically marked.

128. The good teaching secures good progress for the large majority of pupils. Teachers meet the challenge of classes containing a very wide range of attainment in pupils who may be separated in age by anything up to two years. In most situations they do this well, but in the case of higher attainers their expectations are too low.

129. For example, in Key Stage 1, a text may be chosen which suits the majority of the class, but is much too 'babyish' for more able seven year olds, who look for more demanding things. In Key Stage 2, a lively, imaginative text, such as *The Highwayman*, is treated at a basic level in which figures of speech are spotted, and characteristics of the people in the poem are listed. Little attention, however, is given to setting, to atmosphere, to what makes word choice right, and to what gives the poem its real depth of appeal. A great deal of attention is paid to the technicalities of language in exercise books, but there is much less of the continuous, imaginative writing which gives pupils a chance to extend their performance beyond the basic requirements.

130. English is well managed by an enthusiastic and well qualified co-ordinator. Appointed just before the partial launch of the national literacy strategy, he has still to develop the monitoring of teaching and learning in the subject. He has, nevertheless, now overseen the successful re-launch of the literacy hour, although the subject policy and scheme of work are in need of detailed review. Assessment makes good use of standardised tests, but day-to-day assessment by teachers is personal and inconsistent.

131. Resources for English are satisfactory. The provision of big books and sets of readers for shared and group reading is adequate, although choice is still somewhat restricted. Each classroom has a good selection of mostly fiction, which children may take home, and a commercial structured reading scheme is in use. The school library contains a good stock of non-fiction, well classified and kept in good order. Since most of the fiction is in classrooms, there is only a small collection in the library, which is used freely at lunch time by pupils. It is a teaching room at other times. During the inspection no pupils were seen using the library as an information resource during lesson times, and it does not contain any computerised information sources.

132. Literacy is satisfactorily supported across the curriculum. Appropriate technical language is encouraged in such subjects as geography and design and technology. Written work is set and marked from time to time, but not regularly and as a matter of routine. There is no agreed approach to correcting errors in writing. There are opportunities for group and whole class discussions, but very few for talks or presentations by individual pupils.

133. English makes a good contribution to pupils' moral and social development, through the collaboration necessary in the Literacy Hour, and through the discussion of important issues arising from pupils' reading. Its contribution to their spiritual and cultural development is also strong, through their own writing and through contact with great literature. However, pupils are only provided with limited experience of writing from other countries and cultural traditions.

MATHEMATICS

134. In the 1999 national tests for seven year olds, the proportion achieving the Level 2 or above was well above the national average for all schools, although the proportion of pupils reaching Level 3 was well below the national average. Overall, the results were below the average for schools judged to have a similar intake. In the tests for 11 year olds, the proportion achieving Level 4 was very high in comparison with the national average for all schools, and was well above the average for similar schools. The proportions of pupils achieving or exceeding Level 5 was well above the national average.

135. At the time of the last inspection, standards of attainment in National Curriculum tests were above national expectations for pupils aged seven and eleven. In Key Stage 1, standards were maintained until a serious reversal in 1999. In Key Stage 2, following a reversal in 1997, standards improved in each subsequent year. Evidence gathered during the inspection suggests that the attainment of the pupils currently in Years 2 and 6 will match that expected nationally for children of their age. This finding is recognised by the school and is supported by the fact that the targets for 2000, which have been agreed with the local authority, are only slightly above those for last year.

136. To ensure that standards are consistently high in both key stages, pupils in year groups 1 to 6 are now placed in broad attainment groups. Their work will be closely matched to individual needs. The mathematics co-ordinator analyses the strengths and weaknesses identified in results of the national tests. The national numeracy strategy is fully implemented, but the effects of these significant changes are not yet measurable. Some staff require training and support in mathematics, and the co-ordinator's role is not fully developed in the monitoring of teaching and learning in the subject.

137. At the end of Key Stage 1, higher attaining pupils are able to count in threes to well above 100. Using toy money, they calculate change from £2. They know that units remain the same when ten is subtracted from a number. They are able to recognise familiar two- and three- dimensional shapes. Average pupils use simple mathematical apparatus to add numbers to 100, and they write accurate answers in their workbooks. They use a mirror to identify a line of symmetry. They can tell the time in quarter-hours. Pupils with below average attainment know that a two-digit number includes tens and units. When writing, they sometimes reverse the sequence of figures, and frequently they write figures back to front. They use a clock to identify the hours of the day.

138. At the end of Key Stage 2, higher attaining pupils have good understanding of reflective symmetry, and forecast where a two-dimensional shape will be after two translations. They use mathematical vocabulary to identify prime, square and triangular numbers. They simplify fractions, and understand percentages. They use calculators to check the accuracy of answers, but not to investigate complicated number patterns. Pupils of

average attainment accurately use a protractor. With help, they calculate the areas of composite shapes. They have reasonable knowledge of tables to twelve, but are not always confident in responding to snap questions. For example, when asked 'What are nine sixes?' a pupil laboured his way through a table of sixes before answering correctly. Pupils with below average attainment count forwards and back in sixes, beginning at any number below 100, including negative numbers. They understand the values of decimals to three places. With help, they subtract decimals, carrying numbers where necessary.

139. Progress in Key Stage 1 is satisfactory. All pupils make satisfactory progress in their understanding of place value and number operations, and satisfactory progress in understanding standard and non-standard units. However, pupils in all attainment groups cannot always remember the meaning of work recorded in their books. For example, during the inspection, an above average Year 2 pupil said that a desk would be measured in millilitres, although she had used the word correctly when describing a half-filled jug in her book. Similarly, an average pupil in Year 2 identified a metre as 1000 centimetres.

140. Progress in Key Stage 2 is satisfactory. Pupils develop mental mathematical skills and, in Year 3, a few high attaining pupils can find several alternative methods of calculating the twelve times table. Pupils with below average attainment can add 100 to a number by changing the first digit, but they are not encouraged to work with numbers exceeding 1000. In Year 4, higher attaining pupils understand and explain Pascal's triangle and some simple multiples of numbers. A few higher attaining pupils in Year 5 have calculated how many minutes they have been alive, including leap years. Average pupils in Year 5 know the relationship between fractions, decimals and percentages. For example, they know that $\frac{1}{4}=0.25=25$ per cent. In Year 6, higher attaining pupils calculate how many handshakes would occur if everyone in the class shook hands with everyone else. Given a formula, they can calculate handshakes between any number of people. Pupils with special educational needs make satisfactory progress in both key stages.

141. Pupils' attitudes to work are positive in both key stages. In one unsatisfactory lesson observed during the inspection, where pupils' attitudes were unsatisfactory, conversations between pupils were unchecked by the teacher. In all other lessons observed, pupils listened attentively to their teachers, and were respectful and sympathetic to each other. All pupils try their best. They are good at completing tasks within a set time.

142. The quality of teaching is variable but was judged to be satisfactory overall. Of the lessons seen, 62 per cent was good, and 92 per cent satisfactory or better. One lesson in Key Stage 2 was judged to be less than satisfactory. No unsatisfactory teaching was seen in Key Stage 1.

143. In very good lessons, teachers have very good subject expertise. They differentiate carefully when asking questions, and have high expectations of written and spoken responses. In lessons judged to be satisfactory rather than good, teachers took answers only from the limited number of pupils who volunteer. They use classroom assistants effectively to support pupils in the introductory sessions of the numeracy strategy.

144. Work is not always consolidated. For example, in a Year 5 lesson, the teacher did not ensure that all pupils were clear that 1000 grams is a kilogram. The one lesson judged to be unsatisfactory was due to poor subject knowledge and limited access to support and training.

145. Information technology is not an integral part of the mathematics programme, and is poorly used in Key Stages 1 and 2. In the reception classes, the use of information and communication technology is satisfactory. In a number of sessions, a reception classroom assistant very effectively taught pupils how to program an electronic robot.

146. The mathematics policy and scheme of work are good, and ensure coverage of the National Curriculum programmes of study. However, the policy requires updating to include information and communication technology and the introduction of the numeracy strategy. The use of mathematics through the whole curriculum is satisfactory. An effective wall display by Year 6 pupils used a Treasure Island theme to demonstrate co-ordinates.

147. Teachers' planning is satisfactory. The co-ordinator scrutinises all planning documents and the self-evaluations completed by teachers after lessons. The planning format does not include provision for information and communication technology, extending higher attaining pupils, and homework for all pupils. Assessment is unsatisfactory. Although pupils are assessed by their teachers, the process of assessment is inconsistent across year groups and across the school. Teachers know the children well but assessment information is not collected systematically and is not used effectively to ensure that work matches the pupils' needs. For example, in a Year 5 lesson observed, the work was too difficult for the class.

148. Marking is satisfactory but inconsistent. The whole-school marking policy is inadequate. Some teachers' comments are not understood by children, and some teachers make no comments. Some work is ticked indiscriminately. For example, ticks are applied where a sum is correct but the digits are written back to front. Presentation in workbooks is satisfactory, and is good where teachers have high expectations. However, work in mathematics folders is unsatisfactory. Pupils take little pride in work on random sized pieces of paper and worksheets. Much work is undated, and all work is loose-leaf. The folders are very untidy. Homework is unsatisfactory. In the absence of whole-school policy, provision varies greatly across year groups. Some targets for pupils are sent home but are not always clear. For example, the single word 'decimals' hand-written on a card was not understood by a Year 6 pupil or her family.

149. The subject co-ordinator is enthusiastic, but her considerable expertise is not fully utilised. She has monitored teaching as part of the introduction of the numeracy strategy but has had no other opportunity to monitor and support teachers. The range and quality of resources for mathematics is satisfactory. All resources are in good condition, are accessible to staff and pupils, and are very well maintained.

SCIENCE

150. The previous inspection found the standards in science were generally sound and sometimes good. The 1999 results of the National Curriculum teacher assessments show that the percentage of seven year olds reaching Level 2 or above was well above what was expected nationally for children of their age. The proportion reaching Level 3 matched the national average. Compared with those of schools judged to have a similar take-up of free school meals, the results were below average. Reasons for treating this judgement with caution have been explained earlier in the report.

151. The results of the 1999 national tests for 11 year olds show that the percentage of pupils reaching Level 4 or higher was above that expected nationally for children of their age, whilst the proportion gaining Level 5 was well above the national average. In comparison with similar schools, results were average. Taken together for the period 1996 to 1999, the attainment of boys is above the national average and has improved consistently since 1997. The attainment of girls, taken together for the period 1996 to 1999, is also above their corresponding national average. Although their attainment has declined somewhat since 1996, there is no significant difference between their attainment and that of the boys within the school.

152. Evidence gathered during the inspection indicated that the attainment of the pupils currently in Year 6 meets the national average. This apparent drop in attainment is attributable to the characteristics of the cohort which has led the school to lower its targets for English.

153. By the age of seven, the majority of pupils understand the purpose of a switch. They know how to construct a circuit using a switch. Their investigative skills, however, are unsystematic and restrictive. Instead of exploring for themselves, pupils tend to follow what has been demonstrated by their teachers. The more able pupils can trace the fault in a simple circuit, for example wires not touching the correct part of the bulb or the battery.

154. By the age of 11, the pupils have good knowledge and understanding of light. They know, for example, that light travels in a straight line, that it travels faster than sound, and that it can be split into colours. They know too that all objects reflect light, and that the reflected light reaching our eyes helps us to see these objects. The more able pupils demonstrate good understanding of fair testing, others much less so. The majority of Year 6 pupils know the structure of the heart and the names of the basic blood vessels that are involved in the circulation of blood in the body. All pupils, including those with special educational needs, make satisfactory progress.

155. The pupils show a genuine interest in science. They are very well motivated and apply themselves to activities with a considerable level of mental and physical energy. They show high levels of concentration during discussions and practical activities. The higher attainers make valuable contributions to class discussions and teachers' questioning. The relationships between pupils and teachers and other adults are good. Pupils are aware of their responsibilities in lessons and consequently behave very well. They support each other's learning when working in group activities.

156. The overall quality of teaching and learning science is good. In Key Stage 1, it is satisfactory. In Key Stage 2, it is good. Out of the five lessons observed, teaching was very good in one and good in two lessons. It was never less than satisfactory in either of the key stages. Teachers have secure subject knowledge and understanding. They use these effectively to explain scientific ideas and concepts and for demonstrations to promote understanding. They make good use of probing questions to assess prior and newly acquired knowledge and understating, to share ideas, to clarify understanding and to increase pupils' involvement in learning by their differentiated use.

157. The use of scientific vocabulary to promote understanding is beginning to be developed in Key Stage 1 but it is inconsistent and is not given its due significance in Key Stage 2. The management of pupils is a strength in both key stages, helping to overcome

distractions and increase productive working. Lesson objectives are clear. Imaginative strategies, such as the use of spider diagrams and paper models, are used effectively to test pupils understanding, and planning to address identified gaps. Whilst the quality of learning is satisfactory, pupils have yet to develop a systematic approach to investigations and there is some over-reliance on worksheets.

158. The curriculum meets the needs of all pupils. The subject leadership is satisfactory, although the monitoring of teaching and learning is underdeveloped. The shortage of some consumables and equipment is affecting the quality of learning at both key stages. Standards in Key Stage I are also being adversely affected by the restricted amount of time allowed for science.

INFORMATION TECHNOLOGY

159. The previous inspection found that standards in information technology were generally sound but that progress was limited. The quality of the curriculum was unsatisfactory and a key issue was to extend the information technology curriculum both in terms of depth and provision. A start has only recently been made.

160. Currently, the standards of attainment in information technology at the end of both key stages are below what is expected nationally for children of their age. Whilst the overall progress pupils make in lessons is satisfactory, the progress of pupils over the period of their schooling is not. The quality of the curriculum remains unsatisfactory and does not meet the legal requirements of teaching all aspects of the National Curriculum for information technology. The quantity and quality of the equipment is unsatisfactory, as is the subject knowledge and understanding of some teachers.

161. There are no formal assessment arrangements to determine the National Curriculum levels of attainment. The quality of teaching and learning is not monitored and the subject is not given sufficient teaching time to cover all aspects of information technology. There was little evidence of the use of information technology across the curriculum.

162. The recently appointed headteacher and the subject co-ordinator are fully aware of the weaknesses in information technology, and steps are being taken to overcome the weaknesses. For example, a computer suite has been established and much work has been carried out to improve facilities for information technology. At the time of the inspection, however, the room was overcrowded and used only by Key Stage 2 pupils

163. The quality of the small amount of teaching seen in Key Stage 1 was unsatisfactory. Teaching was judged to be satisfactory in Key Stage 2. It was good in one of the four lessons observed. In satisfactory or better lessons, teachers made effective use of their secure subject knowledge in providing explanations which pupils understood. The pupils learned, for example, how to enter data into a database. Lesson objectives are clear and, together with clear instructions, promote learning. The effective management of pupils by their teachers keeps them engaged in their work. The good informal assessment and monitoring of progress ensures speedy learning.

164. When given the opportunity, pupils enjoy using the computers, and their level of motivation and concentration is high. They have good relations with teachers and with each other. They work very well together and are always pleased to share their skills with others. Their behaviour is good.

RELIGIOUS EDUCATION

165. Pupils at both key stages attain standards that are in line with the requirements of the locally Agreed Syllabus. By the end of Key Stage 1, pupils gain satisfactory knowledge and understanding of the Christian faith that is the main focus of the Agreed Syllabus. By the end of Key Stage 2, pupils have extended this knowledge and understanding and also know about some elements of Judaism and Sikhism.

166. Pupils at both key stages relate religious studies to their own personal and social development and are beginning to appreciate that other people have values and beliefs that are different from their own. Pupils have good attitudes towards religious education. They listen attentively to one another and show respect for other people's points of view. They behave well and are very involved in the lessons. When expected to share resources, they co-operate well.

167. There have been a number of changes since the last report. The co-ordinator for religious education is now able to evaluate the teachers' planning and has purchased additional resources. There is now a satisfactory amount of artefacts to support the teaching of Judaism and Sikhism, as well as a small range of resources relating to Hinduism and Islam.

168. Teaching at Key Stage 1 is good. Two lessons in religious education were observed during the inspection. The stories used in the lessons were well related to the Christian faith. Teachers used good strategies to interest the pupils, and the very good use of the voice to tell stories in an exciting way was particularly impressive. Pupils were forthcoming in oral sessions, clearly demonstrating that they remembered the stories of Jonah, David and Goliath, and Joseph and his brothers.

169. There was a good moment of spirituality when pupils were asked to close their eyes and the teacher described an apple tree. They had to picture it 'in their mind's eye'. This was then related to the feelings of the blind man of Jericho who had been blind from birth. Links were made with feelings in a lesson about a rabbit that was lonely. Pupils were asked to think about loneliness and what things made them feel lonely. Year Two pupils were expected to undertake written work illustrating their understanding of blindness. They completed this in the time available and showed that they had clearly understand the theme of the lesson.

170. Teaching at Key Stage 2 is satisfactory. Two lessons were observed during the inspection. Teachers demonstrated satisfactory knowledge and understanding of the subject, including the importance of the Torah to the Jews. Pupils make satisfactory progress during the lessons and learn a number of facts about Judaism, including the relationship between the Old Testament and the Torah. In a lesson on Jesus as a teacher, pupils developed their understanding of the ways in which Jesus conducted His ministry and how He encouraged people to develop prayers.

171. Good use is made of the Bible, and there are sufficient resources for pupils to share. In the Year 5-6 lesson, the work set for pupils was insufficiently challenging for the more able. Teachers are sensitive to the needs of the subject. When writing prayers the teacher explained that this was a private piece of writing and did not have to be shared with others in the class setting. The scrutiny of the pupils' work indicates that teachers rely too heavily on commercial worksheets, and opportunities to extend pupils' writing are often missed.

172. The co-ordinator for religious education has the opportunity to purchase resources and evaluate teachers' planning. She is provided with no opportunity to observe other lessons and has no way of evaluating what progress pupils are making. She also has responsibility for co-ordinating collective worship. There are good links between religious education, personal and social education, and collective worship.

ART

173. Standards of art are satisfactory at both key stages. Standards have been maintained since the previous inspection but have not improved in specific areas where weaknesses were identified. For example, in Key Stage 2, pupils' appreciation of major artists is underdeveloped.

174. During the inspection two art lessons were observed. Other evidence was obtained from scrutiny of children's work, displays in classrooms and open areas, photographs of previous work, interviews with pupils, and observations of clubs for art and crafts.

175. At the end of Key Stage 1, pupils make good observational drawings reproducing the shape and proportion of toys. They develop an understanding of the use of pastels when imitating cave drawings. In a good lesson observed, pupils discussed the techniques used, and the quality of their own and each others' work. All work was at least satisfactory, and some was of high quality. Pupils are able to discuss the work of Van Gogh, and they understand his technique and his preferred colours.

176. At the end of Key Stage 2, pupils in Years 5 and 6 have accurately drawn and shaded still-life pictures of musical instruments and Tudor cottages. Pupils understand various methods of printing, including ornate carved blocks from Asia, and the techniques used by cavemen. In a good lesson observed, the class experimented with designing and carving designs on to polystyrene printing blocks. Higher attaining pupils produced designs of printable quality. Other pupils understood why their experiments were less successful. Year 6 pupils have a good understanding of the work of Van Gogh, and some understanding of the work of Degas.

177. Progress in both key stages is satisfactory, although inconsistent. For example, collage techniques learned in Years 1 and 2 are not developed in Years 3 and 4. Throughout the school, pupils use a range of media, including pastels, watercolours, coloured pencils and collage. Reception children use textiles in the tie-dye process. Progress in Key Stage 2 is inhibited where classes are based in temporary accommodation without running water. Work in Year 5 - 6 extra-curricular clubs indicates the potential for higher standards in lessons. For example, very attractive picture frames were made from corrugated cardboard cut from box sides.

178. Teachers plan individually for lessons without considering pupils' previous work and experiences. The art co-ordinator scrutinises teachers' plans for each half term. In both key stages, assessment of pupils' work is weak. The integration of art with other subjects is satisfactory, and is sometimes good. An example of good integration was where a Years 3 - 4 class had painted a series of seasonal pictures showing the position of the sun in the sky in each month of the year. Western art predominates in the school. Multicultural art is underdeveloped.

179. All pupils enjoy art, and they work hard to obtain desired effects. They collaborate well, sharing ideas and resources. Behaviour is good. Pupils cleared away willingly and efficiently at the end of a practical lesson observed.

180. In both lessons observed, teaching was good. In the Key Stage 1 lesson, the teacher had high expectations of behaviour and work. In the Key Stage 2 lesson, the teacher had good expertise, and moved the lesson quickly from topic to topic. Observations of the art and crafts clubs indicates that teaching is always satisfactory and is often good.

181. Display in classrooms and the open areas of the school is always satisfactory, and is sometimes good. Photographic evidence shows some previous classroom and open area displays to be very good. The display policy is brief and does not ensure that displays are credited to individuals or classes, and it does not require any context to be shown. In both key stages, resources are satisfactory. Accommodation is satisfactory, although there is no water in the temporary buildings used in Key Stage 2.

182. Although the co-ordinator is very enthusiastic about art, and conscientiously seeks to maintain its vigour and importance within the school's curriculum, her expertise is not fully utilised. For example, although she is aware of current deficiencies, and is working to eliminate them, she has had no opportunity to offer professional development to her colleagues.

DESIGN AND TECHNOLOGY

183. During the inspection no lessons in design and technology at Key Stage 1 were seen, and only two lessons were seen at Key Stage 2. Judgements are based on the work observed around the school, teachers' planning, and discussions with teachers and pupils. The evidence indicates that curriculum requirements are being met and that standards at the end of both key stages are in line with expectations.

184. The last report criticised the school for lack of progression in the subject throughout the school and insufficient regard for health and safety when pupils were handling tools. The current curriculum allows opportunities for design and technology at all stages. An additional safety policy has been developed and the use of tools during the inspection indicates that teachers have regard for the issues of safety.

185. During Key Stage 1, pupils are provided with the opportunity to create their own structures. This is done as part of their work in geography, history and science. They had made houses, using sticky paper, paint and cardboard. Structures using appropriate materials for The Three Little Pigs' houses were on display. Using a magnet, pupils had created can sorters. The displayed models showed good progression between the work of Year 1 and Year 2 pupils in the same class.

186. Pupils in Years 3 and 4 continue to develop design and technology work that is related to other areas of the curriculum. They design electronic games, linked to work on electricity in science. Designs for Roman shields are produced, and the pupils use clay to make Roman lamps. In Years 5 and 6, pupils have time blocked for design and technology. During these periods they have more opportunity to explore the subject in depth. They are able to produce step-by-step plans and make a finished item. There was a display of simple moving toys with explanations of how the toys were made and what pupils had found easy or difficult about the exercise. Stories had been devised to go with the toys, and the pupils had designed their own packaging and publicity. Pupils behave well in design and technology lessons. They handle tools sensibly, share resources, and support each other when working in groups.

187. In the two lessons observed, the teaching was satisfactory in Years 3 and 4 and very good in Years 5 and 6. Lesson objectives are clear and are shared with the pupils. The lessons observed were the first in a series, but the pupils were made aware of the requirements for that lesson and the overall objective of the series, namely to produce a Roman lamp and to make a wheeled toy. In the lesson where pupils were learning to use tools, the teacher made strong reference to the need for safety, and all activities were closely scrutinised. The teacher had high expectations of all pupils, and a good pace was maintained throughout the session, which lasted all afternoon. By the end of the session all the pupils had had the opportunity to use all the tools they were going to need in future sessions, and they had made good progress in developing their skills with these tools.

188. The lesson on the making of a lamp involved pupils examining and discussing the differences, in terms of design and function, between modern oil lamps and those used by Romans. The pupils showed a good knowledge and understanding of materials and their properties. However, the pace of this lesson was too slow and some pupils became bored.

189. The work in design and technology is well supported by an extra-curricular craft club. This is organised and run by a Key Stage 1 teacher and is currently being supported by a parent. Pupils will be developing designs using cross-stitching.

THE HUMANITIES - HISTORY AND GEOGRAPHY

190. The school blocks its work in history and geography. During the inspection no lessons in geography were observed at Key Stage 1. Only one history lesson was observed at Key Stage 2. On the evidence of the lessons observed, the scrutiny of work and discussions with pupils, attainment was found to be in line with that expected at the end of both key stages in both subjects.

191. By the time they are seven, pupils are able to use secondary sources when finding out about a period in history. They are able to look at pictures and make simple deductions about similarities and differences between life in the past and life today. Pupils know stories

about famous people and events, understanding, for example, that the story of Guy Fawkes is related to an attempt to destroy the Houses of Parliament. They are able to say whether articles are new or old, explaining the difference between new and old clocks.

192. In geography, pupils know about their local area and can find it on a map and can talk about countries to which they have been introduced, and recognise some of the basic differences between England, Jamaica and Kenya. They are beginning to develop mapping skills and can understand simple plans and use simple co-ordinates.

193. By the time they are 11, pupils understand the main events in a period of history they have studied, and also know about some of the main characters. For example, they can talk about the voyages of Sir Francis Drake in the Tudor Project. They have satisfactory understanding of the way history can be influenced by its interpretation. Work on Saint George in English helped them understand that viewpoint is important when reporting history.

194. In geography, pupils have a sound vocabulary and can interpret an Ordnance Survey map, recognising some of the symbols used. They are able to talk in detail about their own area and can compare it with London and other parts of the country.

195. In both subjects pupils are keen to contribute to lessons and show enthusiasm about the things they are doing. This was especially true in Key Stage 2 geography lessons when they were learning about their local area. Pupils are keen to show that they have local knowledge and can draw on this knowledge to inform others, including the teacher. Of particular merit was the excellent behaviour of Year 3 and 4 pupils who were taking part in a field trip to the local industrial estate.

196. Teaching in history at Key Stage 1 is satisfactory. Teachers use secondary sources well. The more able pupils are learning how to make deductions about how people lived in the Stone Age. However, in a mixed age class this type of activity was too challenging for some Year 1 pupils. The teaching in the one history lesson that was observed at Key Stage 2 was good. A video was used to extend knowledge and understanding of the Romans. The lesson was well prepared, and pupils were directed to watch the video with five questions which needed answering. All the class made good progress, and the majority of the pupils were able to answer the questions.

197. The teaching of geography at Key Stage 2 was always satisfactory and on one occasion excellent. Where the teaching was excellent the preparation of a field trip had been meticulous, including a risk assessment. Throughout the lesson pupils were continually being challenged to observe and record the details of what they saw. Parent helpers were fully involved with the session, interacting with the pupils in a most positive manner.

198. Pupils' learning was very good, mainly as a result of the standard of teaching and the fact that what they were doing was real and relevant to them and their lives. In a similar way, good use was made of photographs taken in the area around the school some time ago. Pupils were able to relate these to a position on a large scale Ordnance Survey map and talk about the changes that had taken place since the pictures were taken. Amongst the things they observed were new traffic calming measures and shop closures.

199. The scrutiny of work indicated that not enough use is made of literacy skills in history and geography work, particularly at Key Stage 2. Too much emphasis is placed on completing worksheets, and too little time is devoted to extended writing within both subjects.

200. The history and geography co-ordinators have been working with the local authority humanities adviser on the revision of the curriculum for both subjects. Both co-ordinators are excited by the prospect of introducing a new curriculum to be put in place for September 2000. This will give them an opportunity to develop further resources and introduce colleagues to new ideas.

MUSIC

201. The last inspection found that standards of attainment and teaching in music were satisfactory, and were good in singing. The conclusion reached from the small amount of evidence gathered in the current inspection is that both attainment and teaching are good.

202. During the inspection, only one lesson was seen in each of the key stages. In addition, assemblies or singing practices were seen on each day of the inspection, as well as the Key Stage 1 recorder group. On the limited evidence available, pupils achieve high standards in music. Music is a permeating feature of life in the school, and it is a considerable strength.

203. In Key Stage 1, pupils have a good reserve of songs which they know by heart. They sing them accurately and enthusiastically, accompanying them with actions, and they discuss and devise new actions. They develop improvisations well, and make suggestions for appropriate instruments in a way which shows that they already know the effects they can achieve. In Key Stage 2, their knowledge of the potential of their instruments is very well developed, as is their sense of rhythm and counter-rhythm. They follow the rules of tempo strictly while producing a class improvisation, counting themselves in accurately, and varying the length of notes within the overall number of beats in the bar. They have good knowledge of conventional rhythmic notation.

204. Throughout the school, singing is very good. Pupils follow a conductor carefully, and come in on pitch and hold it accurately without accompaniment. Their singing is careful and spirited; the choir, which is 50-60 strong, leads the high quality singing in assemblies, frequently adding descants, and singing two-part canons with ease. In the lessons seen, pupils appraised their own work carefully and thoughtfully, but there was no evidence of the evaluation of the work of great composers.

205. All pupils bring considerable enthusiasm to their music, and as a result make considerable progress in their knowledge of its technicalities and their skill in performance. This good progress is also promoted by well-structured, developmental teaching, and by pupils' own strong rehearsal skills. Improvisations are themselves characterised by care and thought in both key stages. Behaviour is good, however excited pupils may be about what they are asked to do.

206. Of the two lessons observed, one was good and the other was very good. The teaching skills seen in music practices were also good or very good. This quality is achieved more through enthusiasm than musical expertise, though this is often present too. Very good use

is made of a part-time music teacher who provides lessons for Years 5 and 6. Other teachers have greater or lesser musical skill, and a commercial music scheme is also used to good effect, as was seen in the very good music lesson. The provision of music outside lessons is good, and very popular with pupils. Apart from the choir, there are recorder groups which attract about 60 pupils of all ages from Year 2 upwards. About 20 pupils have individual tuition in clarinet and guitar.

207. The subject is well led by an able and enthusiastic co-ordinator. Music is not her speciality, although she plays the clarinet. Her leadership is through singing and conducting of good quality. The policy and scheme of work was inherited on her appointment some three years ago. In view of the need to rely upon a commercial scheme, this documentation is acknowledged as in need of review in order to provide structured guidance.

208. Resources for music are good. Each classroom has a music box containing a variety of mostly untuned instruments. There is also a central store of instruments, tapes and CDs. There are sufficient instruments for each pupil to have some choice in music lessons.

209. Music in and out of lessons supports pupils' social and moral development well, through the requirements of ensemble performance and participation in presentations. Pupils' spiritual development is enhanced through their singing of a number of good and appropriate religious songs. Their cultural development is supported through the very experience of music-making and of hearing music, though little evidence was seen of work on music from other cultures.

210. The subject makes a good contribution to literacy, through the manipulation of the words required; and to numeracy through the work with number and patterns which is intrinsic to any piece of music.

PHYSICAL EDUCATION

211. Standards in physical education are satisfactory at both key stages. Standards have been maintained since the previous inspection but have not improved in specific areas where weaknesses were identified. For example, the dance element of the National Curriculum programme of study is still underdeveloped.

212. At the end of Key Stage 1, pupils' awareness of space is inconsistent between classes. Where teaching is good, pupils are trained to find space and to move freely. Where teaching is satisfactory pupils bunch together and are not told to separate. With the exception of the lowest attaining pupils, all can balance on one foot for a few seconds. Some higher attainers can identify body points and patches. In one lesson observed, all pupils balanced confidently in a variety of positions on a narrow beam.

213. At the end of Key Stage 2 pupils have very good posture in gymnastics. They confidently make elaborate shapes with their bodies. Some higher attaining pupils perform controlled forward and backward rolls and headstands. They evaluate each others' work with clarity and good humour. They create sequences of floor exercises.

214. All pupils in Years 5-6 swim regularly for two terms each year. All pupils in the current Year 6 can swim at least one width of the pool. Swimming instructors forecast that all Year 5-6 pupils will be able to swim 25 metres at the end of the key stage. The highest attainers can swim distances of up to one mile, and participate in challenges of swimming clothed and diving for bricks. Swimming is a strength of the school.

215. In Key Stage 1, pupils' progress is satisfactory but inconsistent. For example, when they are learning to balance on apparatus their posture does not develop systematically. They learn to evaluate work but not how to improve it. In Key Stage 2, progress is satisfactory. Pupils develop the skills learned in Key Stage 1 but have few opportunities to choreograph and perform dances as part of the physical education curriculum. Extra-curricular activities, including football and country dancing, are enthusiastically led by staff and are supported consistently by significant numbers of pupils.

216. Pupils of all abilities, including those with special educational needs, have good attitudes to the subject. The attitudes of pupils not involved in lessons are satisfactory but they are not required to use the time productively. They are rarely provided with tasks related to the lesson. Throughout the school, classes move in and out of the hall silently. Behaviour is good in physical education lessons, and was exemplary when pupils were travelling to and taking part in a swimming lesson at a municipal pool.

217. Teaching is always satisfactory, and it was excellent in one lesson observed. In one of the satisfactory lessons seen, the importance of warming-up before physical exercise was not explained, but excellent support was provided for a child with special educational needs.

218. In the excellent lesson, all pupils were challenged by the teacher's subject knowledge. They were made to think quickly and clearly about their actions and about how their performances could be improved. In all lessons observed, teachers demonstrated good awareness of health and safety issues. Pupils look smart, and take a pride in their work.

219. Schemes of work are in place and planning is satisfactory. The subject co-ordinator has very good knowledge of physical education and the subject is well managed, although assessment is not yet established. Resources and accommodation are satisfactory.