

INSPECTION REPORT

REDHILL PRIMARY SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103247

Headteacher: Mr M O'Keefe

Reporting inspector: Mrs W Knight
12172

Dates of inspection: 8th - 11th May 2001

Inspection number: 194454

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Redhill Road Hay Mills Birmingham
Postcode:	B25 8HQ
Telephone number:	0121 772 1277
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Appropriate authority:	Governing body
Name of chair of governors:	Rev Maureen Alderson
Date of previous inspection:	19th - 22nd May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12172	Wendy Knight	Registered inspector	Art History Information and communication technology	The school's results and pupils' achievements Teaching and learning How well the school is led and managed
1329	Kevern Oliver	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22805	Jo Greer	Team inspector	Science Design and technology Foundation stage	Pupils' spiritual, moral, social and cultural development
18342	Megan Spark	Team inspector	English Music Religious education Special educational needs Equal opportunities English as an additional language	
10204	David Vincent	Team inspector	Mathematics Geography Physical education	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Redhill is an average sized school with a roll of 194 five to eleven-year-olds in the main school plus 52 children in the nursery. It is situated on an industrial estate and serves an area of Birmingham with high levels of social housing. Many pupils who attend the school do not complete all their primary education there. There are currently pupils from twelve different cultures, including 53 per cent of pupils of Asian origin, 27 per cent white and 9 per cent black British. 136 pupils have English as an additional language of whom 96 are at an early stage of learning English (40 per cent) and 170 pupils are supported through specific grants. An above average proportion of pupils (38 per cent) is entitled to free school meals but an average percentage is on the register of special educational needs. Attainment on entry is well below average. Many parents choose the school because of the ethos and the quality of education it provides.

HOW GOOD THE SCHOOL IS

The school is effective in enabling pupils make steady progress although overall the number of pupils achieving expected standards is well below average. The teaching is good overall and very good in the nursery. Very effective leadership and management are ensuring provision continues to improve. The school gives good value for money.

What the school does well

- provides a very positive ethos where pupils learn to behave well, respect each other and develop caring relationships
- offers very effective nursery experience
- is led very well
- has established very valuable community links
- cares very well for its pupils

What could be improved

- standards in English, mathematics, geography and history
- the systematic application of literacy, numeracy and information and communication technology skills across the curriculum
- expectations that pupils become increasingly independent in their learning
- provision of effective, regular marking and feedback to help pupils improve their work

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made considerable improvement since the last inspection in May 1997:

- Behaviour is now good
- The school has taken appropriate steps to improve standards in English, mathematics and science and raised attainment in science at Key Stage 2, music and religious education
- The school has recently begun to take action on promoting independent learning
- Assessment is now used to set targets, and is systematically analysed
- The whole curriculum is now thoroughly planned
- Teaching has improved for all pupils
- Provision for pupils with special educational needs ensures good progress is made

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E*	E*	E
mathematics	E	E	E	E
science	E*	E*	E	C

Key

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

E* means that the school's performance is in the lowest 5% nationally

Children make regular progress in the Foundation Stage and achieve satisfactorily, but attainment is well below average at the end of the reception class. The school's test results show standards to be well below average in English at both key stages and mathematics at Key Stage 2 compared with similar schools, but average in science and above average in mathematics at Key Stage 1. Results are adversely affected by the large number of pupils with English as an additional language. A lower than average proportion of pupils achieve the expected levels in reading, writing and mathematics, but an increasing number do so, including some of those for whom English is an additional language. Given the low attainment on entry this shows satisfactory achievement for all pupils. Those pupils who complete all their primary education at Redhill make good progress including most making the expected two levels in the juniors. Pupils do achieve expected levels in art, design and technology, music, physical education and religious education and are currently making good progress in information and communication technology. The school set challenging targets for itself and did not achieve them, but trends in results over time are somewhat better than those nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Positive. Pupils are proud of their school and want to do well.
Behaviour, in and out of classrooms	Good. Pupils behave well around the school, play amicably together and move around the school in an orderly way.
Personal development and relationships	Relationships are warm and constructive. Pupils learn to respect each other and work well together.
Attendance	Poor. Well below the national average.

Poor attendance adversely affects the school's performance in national tests because pupils' progress is slowed. Pupils readily accept responsibility and undertake duties to the best of their ability, including providing play activities, supervising younger pupils and representing classmates on the school council and acting as mediators.

TEACHING AND LEARNING

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

Overall 5 per cent of teaching is excellent, 20 per cent very good, 42 per cent good and 33 per cent satisfactory. Teaching in the nursery is very good where language and social skills are particularly well promoted. The teaching in English is good, but pupils are not confident about applying literacy skills in other subjects and do not always consolidate sufficiently. Marking is not rigorous enough to promote accuracy. Mathematics is taught well with an appropriate emphasis on numeracy skills. Lessons are well planned, structured and organised, and tasks set for pupils are well matched to their differing needs. Classroom staff all work effectively together to support learning. Pupils concentrate satisfactorily and tackle work conscientiously when supervised, but do not become sufficiently independent so that they can assist in their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, although study in geography and history is relatively shallow. Provision for personal, social and health education and citizenship is good, and there are effective links with the community.
Provision for pupils with special educational needs	Good. Pupils are provided with effective additional teaching and extra support from adults in lessons.
Provision for pupils with English as an additional language	Satisfactory. Newly admitted pupils' needs are well identified and regularly checked. Younger pupils have the benefit of bilingual support but older ones are not assisted regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good opportunities for moral and social development including chances for pupils to take meaningful responsibilities. Adequate provision for spiritual and cultural development, but not consistently planned within the curriculum.
How well the school cares for its pupils	Very caring arrangements. Staff all know pupils well and monitor their development effectively.
How well the school works in partnership with parents	Well. Parents are welcomed, all staff are approachable and information about the school is regular and useful.
Assessment	Thorough and focussed procedures provide targets for pupils. Careful analysis of results is used to identify areas where more teaching is needed. Use of the information is not entirely consistent.
Procedures for improving attendance	The school has done a great deal to improve attendance but although some pupils have reduced their absence rates, the overall rate has changed very little.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective. Senior staff lead by example. Efficient systems ensure they know exactly what is going on and can take steps to develop practice in response to identified needs.
How well the governors fulfil their responsibilities	Very well. Governors keep themselves well informed so that they can challenge proposals and ensure decisions are taken wisely.
The school's evaluation of its performance	Rigorous and thorough. Provision is checked regularly, and action is planned on the basis of analysis of the information gathered.
The strategic use of resources	Priorities are identified wisely through development planning and finance is allocated accordingly.

The staffing is good and learning resources are adequate. Resources for information and communication technology and the library are good. The accommodation, although improved, still has some shortcomings that affect the physical education curriculum adversely. The school applies the principles of best value very well.

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 quality of the teaching • The way the school helps pupils to become mature and responsible • That they are kept well informed • The progress pupils make • That pupils are expected to work hard 	<ul style="list-style-type: none"> • Extra-curricular activities

Those parents who returned the questionnaires and attended the parents' meeting responded very positively to what the school does. On the questionnaires there was no dissension about the strengths listed above. A relatively small proportion (14%) did not agree that the provision of extra-curricular activities is good, but this was the only area where there was any concern. The inspectors agree fully with the parents' positive views. They judge extra-curricular provision to be good, particularly as all teachers on the staff are involved in offering out-of-school clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children's attainment at the end of their time in the reception class is well below that expected in all areas except social and personal development where they are below average. Children make regular progress throughout the Foundation Stage and good progress in developing socially. Children who enter the nursery learn quickly to concentrate well to complete tasks, although in reception a significant number are very passive, making little contribution to discussion unless questioned directly. Children learn to share and take their turn, use equipment and materials with care and help tidy up at the end of sessions. Most children in reception learn to become independent by finding words and numbers for themselves on displays around the classroom. They also learn to manage their own personal and hygiene needs and to dress themselves with little adult help. Children become aware of their emotions and can say how they feel. Their self-confidence and self-awareness improves well.

2 Assessment on entry indicates that most children are well below average for their age in all areas of language. Children in the nursery develop confidence in speaking and listening to one another. They learn simple songs and rhymes. Children learn letter sounds and most know the initial sound of their own name. They share books regularly and some recognise their own names. The few most able children in reception are beginning to read. These children use sounds to work out unfamiliar words. A significant number of children do not know common words by sight. Writing skills are limited but they practise making marks. The least able children have very limited pencil control but more able children begin to write some words independently and use their knowledge of sounds to try to spell unfamiliar words.

3 Children start to acquire an appreciation of number, learn to count to five in the nursery and to 10 in reception and begin to recognise the associated numerals. The most able count forwards and backwards to 20 and use this to calculate how many more is needed to make 10, and they write numbers independently. Children learn to recognise the basic flat shapes that they use for pattern making, acquire the language for position, and compare objects for size, using the appropriate terms.

4 Many children learn to explore how things work, what they are made of and why things happen the way they do as they progress through the Foundation Stage. In nursery children find out which things float and why, they discover the differences between wet and dry sand, learn about animals and plants and their own bodies. They control the mouse on the computer and are delighted when their pictures are printed out. Nursery children enjoy role play and begin to pretend to be someone other than themselves. In reception they take part in structured role play to explore aspects of everyday life and hear stories which help them to understand the wider world. Children in the nursery are timid when using the appropriate apparatus to climb, jump and roll but outdoors they peddle and steer tricycles with confidence. In reception, children have a good awareness of their bodies and move about in different ways with increasing control and confidence. Pencil and scissor control is developed and children paint and manipulate small objects. Children in nursery can name the primary colours and some secondary colours correctly. Many of their drawings are still very immature, often lacking main body parts. Children enjoy singing songs and joining in action rhymes and listen carefully to calming music during rest time.

5 Pupils' attainment in English at the end of Key Stage 1 is very low when compared with national expectations for seven-year-olds. Standards are affected by the large

percentage of pupils who are in the earlier stages of learning English, despite the good additional help given to these pupils by the school's bilingual support staff. There has been some improvement in reading scores in the last few years. At present, few pupils in Year 2 are performing at the nationally expected level for their age in English, and the percentage expected to achieve the higher level 3 is very low. There are indications, however, of a clear improvement in standards for the pupils currently in Year 1 and this would be expected to show an improvement in national test scores in 2002. Higher attainers often do better than their peers, particularly in writing, when compared with similar schools. At the end of Key Stage 2 pupils' attainment in English is still very low compared with schools nationally and well below when compared with similar schools. Results are below average, rather than well below, compared with pupils' attainment at the end of Key Stage 1, showing some improvement over the longer term.

6 At Key Stage 1 standards in spoken English are below national expectations. Most pupils listen attentively to the teachers' introductions and explanations, but some find it difficult to concentrate fully on what is being said so that they can respond appropriately. Whilst most pupils speak in clear sentences, some have a very limited vocabulary. Higher attaining pupils enjoy reading, read fluently and with reasonable expression and talk about aspects they particularly like. They use a variety of strategies to work out unknown words. Average readers are much more hesitant, lack expression, and are insecure at using sounds to build words. They are reluctant to discuss their books. Below average readers recognise a few words but they are unable to use their knowledge of sounds to tackle unfamiliar words. Pupils learn to locate information from non-fiction books using the index and table of contents but dictionary skills are very limited. Writing skills are very low when compared with most seven-year-olds. Although most pupils know that sentences begin with capital letters and end with full stops, few use these in their everyday writing and some place capital letters in the middle of sentences and words. Handwriting is too often inconsistent in size and spacing, with poorly formed letters. By the end of the key stage, a few pupils write simple stories and character profiles displaying a developing use of descriptive language but most struggle to communicate their thoughts in writing.

7 Orally older pupils in Key Stage 2 are beginning to develop a sense of audience but some pupils have difficulty articulating their ideas effectively. These pupils often answer questions with one-word answers and have difficulty in finding the vocabulary they need to describe or explain. By the time they are eleven pupils read a suitable range of books, and many read independently, with expression and general understanding. However, pupils are not confident about reading flexibly to answer the questions that arise during daily work. They find it hard to write for different purposes as their command of different styles and uses of English is inadequate and they require a great deal of guidance to accomplish this. All pupils' work is inaccurate in terms of spelling and grammar. Higher attaining pupils in Years 5 and 6 are beginning to use expressive, descriptive language in their writing. They organise fiction and non-fiction writing for specific purposes but even these pupils fail to use standard English.

8 In the 2000 Key Stage 1 national tests in mathematics standards were below average compared with all schools but above average when compared to similar schools. Over recent years the test results have improved at a faster rate than nationally although attainment is still below the national average. The standards achieved by Key Stage 2 pupils in the 2000 National Curriculum tests were well below the average both for schools generally but also for similar schools. Results in mathematics have improved over recent years. The inspection relates to those pupils currently in Year 6 rather than previous groups and also reflects the increasing impact of the National Numeracy Strategy. The inspection finds continued improvement in standards although they are still below the national average at the end of Key Stage 2.

9 By the age of seven pupils know key mathematical words. Most pupils can count to 100 and beyond and can mentally add and subtract numbers to 10. A below average proportion understand place value, using some of the multiplication tables, employing the correct operation when calculating and understand halves and quarters. A majority of pupils identify common two and three-dimensional shapes and describe some properties. Many are not secure with collecting information systematically and constructing simple graphs or in making independent decisions about using and applying their mathematics to solve problems. Pupils are beginning to use standard and non-standard measures of weight, capacity and length.

10 By the end of Key Stage 2 the proportion of pupils who can add, subtract, multiply and divide competently and accurately is below the average. Their understanding of decimals, fractions and percentages is less than expected. Most can name a range of two and three-dimensional shapes and state their various features and properties. The higher attainers understand that an angle is a measurement of turn. Pupils collect and interpret data and use it to produce a range of graphs but their analysis is limited. A below average number of pupils can apply mathematics in a range of different situations. The importance of pattern is not appreciated and open-ended investigations are restricted. Pupils apply mathematical knowledge satisfactorily to other subjects.

11 Teacher assessment for science at the end of Key Stage 1 shows attainment to be well below average, but below average compared with similar schools. By the end of Key Stage 2, though, standards are average compared with similar schools and a few pupils achieve the higher level 5, although results are still well below the national average. Test results improved considerably in 2000. Compared with their Key Stage 1 results, Key Stage 2 pupils make average progress.

12 Teacher assessment in 2000 show standards of attainment in science at the end of Key Stage 1 to be below the national average although somewhat better than in 1999. Pupils know the main parts of their body and how their senses are used. They are aware of the need for a healthy diet. They know that objects move because they are pushed or pulled. Pupils sort materials by their properties and distinguish between those that are natural and man-made. Pupils conduct practical investigation satisfactorily, observe sensibly and record satisfactorily in tables. By the end of Key Stage 2 standards are still well below average on national test results, but average compared with similar schools. Pupils' knowledge is generally satisfactory. They build steadily on the knowledge acquired earlier and have a good understanding of main human organs and the need for a healthy lifestyle, including the effects of misusing drugs and the lifecycle of plants and animals. Pupils know about solids, liquids and gases and how water can be changed from one to another. They understand that changes to some materials are reversible and others are irreversible. They know that objects are stationary because of equal forces, water and air cause resistance, that air resistance affects gravity and that friction affects horizontal movements. Although pupils develop their practical and investigative skills and they understand the need for fair testing, make sensible predictions, record measurements and observations in different ways they are not secure about raising questions and drawing conclusions from their findings.

13 Standards in art, design and technology, music, physical education and religious education are in line with national expectations. Pupils produce a range of images using different media and appropriate techniques and they learn about the work of famous artists, becoming well aware of still life and portraits. Pupils consider designs before attempting their own, learn to join in different ways and often produce well finished artefacts. Pupils sing tunefully and with good diction, listen attentively to a range of music, perform confidently and use untuned percussion to compose their own pieces. In physical education pupils improve

their co-ordination and control and develop sound games skills. Pupils have good knowledge of major faiths including significant leaders, buildings and festivals and understand the importance of religion to believers.

14 Attainment in geography, history and information and communication technology is below expectations. Pupils can compare rural and local urban locations and are acquiring basic map reading skills but lack a depth of understanding of geographical considerations. They know relevant historical facts, but find it difficult to interpret historical sources and draw conclusions. Both geography and history attainment is limited by pupils' inadequate literacy skills. In information and communication technology pupils can use word processing and CD-ROM confidently, but many pupils have limited understanding of ways to control devices, and of the full impact of computers. Provision has been adversely affected by lack of resources until recently.

15 The level of expertise offered by support staff working with pupils identified as having special educational needs ensures good progress for these pupils towards the specific targets in their individual education plans. This is an improvement on the situation noted in the previous report when progress was deemed to be only satisfactory.

16 Pupils with English as an additional language make good progress in the Foundation Stage and they make sound progress as they move through the school. The school has maintained the level of progress seen at the time of the previous inspection.

17 Overall progress is regular and steady. Pupils start school with very limited skills in language, mathematics and knowledge of the world, and they have to work hard to learn. Those pupils who start at Redhill and remain in the school make good progress, especially given the number who have English as an additional language on admission, but annual test scores are adversely affected by the transient school population. The school has statistics to show that nearly all those pupils who remain in the school throughout Key Stage 2 make at least the expected two levels of progress. Pupils who receive additional support through the Additional Literacy Strategy make good progress. Although the number of pupils attaining expected National Curriculum levels is increasing at a slightly faster rate than nationally, the school is starting from a very low percentage. The school set itself ambitious targets that included some pupils who would be challenged to reach them. It worked hard to achieve them, but could not quite do so. Higher attaining pupils presently in Year 5 are already working at a higher level than Year 6, however, and there is likely therefore to be an improvement in test results in 2002. Pupils in Year 3 also show better reading skills than the current Year 5. Pupils in Year 1 are now starting to use their phonic knowledge effectively to tackle unknown words and in their spellings as a result of the very specific teaching they have received this year and are beginning to apply their skills in other subjects. A higher proportion of this year group is in line with expectations and making faster progress. Girls and boys make similar progress throughout the school.

Pupils' attitudes, values and personal development

18 Redhill's pupils enjoy their time in school. They get on well with one another and all the adults who work with and for them. They respect each other and treat the school and each other's property carefully. For the majority of the time they go about their daily routines in a calm and orderly manner and therefore are able to make best use of the opportunities that the school provides to learn, develop and mature. They are proud to be Redhill pupils.

19 Relationships are always positive and constructive and enable pupils to appreciate each others' efforts and achievements. Celebrating success is part of Redhill's culture and pupils take obvious delight in each other's achievements. In assemblies for instance, when 'Heroes' and 'Starwriters' are rewarded for their efforts with praise and certificates, the applause from the rest of the school is warm, long and loud. In one assembly, when some parents of Year 4 pupils received awards for completing a family literacy course, the applause was particularly appreciative.

20 Pupils' personal development in terms of social skills is good. They willingly accept responsibility. They take pride in carrying out their jobs to the best of their ability. They enjoy contributing to their community and recognise that it is helping them to learn and become more mature. They fetch and deliver attendance registers and help teachers prepare for lessons by tidying up, sorting out furniture and setting up equipment. Older pupils help look after younger ones by, for instance, escorting them to and from assemblies. They also operate equipment, look after the library and music resources. At break and lunchtimes they look after the doorways between the school building and playgrounds and help their lunchtime supervisors. A specially trained group work as play-leaders to teach other pupils a range of tried and tested playground games. There is an elected school council, which meets regularly and deals with a range of issues. Its current work includes the development of a games rota that will ensure that all pupils get fair amounts of time and space in the playground, and an extension of the school's no smoking policy to the whole of the school site for which it is preparing a poster campaign and a letter to parents.

21 Behaviour in and around the school, including the playground is good. It is sometimes boisterous but no bullying was observed during the course of the inspection. Lunchtimes are cheerful and well-ordered events with pupils happily sitting down to eat with each other. Pupils know and accept the school's codes of conduct. They have confidence in the rewards and sanctions system and believe that bullying is no longer a major problem in the school. Some Year 6 pupils, who have been specially trained to mediate in disputes between other pupils, reported to the inspection team that they do not have enough to do now that pupils get on well. Three pupils, all boys, were temporarily excluded from Redhill during the last school year.

22 There has been a major improvement in the standard of behaviour in lessons since the previous inspection when, particularly in Years 4, 5 and 6, it was criticised by the inspection team as something which impeded learning and progress. Now, in many lessons, it is very good and it is certainly never less than satisfactory. The problem has been eliminated. Pupils are interested in their work and are motivated to learn. In a Year 1 literacy lesson, for example, pupils were keen to answer their teachers' questions and contribute to discussions. When the time came for them to move to their tables for individual work they did so quickly and sensibly and with a clear understanding of what was required. Throughout a mathematics lesson in Year 6 there was a good working atmosphere in which everyone was totally and successfully engrossed in their work.

23 Overall attendance rates and unauthorised absences are poor. They are respectively lower and higher than the national averages. Pupils, apart from a small number of

latecomers, get to school on time and all classes start and finish punctually.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24 There has been considerable improvement in the quality of the teaching since the last inspection when 21 per cent of lessons were reported to be unsatisfactory. Teaching is now good overall and very good in the nursery. Overall 5 per cent of teaching is excellent, 20 per cent very good, 42 per cent good and 33 per cent satisfactory. No unsatisfactory teaching was observed. The good teaching is ensuring pupils learn satisfactorily and make steady progress. However, the rate of learning is not commensurate with the quality of teaching mainly because pupils are too heavily reliant on their teachers for much of the time.

25 Literacy is taught soundly in English lessons where there is appropriate use of the National Literacy Strategy. However, literacy skills are not applied in a properly structured way across the whole curriculum so that pupils practise and consolidate their skills in a range of meaningful and relevant situations. Teachers do not regularly insist that pupils spell accurately, use grammar precisely and punctuate correctly so that pupils realise the importance of communicating clearly. Words essential to a particular topic, for example 'Tudor', are too often allowed to go uncorrected throughout whole pieces of work, and by Year 3 some pupils still fail to use a capital letter for the month. While pupils are taught phonic skills and basic strategies for tackling unknown words, they are not necessarily able to use what they know. A reader in Year 3, for instance, told the inspector that 'spokes' contained a split digraph, but could not say what this meant in terms of the sound of the 'o' in the word. Listening skills are generally developed effectively across the curriculum but there are too few planned opportunities to promote speaking skills and as a result some pupils lack confidence in explaining their thoughts. Bilingual support assistants do ensure that newly arrived pupils with English as an additional language have good access to the curriculum.

26 Numeracy is taught well. Teachers teach basic skills and promote mathematical understanding through effective use of the National Numeracy Strategy materials and lesson structure. They plan regularly precisely what pupils will be taught, are aware of the individual needs of pupils and offer a good range of activities to reinforce learning.

27 Teaching in the Foundation Stage is good overall. In the nursery it is very good with some excellent features. A purposeful, calm and happy atmosphere and planned opportunities to ensure that every moment and every activity is used to maximum benefit lead children to make good progress. A strong focus on the development of children's language and social skills is paramount and all activities are regularly evaluated and outcomes used to plan subsequent lessons. Teaching in the reception class is satisfactory. Whole class lessons are planned well, but some activities at which children work unsupervised lack a specific learning objective. The management of the children in the class who are distracted detracts from the pace of some lessons and those learners who do not willingly contribute are not always motivated to take a more active part. Both classrooms are attractive with displays to support the learning. Activities are well prepared so that the children can settle to tasks as soon as they are set.

28 Teaching throughout Key Stages 1 and 2 is good. One of the positive features of most lessons and a significant improvement since the last inspection, is the effective management of pupils. Apart from the occasional loss of attention by a small minority of pupils in a few classes, pupils are actively involved in whole class sessions and participate willingly in activities. When they enjoy the activities planned for them and can see a purpose, pupils are very ready to practise a particular skill until it is mastered.

29 Teachers' subject knowledge is generally good, and in music lessons and the nursery

this is a regular strength of the teaching which leads to high expectations and demanding work to challenge pupils to make considerable effort. In a Year 3 music lesson, for instance, pupils were taught a tricky traditional Greek rhythm and soon applied this to their tetrachord improvisations. In information and communication technology there is sometimes a lack of confidence in the subject, but teachers are undergoing training and support each other well to overcome difficulties.

30 Lessons are structured well, and most have an appropriately focussed introduction, relevant activities and a useful summary. At best, and commonly a feature of numeracy lessons, the teacher states clearly at the start of the session what pupils are to learn in a way they can understand and what has been learnt is reviewed at the end. Effective questioning is used to check on pupils' learning during whole class sessions, and is at its best when reluctant pupils are actively drawn in to the discussion. The number of pupils readily offering contributions is often low, and it diminishes further when pupils are asked to offer opinions or ideas rather than facts. The best teaching elicits the full range of contributions from many pupils. Where there is a brisk pace pupils' interest and concentration is sustained, but those lessons where the pace slows even for a short time can result in loss of concentration and involvement. In some classes this typically occurs when pupils are set written work and take a long time to settle to it. In Year 5 geography, for instance, pupils recording what they had observed as features of their own locality when out on a field trip, took 10 minutes to start listing these findings.

31 The work provided within class is well matched to pupils' needs, and in literacy lessons meets the requirements of the individual education plans of pupils with special educational needs very effectively. Special support work to meet individual needs is regularly monitored by the co-ordinator. Teachers often focus their own support or that of classroom assistants to ensure lower attaining pupils and those with English as an additional language can make progress. In a Year 2 history lesson, for instance, the teacher ensured the lowest attaining pupils understood the differences between farming in the past and the present before checking on the progress of the rest of the class. Meanwhile the bilingual assistant worked with the pupils for whom English is an additional language. The teaching for the pupils who have English as an additional language is sound overall. In the Foundation Stage and in Key Stage 1 children receive good support from bilingual assistants who work alongside them using both languages fluently to improve children's understanding in all areas of the curriculum. Support for pupils newly arrived in the country is well focused and bilingual support enables them to have full access to the curriculum.

32 Pupils' work is marked conscientiously and pupils are given regular praise and encouragement to develop their self-esteem during lessons. In practice, this feedback sometimes lacks the rigour and precise focus to ensure maximum learning. Where work is unfinished and pupils are asked to complete it, teachers do not always check this is done. Verbal and written praise is sometimes more effusive than work warrants, so that a piece of work which is acceptable is said to be excellent, rather than teachers justifiably praising the effort or improvement made in doing it. While higher attainers are often proud of their work and like to see it presented well, too many pupils offer hastily completed contributions. The best teachers are alert to this and pick pupils up on checking their work before handing it in, but a significant number of pupils are allowed to get away with less than their best. When pupils make contributions to plenary sessions by reading out their written work, teachers do not always explain what it is that makes a particular piece successful in terms of the lesson objective and rarely give ways in which it can be refined. Where teachers do make it clear why certain examples are good, such as in a Year 1 science lesson on planting seeds where pupils had written the procedure in clear, ordered phrases, pupils are clear about what the teacher's expectations are and how they can be met. As a result of the inconsistencies in teachers' responses, pupils are not fully aware of how they can take responsibility for

improving their work.

33 Effective teamwork is a feature of most lessons. Teachers use any additional adults well to assess pupils' contributions during whole class sessions, to ensure the organisation of activities runs smoothly and to assist pupils who find it difficult to sustain their attention as well as supporting the pupils on their tasks. Teachers brief these supporting colleagues effectively and also value their ideas and knowledge of individual pupils.

34 Homework is set regularly and supports learning effectively throughout the school either by practising basic skills, reinforcing work taught in the day's lesson or preparing information for one to come. Pupils in Year 3, for instance, were asked to think about ideas for a praising or asking prayer and to bring examples from home. While those who complete such tasks are better prepared and involved, pupils who do not do so are not seriously disadvantaged.

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

35 The school teaches all the areas of learning in the Foundation Stage and subjects required by the National Curriculum. The requirements for religious education are also met. The curriculum offered provides a satisfactory range of opportunities for learning. Many pupils enter the school with limited English language skills and the school places considerable emphasis upon English and mathematics to meet their particular needs. This reduces the time devoted to some subjects, for example history and geography, and has an adverse impact upon the depth of knowledge, which can be achieved. Despite this pressure on time all subjects have a secure place in the overall programme but the emphasis upon teaching basic skills results in some loss of creative work and of opportunities for pupils to show greater initiative in their work. The school has introduced the National Literacy Strategy satisfactorily but the use of English in other subjects does not develop writing skills constructively. The National Numeracy Strategy is being implemented with consistency and rigour and is having a good effect upon the provision for mathematics. The use of numeracy in other subjects is satisfactory but not systematic. Skills in information and communication technology are taught in lessons but not applied regularly across all subjects of the curriculum.

36 The school is determined to provide an education that meets the particular needs of each of its pupils. Following the previous inspection report productive improvements have been made to the science programme and the content of each subject is now specified much more precisely. Curricular provision for pupils with special educational needs is good and the requirements of the Code of Practice are met fully.

37 The governing body has approved an appropriate policy which is suitably implemented for the teaching of sex education and matters relating to health education are given proper emphasis. The school's programme for health education includes the required emphasis upon the dangers associated with the misuse of drugs as the school seeks to ensure that pupils are provided with the knowledge and awareness which will help them make informed choices as they assume greater independence. The development of good relationships and consideration for others are deeply embedded in the life and work of the school. Considerable efforts are made to develop pupils' self-esteem. Overall, the provision for pupils' personal, social and health education is very good.

38 The school has established detailed guidance in order to define what should be taught to each class. This documentation provides a sound basis for ensuring that knowledge and skills are built incrementally and that a balanced programme is delivered. In some subjects

there is insufficient detail in these outlines to give teachers precise guidance about what should be taught and when. This is particularly true of skills development, for example in connection with map-work in geography. The topic system promotes productive links between subjects such as history and geography. There is keen awareness of the need to review the way subjects are taught and the staff meets regularly to discuss curricular matters and to improve their expertise. There is a clear determination, shared by all associated with the school, to continue the process of curricular improvement.

39 The previous inspection reported a limited number of extra-curricular activities. The school has responded well to this criticism and this provision, which is dependent upon the voluntary efforts of a relatively small number of teachers and others, is now good with clubs which currently include choir, drama and rounders. A satisfactory range of inter-school competitive events is also organised. Visits to places of educational value, including residential visits, make valuable contributions to several curricular areas.

40 Very good links with the community are evident. The school has a member of staff who is particularly responsible for developing such contacts through a Parent Partnership Project. This is already helping to recruit parent helpers, provide training for parents and to ensure that there is free exchange of information between the school and the home. A local college is providing training courses for parents in subjects such as information and communication technology and in English language. It is a feature of these relationships that they are in harmony with the work of the school. Dance and cookery sessions for parents, for example, also extended the experiences of the pupils. There are also productive links with the pre-school group and with other schools in the area. Teachers meet regularly with their colleagues in other schools in order to pool ideas and to ensure that the move between the primary and secondary stages is as smooth as possible.

41 Provision for pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in moral and social development. The school has a very good policy for developing pupils' moral and social awareness but has not yet developed a systematic approach for developing spiritual and cultural awareness. Individual curriculum schemes do not generally acknowledge the need to be aware of these aspects. The school has rightly concentrated on improving pupils' moral and social awareness but has not given the same attention to improving provision for spiritual and cultural development.

42 The school plans to extend pupils' spiritual development through assemblies and the religious education curriculum. Attractive displays of pupils' work show their growing awareness of different religious beliefs. Collective acts of worship meet statutory requirements, but pupils do not receive enough guidance on how to be still and reflect on events and issues which have meaning for them. The display by children in the reception class shows their developing appreciation of the world around them but there are few resources chosen to stimulate awe and wonder. Except for religious education individual subject curricula do not highlight the need to be aware of opportunities which encourage pupils to reflect on life's fundamental questions. Teachers do not have sufficient guidance on how to develop this aspect of pupils' lives.

43 Since the last inspection considerable effort has been made to teach pupils right from wrong, improve behaviour and take pride in their school community. The comprehensive strategy for behaviour management has been instrumental in this. All adults adopt a consistent approach for promoting good behaviour during lessons, at break and lunchtimes. Pupils learn to consider the consequences of their actions. Parents also understand the school's policy on behaviour management. Teachers have very good relationships with pupils with special educational needs and this is very effective in raising pupils' self-esteem and modifying behaviour. Any reported incidents of inappropriate behaviour are dealt with

immediately. Older pupils have been trained to act as mediators and play leaders so that behaviour outside lesson times is purposeful and calm. Pupils understand that bullying and racial harassment are unacceptable. Honesty, fairness and respect for truth and justice are effectively promoted through all aspects of school life.

44 Older pupils are given genuine roles of responsibility around the school. All classes use monitors for routine tasks. Pupils know and understand school and classroom rules. Pupils learn to respect one another and value each other's contributions. Circle time and the curriculum for citizenship promote self-esteem, co-operation and understanding. The school council provides a good forum for pupils to discuss issues of common concern. Pupils learn to contribute to the wider community through charity donations. Regular homework tasks encourage pupils to take some responsibility for their own learning, but there are insufficient opportunities during lessons for independent learning.

45 Provision for cultural development is satisfactory, but there are too few opportunities to learn about and appreciate different cultures, beyond different religious faiths. Good use is made of visits to the museum, art gallery, and involvement with the Royal Ballet and use of the immediate locality. Developing pupils' awareness of the contribution made by people, such as scientists, from different cultures is underdeveloped. There is some acknowledgement through art and music but it is not high profile. Within the whole curriculum there is insufficient opportunity to value and respect the diverse cultures of the world and prepare pupils for life in a multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46 Redhill Primary has continued to improve its procedures and takes very good care of all its pupils. The school site is safe and secure and pupils are supervised closely and carefully throughout the school day. Governors and staff pay great attention to everyone's health and safety. There are for example, two qualified first aiders and the rest of the staff is trained in basic first aid. Risk assessment procedures are good and follow the local authority's guidelines. Child protection arrangements are comprehensive and well established. They include links with all the appropriate local agencies.

47 There are very good arrangements for monitoring attendance. Registration procedures and the computer-based record keeping systems are good. The school follows up all unauthorised absences quickly and rigorously. In spite of these arrangements, however, the school's overall attendance rates continue to be lower than national averages. The principal causes for this are extended absences by pupils who travel to the Asian sub-continent for several months, and the higher than average turnover of pupils. The governors and staff are very aware of the detrimental impact that absences have not only on individual pupils' education but also on the quality of teaching and the school's overall standards. They therefore are continually searching for ways to improve things. A good example of the results of this search is the 'attendance passport' for Year 6 pupils, which is having a very positive impact on attendance rates.

48 Redhill's teachers and support staff know their pupils well. They are very aware of individual pupils' needs, strengths and weaknesses and encourage them to do well by recognising and celebrating success. Pupils in a Year 3 mathematics lesson, for example, made good progress because of their attitude and the warm rapport between them and their teacher. A wide range of rewards, such as house points and certificates are used. Whole school assemblies are occasions for major celebrations of individual pupils' achievements when 'Hero certificates' are given out and 'Star Writer's' work is put on display for all to see and enjoy. Procedures for assessing pupils' attainment and progress are good and are characterised both by their cohesive structure and the under-pinning thoughtfulness. The

school considers carefully what it is seeking to achieve and then uses a wide range of data to identify the strengths and weaknesses in what it is providing. This information forms the basis for whole school initiatives and for group targets within each year. Improving standards in pupils' writing and better attendance are examples of how the school has used this analysis to establish its priorities for improvement. The targets are further refined through regular, personal 'conferences' between teachers and individual pupils. In practice, such targets are sometimes too general or not sufficiently incremental to help all pupils. In addition teachers make a weekly evaluation of the success of their lessons and adapt forthcoming lessons accordingly. These measures constitute effective use of the assessment data in determining what should be taught next.

49 Everyone expects pupils to behave well. There is a very successful whole-school approach to behaviour, bullying and racism. The system, which has eliminated the poor behaviour in older pupils referred to in the previous inspection, is based on a code of conduct and a system of sanction and rewards, which deals with any problems that do arise. All pupils understand the code and the system. They know what is expected of them.

50 There is very good liaison with outside agencies ensuring very high quality support for pupils with emotional and behavioural difficulties and for pupils with learning difficulties. Record keeping is exceedingly thorough and the co-ordinator for pupils with special educational needs tries to involve parents closely at all stages. Assessment and monitoring of pupils for whom a statement of special educational needs is pending is very good.

51 Pupils with English as an additional language are monitored appropriately regarding their acquisition of basic language skills in the Foundation Stage and assessments are completed annually. This careful analysis is not continued across the key stages although the school is aware of this omission and the co-ordinator proposes to implement suitable procedures for monitoring the progress of pupils who have English as an additional language at the earliest opportunity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52 Redhill has maintained its good links with parents. Parents have an overwhelming positive view of the school. They are pleased to send their children to a school they believe is a caring and supportive small community. They know that their children are safe. They respect and admire the headteacher and believe that he and his staff have brought about considerable improvements in recent years.

53 Most parents find the headteacher and staff very approachable. They know that they can ask questions and share problems with them. The headteacher and staff are available at the beginning and end of every school day to meet parents and they mingle routinely in the playground with waiting parents. Urgent problems are always dealt with as and when they arise.

54 Formal arrangements for keeping parents informed of their children's progress include a once per term meeting and an end of year report which covers all aspects of the curriculum. Alternative arrangements are always offered to those who cannot get along to the parents' evenings and in this way the school regularly manages to reach 90 per cent of parents. There is a home-school agreement to which all parents have signed up and the school is working hard to increase the proportion of parents who regularly support their children's homework. Pupils' progress targets, which are set by the school, are usefully shared with parents.

55 New pupils and parents are welcomed into the school through an induction day, which is held in the summer term, and parents work closely with the reception teacher to ensure that children make a happy and secure transition into everyday school life.

56 Documents such as the prospectus and the governors' annual report to parents are well produced and comprehensive. Regular school and parent partnership newsletters plus letters for the headteacher about specific events and issues keep parents well-informed on what is going on in the school. When necessary key documents are translated into other languages.

57 Governors and staff value the contribution that Redhill's parents can make to their children's education and therefore do all they can to encourage parental involvement. Parents are always welcome in the school and every term there is an open day when they can tour the school, join classes and gain first hand experiences of how their children learn. From time to time subject leaders organise displays which are designed to inform parents about what is being taught and how pupils are being helped to learn.

58 The local authority sponsored Parent Partnership arranges a wide range of events and courses for parents, all of which bring them closer to the school. Examples of this are the very successful computer courses, based in the school's computer suite, dressmaking and the Bookshare Initiative. The last of these assists parents, whose first language is not English, to help their children to read and write in English.

59 Some of the school's non-teaching staff are parents. At the moment there is no formal parent-teacher association but parents are involved in a wide range of activities. They 'come in droves' to sports days and attend assemblies and special celebrations at Christmas, Eid and Easter. At the moment a group of parents is fund raising and finding sponsors in preparation for a communal effort to renovate the murals in the school playground. The result of these initiatives is that the school and parents are now working more closely than was previously the case and pupils' education is benefiting.

60 The majority of parents believe that the school has all but eliminated the bad behaviour and bullying problems that were reported by the previous inspection. One or two parents however disagree with this point of view and believe that bullying and racism continue to be problems. The school is well aware of this situation and is anxious to find suitable ways to deal with it.

61 The school has established high quality links with parents of pupils entering the nursery and for pupils newly arrived into the school or the country. Staff from minority ethnic

communities provide invaluable support in forming good relationships with parents who feel that their language and culture are valued and respected by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62 The school is led and managed very effectively by the headteacher and senior staff. The headteacher has set a clear agenda for the school's continuing development and he has worked unerringly in a calm but determined way to improve provision and raise standards. He has established a positive ethos where relationships are constructive; all pupils have equal opportunities; pupils and staff are all proud of their school and are keen to achieve. As a result pupils' behaviour is now good, attitudes positive and pupils feel a commitment to doing their best. This enables teachers to focus their energies on improving their teaching and consequently pupils' learning, which in turn is gradually raising standards.

63 By wisely selecting teachers for appointment for their complementary skills and fully involving senior staff in advancements, the headteacher has ensured priorities have been handled well and developments are well grounded. For example, the management of special educational needs has been taken over by the deputy headteacher since her appointment. It is now good and there is very effective, caring provision. She has developed procedures for early identification of need very effectively. She is directly responsible, together with class teachers and outside agencies, for compiling each pupil's individual education plan and is fully involved in reviews and assessing pupils' progress. Pupils with special educational needs make good progress as a result. She has also complemented the headteacher's expertise by bringing her knowledge and experience of younger pupils to bear on developments in promoting literacy skills, leading by example with her own classroom practice.

64 The governing body is fully involved in decision-making and provides active but questioning support for the headteacher. Governors are kept well informed of the school's performance and ask questions which challenge any proposals so that they know decisions are taken wisely. They allow the headteacher to take those initiatives which he convinces them are important for the school's improvement, but expect him to be accountable for his actions. Governors fulfil their statutory responsibilities effectively and regularly review the school's work so that subsequent decisions can be taken on firm knowledge of the current state of the school. They are fully aware of the challenges still faced by the school while valuing the work done by all the staff in improving it rapidly over the last four years.

65 The success of the leadership has been the result of building reflective practice amongst all staff. Appraisal, review and training have been used effectively to enable staff to develop their knowledge and skills in the classroom and for schoolwide issues. Following the last inspection procedures were quickly adopted to eliminate poor performance and boost successful practice. Challenging targets have been set for individual teachers that reflect the expectation that pupils can achieve and that test results will improve year on year. The practice is supported effectively by the systems for monitoring and evaluating the school's work. These are delegated suitably so as to involve co-ordinators. As a result, postholders have improved their skills in judging the provision by discussing outcomes and consequent implications with headteacher and deputy headteacher. Classroom practice and consequently pupils' learning has improved as a result, and any identified training needs have been provided. Based on his knowledge of the teachers' strengths as a result of this process, staff are deployed to make maximum contributions, work together effectively and are committed to success.

66 All staff, parents and governors and representatives of the pupils through the school council are able to contribute to the school improvement plan. Developments are decided on

the basis of this consultation and carefully matched to the available finance. Key members of staff are expected to contribute action plans for those areas for which they are responsible and plans are reviewed regularly by senior staff. With the full agreement of the staff decisions have been taken to maintain and make minor changes to those areas which are temporarily less important, such as pupils' spiritual development, so that major priorities can be tackled fully. Careful analysis of test results, including identifying groups of pupils who underachieve and the progress of the pupils who complete all their time at the school, has contributed to deciding on these priorities. Resources are then allocated strategically but realistically to support the priorities including the use of specific grants. The ethnic minority achievement grant is spent appropriately but the co-ordinator is aware of ways in which it can be used more effectively in future. Financial administration is efficient and makes appropriate use of information and communication technology so that expenditure is effectively handled. Best value principles are applied well when expenditure is planned both by seeking competitive quotes and consulting about impact. The school is aware of the benefits of community initiatives and wise choices are made about purchasing services, including involving the caretaker and non-teaching staff. Overall pupil progress is satisfactory in basic skills and better in mathematics, art, design and technology, physical education and religious education as the result of good teaching; pupils become socially and morally mature despite the lack of self-esteem and limited independence when they start school. Effective leadership is enabling them to take advantage of a range of opportunities confidently. Despite the relatively high expenditure per pupil, the school gives good value for money.

67 All staff make a valuable contribution to pupils' academic and social development and between them there is a good range of experience and expertise. Only two of the present teachers were at the school during the previous inspection. A good number of additional staff help in classrooms, at lunchtime and for administrative purposes. Classroom staff communicate in their mother tongue with pupils for whom English is not their first language. Newly appointed staff are given good support by a mentor during the induction period. A very comprehensive staff handbook gives detailed information on all school routines and procedures including guidance for supply staff.

68 Accommodation at the school is appropriate to meet the requirements of the National Curriculum, with some shortcomings for physical education. Classrooms are adequate. Improvements since the last inspection include the lowering of classroom ceilings, carpeting all classrooms and the small hall and providing new furniture to improve the learning environment and noise levels. The library is an attractive learning resource. A well-equipped computer suite has recently been installed, although the seating needs further consideration. The large hall is barely adequate for indoor physical education lessons because space is limited by stored equipment around the sides. Hard surface playground areas provide generous play areas, but the unsatisfactory state of the surfaces means that balls bounce erratically inhibiting pupils' ball skills development and presenting a possible safety hazard. There is no accessible grassed area for games.

69 The very conscientious, recently appointed, caretaker has worked hard to improve the outdoor environment. He has created a small pond area as a good resource for environmental studies and a small grassed area around a mature tree which provides good shade cover in summer for the nursery play area. The school and its environment are kept clean and tidy.

70 The nursery is a secure, attractive environment well laid out to meet the educational requirements of young children. There is a secure play area. A neglected border is being developed to provide opportunities for children to grow and observe plants.

71 Adequate resources support all curriculum subjects and learning for children in the

Foundation Stage. The range of equipment and materials is satisfactory, but the quantity is not always enough for a whole class to work in sufficiently small groups or on a task at the same time. Resources are appropriately stored and labelled for easy retrieval by teachers. The levels of staffing, accommodation and resources have all been appropriately maintained since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72 In order to continue to improve provision for the pupils the school should:

- Raise standards in English by:
 - (i) increasing the planned opportunities for extended speaking and listening through drama, debate, discussion and structured presentations;
 - (ii) structuring silent reading sessions more efficiently;
 - (iii) expediting procedures for assessing, supporting and monitoring all pupils with English as an additional language;
 - (iv) promoting formal and standard English.

Paragraphs 5 - 7, 30, 100, 101, 103, 104, 106, 107, 113.

- Raise standards in mathematics by:
 - (i) increasing opportunities for problem-solving and investigation including identifying pattern;
 - (ii) boosting opportunities for analysis and interpretation of data handling.

Paragraphs 8 - 10, 114, 117 - 119, 133.

- Raise standards in geography and history by:
 - (i) reviewing those elements of the curriculum requiring interpreting and using sources;
 - (ii) adjusting types of activity and recording.

Paragraphs: 14, 35, 38, 141 - 144, 146, 148 - 150.

- Apply literacy, numeracy and information and communication technology skills systematically across the curriculum to provide regular use and practice by:
 - (i) promoting use of personal reference through library books and CD ROM;
 - (ii) incorporating regular use of those essential basic skills for each year group into weekly planning for all subjects.

Paragraphs 7, 10, 14, 25, 100, 101, 106, 108, 110, 117 - 119, 125, 128, 138, 141, 146, 149, 153, 155.

- Expect pupils to become increasingly independent to improve the rate of learning by:
 - (i) ensuring all pupils are actively contribute to whole class sessions;
 - (ii) encouraging pupils to ask questions, and make choices and decisions for themselves;
 - (iii) enabling pupils use word lists, spellcheck, glossaries, dictionaries and thesauruses whenever possible;
 - (iv) planning more collaborative group tasks in all subjects;
 - (v) expecting pupils to check their own and peers' work before completion.

Paragraphs 14, 25, 30, 32, 35, 44, 83, 100, 101, 104, 108, 113, 128, 129, 133, 150.

- Provide effective, regular marking and feedback to help pupils improve the quality and accuracy of their work by:
 - (i) insisting that pupils fulfil the targets set for them including presenting work neatly;
 - (ii) checking that they follow up comments on books;
 - (iii) ensuring they know why work meets expectations and how it can be refined;
 - (iv) providing praise which is graduated and focussed on the reason for the comment.

Paragraphs 25, 32, 51, 104 - 108, 111, 133, 139.

The governors and senior staff may also like to include the following minor issue in its action plan:

- Enrich experiences that develop pupils' creativity and imagination.

Paragraphs 35, 41, 42, 45, 132, 133, 163

ENGLISH AS AN ADDITIONAL LANGUAGE

73 Approximately 60 per cent of pupils comes from homes where English is not the main language spoken. The local education authority funds pupils with English as an additional language after the school has submitted the required annual assessment. Overall they make sound progress in learning throughout the school and their attainment is in line with English-speaking peers by the end of Key Stage 2. The school has maintained the level of progress seen at the time of the previous inspection.

74 Since her appointment the co-ordinator has worked hard to organise the provision and support is now targeted effectively at the youngest children. The school is rigorous in separating the needs of pupils with English as an additional language from the needs of pupils with special educational needs. If necessary assessments are carried out in the child's first language, and parents are involved from a very early stage.

75 The co-ordinator has assessed pupils' competencies in English and has initiated thorough assessment of all new arrivals into the school. These pupils are all given individual action plans and carefully focused support from bilingual staff, which ensures their full access to the curriculum and inclusion in all school activities.

76 Pupils in the Foundation Stage receive high quality bilingual support such as when experiencing materials before creating finger paintings to facilitate their entry into the school community and to ensure all children feel valued and confident. This support is welcomed by parents and is very effective in raising the self-esteem of children at an early stage in their education and thereby raising attainment. Achievements in first language are valued highly and all children have access to stories in their home languages, ensuring the complementary development of both languages.

77 The effective deployment of the few staff available is a difficult exercise. The co-ordinator is very conscious of the need to monitor the progress of all pupils on a regular basis and to direct further support to pupils so identified. There is currently a group of pupils who receive no support for English as an additional language who would clearly benefit, particularly in their writing. Although these older pupils make satisfactory progress this could be faster with specific targeted support. This is affecting attainment throughout the key stages. The co-ordinator has recently delivered in-service training to staff in order that they may be more aware of the language needs of bilingual pupils but this has not yet been interpreted effectively through individual or group action plans such as those provided for new arrivals.

78 The school is aware of the need to raise the status and self-image of bilingual pupils within the school through improved resources and this is incorporated in a bid for funding in the school development plan 2001-2002. Resources are sound to teach pupils with English as an additional language in all areas of the curriculum although more bilingual books are needed. Staff from minority ethnic communities provide invaluable support in forming good relationships with parents who feel that their language and culture are valued and respected by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	20	42	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	194
Number of full-time pupils known to be eligible for free school meals		74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	136

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence	%
School data	9
National comparative data	5.6

Unauthorised absence	%
School data	3.71
National comparative data	0.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	14
	Girls	9	8	12
	Total	16	15	26
Percentage of pupils at NC level 2 or above	School	53 (52)	50 (48)	87 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	14	12
	Girls	10	12	10
	Total	17	26	22
Percentage of pupils at NC level 2 or above	School	57 (63)	87 (89)	73 (67)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	14
	Girls	6	5	7
	Total	14	14	21
Percentage of pupils at NC level 4 or above	School	48 (48)	48 (52)	72 (48)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	6	5	5
	Total	14	14	13
Percentage of pupils at NC level 4 or above	School	48 (37)	48 (44)	45 (48)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	2
Black – other	
Indian	14
Pakistani	49
Bangladeshi	23
Chinese	
White	45
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.2
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	190

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	13

Total number of education support staff	1
Total aggregate hours worked per week	27

Number of pupils per FTE adult	8.6
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	646108
Total expenditure	647500
Expenditure per pupil	2930
Balance brought forward from previous year	18281
Balance carried forward to next year	16889

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	0	0	4
My child is making good progress in school.	78	18	0	0	4
Behaviour in the school is good.	67	22	0	2	8
My child gets the right amount of work to do at home.	37	49	0	4	10
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	63	35	0	0	2
I would feel comfortable about approaching the school with questions or a problem.	76	16	6	0	2
The school expects my child to work hard and achieve his or her best.	71	24	0	0	4
The school works closely with parents.	69	24	2	0	4
The school is well led and managed.	59	31	0	0	10
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	47	29	10	4	10

Other issues raised by parents

Many parents commented on the improvement in the school in the last four years.

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

79 The quality of education provided for children in the Foundation Stage is good as it was as at the time of the last inspection. The curriculum is broad and balanced and planned to cover the six areas of learning. The environment in each class is welcoming, with a variety of planned activities ready for children when they arrive at the beginning of each session. Parents are welcome in the classroom at this time. This provides a useful opportunity for a brief interchange of information if needed. Children settle quickly and happily at the activities they choose.

80 Attainment on entry to nursery and to reception is well below that expected for children of this age. Many children have limited speaking skills and many do not speak English as their first language. Much time and attention is spent in each class helping children develop their speaking skills and knowledge of English. In both classes there are adults who converse with children in their mother tongue. Assessment on entry to reception is undertaken at the beginning of each year and targets set for individual pupils. These targets are reviewed regularly and progress noted. Good records are kept in each class on children's progress and attainment.

81 Teaching in the nursery is very good with some excellent features which is a significant improvement since the last inspection. Every moment and every activity are used to maximum benefit to help children make good progress. The atmosphere in the nursery is very calm, happy and purposeful; no opportunity is missed to develop children's language and social skills in particular. The teacher and assistant work very well together. Other adult helpers, volunteers and students, make a considerable contribution to the children's good progress. These adults are given very detailed briefing for the tasks they are supervising. They are also briefed on how to assess the children in their group, thus contributing to the detailed individual records of progress being built up on each child. All activities are evaluated regularly and the outcomes used to plan subsequent lessons.

82 Good links are established with the pre-school playgroup on the school site and between the nursery and reception classes.

83 Teaching in the reception class is satisfactory. Whole class lessons and group activities that are supervised by adults are planned well, but some other activities lack a specific learning objective. The classroom is attractive with displays to support the learning. Activities are prepared in advance so that the children can settle to tasks as soon as they are set. Many children still have considerable limitations in language skills and many children do not speak English as their mother tongue. Some of the children in the class behave in ways which distract the rest of the class whilst others are very passive. Where time is taken in dealing with some children learning opportunities are lost and the pace of some lessons is too slow to motivate the passive learners. Positive attitudes to learning and expected behaviour patterns are not established firmly enough.

84 Many of the children in nursery do not enter the reception class. Only just over half the children in reception had had experience in this nursery.

85 The positive report from the last inspection has been maintained in most respects although behaviour management in reception is not as good as it should be.

Personal, social and emotional development

86 Children enter nursery having had little experience of being part of a larger group. At least a quarter of children are very immature and dependent. A minority of children are very independent, they concentrate for a reasonable time and have an awareness and understanding of the activities. Experience gained in the home and at pre-school playgroup has enabled them to become fully involved in their work. Most children attend to their own personal toilet and hygiene needs although a few still need help. Children quickly learn to manage these themselves. They also quickly learn to dress and undress themselves with little adult help except for difficult fastenings, they are encouraged to attempt these. When they first arrive, some children are overwhelmed by the activities offered to them, they flit and drift around them and when settled tend to play alongside rather than with other children. By the time of the inspection about half the children were interacting well with other children during their activities. Children were concentrating well and staying with tasks until they were completed. They are willing to share and take their turn in group occasions. They learn to use equipment and materials with care and help tidy up at the end of sessions. During whole class times children learn to be aware of their emotions through identifying happy and sad faces and telling how they feel. All adults praise children for their efforts and successes so that they are proud of their achievements and gain in self-confidence and self-awareness. Consequently they make good progress.

87 Children in reception take too long to settle down at the beginning of lessons wasting time with unnecessary fidgeting and chatter. Once settled about half concentrate well, but a significant number are very passive and do not contribute to discussion or offer answers to questions unless they are directed to them personally. Some children appear not to be listening to these whole class lessons. Many have not learned to take their turn to answer questions and call out indiscriminately. Children do dress and undress themselves independently, but take too long doing so. Most children learn to become independent for instance by finding words and numbers for themselves on the posters and displays around the classroom. They learn to appreciate the world around them. A delightful frieze made by the children celebrating God's wonderful world is displayed in the hall. Children are praised for their efforts and rewarded with house points. Children make satisfactory progress in personal development but insufficient emphasis is placed on the need to conform to expected behaviour and not to waste time unnecessarily.

Communication, language and literacy

88 Many children entering nursery are not familiar with books. Listening skills are not well developed. Assessment on entry indicates that most children are well below expectation in all areas. Many have very limited speaking skills in their mother tongue. Constant emphasis is placed on developing speaking skills and the acquisition of English. Children are given many opportunities to talk to adults and to the whole class. They develop confidence in speaking and listening to one another. Children for whom English is not their first language make good progress in learning English. Good opportunities are made for learning simple songs and rhymes. A good feature is the small booklet of rhymes children take home to learn and enjoy with their families. Children regularly take books home to look at with their family. The book bags include guidance on sharing and enjoying books together. The children have very limited writing skills when they enter nursery. Good opportunities are provided for children to practise making marks on paper and other surfaces. At each registration, children are encouraged to recognise their own name card and practise writing it or forming it with magnetic letters. Children make good progress in handling books, enjoying stories and beginning to recognise that print carries meaning.

89 In reception children still have limited speaking skills. They are well below expectations for their age. Many children do not speak English as their preferred language.

Much effort is made to help children improve their knowledge of English and their speaking skills. A structured scheme for learning phonic sounds is contributing to children's good progress in learning letter sounds. Most children recognise the initial sound of their own name. They are beginning to blend two sounds. The few most able children are beginning to read. These children use their knowledge of sounds to build unfamiliar words, such as one child used deciphered 'goldfish', 'bowl', 'live' and 'rabbit'. Half way through the year a significant number of children cannot identify essential simple words on sight. Children have good opportunities to practise writing. The least able quarter have very limited pencil control and are still attempting to trace and copy adults' writing. The more able children begin to write some words independently and form simple sentences by selecting printed word cards and slotting them into a sentence maker. The most able begin to use their knowledge of sounds to try to spell unfamiliar words, such as the child who wrote 'pees'a' for 'pizza'.

Mathematical development

90 When they enter nursery, most children have little awareness of number, shape or pattern. Good opportunities are used well to help children acquire an appreciation of number. They learn to count to five and begin to recognise the numerals. Many incidental opportunities are used to help children count objects so they begin to appreciate the relevance of their counting. Similarly children learn to recognise the basic flat shapes which they use for pattern making. In conversation, children acquire language for position, for instance 'behind', 'above', 'under'; and they learn to compare objects for size, using the appropriate terms. Children made satisfactory progress.

91 Children entering reception are well below expectations in understanding number, shape and measures. Lessons are adequately planned to help them acquire this understanding. During whole class lessons, questions are directed well to individual children at their own ability level. The least able children have very little concept of number, whilst the most able count forwards and backwards to 20 and use this to calculate how many more is needed to make 10. The more able children write numbers independently, less able children have difficulty controlling a pencil and forming the numbers. Children learn to compare and order three sizes. Evidence from their books shows children make satisfactory progress, but they are still below expectations by the end of the year.

Knowledge and understanding of the world

92 Many children in the nursery and reception have limited experiences beyond the home and family. They often lack curiosity when they first come to school. At first some children are overwhelmed by the many facilities available to them. They quickly become comfortable with the rich environment and many experiences provided and begin to explore how things work, what they are made of and why things happen the way they do. In nursery children find out which things float and why, they discover the differences between wet and dry sand, they learn about animals and plants and about their own bodies. They learn to control the mouse on the computer and are delighted when their pictures are printed out. Children make sound progress, but this is sometimes inhibited by limitations in language skills when they do not fully understand what is being said to them.

93 Children in reception continue their exploration of the world around them. Role-play is structured to explore aspects of everyday life, for instance the home corner was being used as a café to extend their learning about different foods. Stories are chosen to help children learn about and understand the wider world. Children continue to make sound progress.

Physical development

94 Children in the nursery are timid when using the appropriate apparatus in the hall to climb, jump and roll. Adults encourage children and give a lot of praise when they succeed. Outdoors, children enjoy peddling tricycles. They steer them with confidence around a track and avoid colliding with others. The track is used well to teach children basic road sense. Children lack pencil and scissor control when they begin nursery, but there are many opportunities to use different kinds of markers and paint. Chances are also given to manipulate small objects, such as threading beads. These experiences enable children make good progress so that the more able begin to make marks which resemble letter shapes, the most able begin to write their own name.

95 Reception children vary in their ability to control writing tools and scissors. Some are very adept while others have great difficulty. Plenty of opportunities are provided for children to practise and develop these skills. In physical education activities, children have a good awareness of their bodies and move about with control, although they do not always take care to avoid bumping into one another. They move with confidence in different ways forwards and backwards, but some find hopping difficult. They do not always listen carefully enough to instructions. They enjoy physical exercise and take part in activities with a parachute silk with exuberance. About half the children aim beanbags fairly accurately. Progress is satisfactory.

Creative development

96 Children begin nursery with very little awareness of paint, music or dance. They make steady progress and enjoy using paint to represent everyday experiences. They are given opportunities to experience different media, which they handle with care and increasing confidence. Most children name the primary colours and some secondary colours correctly. Many of their drawings are still very immature, often lacking main body parts. By the time of the inspection most children were beginning to enjoy role-play in the 'underwater area' and begin to pretend to be someone other than themselves. They enjoy singing songs and joining in action rhymes. They listen carefully to calming music during rest time.

97 In reception children continue to explore different media and develop their skills in handling paint, crayon and modelling materials. Children concentrate well in these activities. Children's representational skills are progressing satisfactorily but are still below expectations.

ENGLISH

98 There has been satisfactory improvement in standards in English since the previous inspection but pupils' attainment is still very low when compared with that of most eleven-year-olds. In national tests for eleven-year-olds, the proportion of pupils who reached the expected level was well below that for most other schools, and very few pupils achieved the higher level 5. It is unlikely that the pupils currently in Year 6 will attain higher standards in 2001. Higher-attaining pupils presently in Year 5 are already working at a higher level, however, and there is likely therefore to be an improvement in results in 2002.

99 Pupils' attainment at the end of Key Stage 1 is very low when compared with national

expectations for seven-year-olds. Standards are affected by the large percentage of pupils who are in the earlier stages of learning English, despite the good additional help given to these pupils by the school's bilingual support staff. At present, too few pupils in Year 2 are performing at the nationally expected level for their age, and the percentage expected to achieve the higher level 3 is very low. There are indications, however, of a clear improvement in standards for the pupils currently in Year 1 and this would be expected to show an improvement in national test scores in 2002.

100 Standards in spoken English are below national expectations at the end of both key stages although given the limited skills many children have on entry to school their achievement is satisfactory. Most pupils listen attentively to the teachers' introductions and explanations, but several find it difficult to concentrate fully on what is being said, particularly in Key Stage 1. Whilst most pupils speak in clear sentences, several have a very limited vocabulary and a poor command of structures. This prevents them from articulating their ideas effectively. These pupils often answer questions with one-word answers and find it difficult to find the vocabulary they need to describe or explain. Skills of spoken English are generally developed well in class discussions, where teachers use questioning well to extend the pupils' use of English and to introduce new vocabulary. Not enough opportunities are planned into the teaching, however, to allow pupils to practise and consolidate their skills effectively within group tasks in, for example, science, or through drama, debate or making presentations in all subjects of the curriculum.

101 Standards in reading are below average at the end of both key stages although achievement is sound. The higher attaining pupils in Key Stage 1 demonstrate an enjoyment of reading and respond well to humour or interesting content. They read fluently and reasonably expressively and talk about aspects they particularly like. They use their knowledge of phonics and picture cues to work out unfamiliar words but rarely use contextual or grammatical cues. This is a direct consequence of the lack of facility in English for many pupils for whom English is an additional language. Higher attaining pupils enjoy literature, talk enthusiastically about the plot and characters, and make simple predictions. They know the meaning of 'title', 'author', and 'illustrator'. Pupils have experience of non-fiction books and locate information reasonably quickly, using the index and table of contents. Dictionary skills, however, are in their infancy. Average readers are much more hesitant. They read without expression, and basic word-building skills are insecure. They are reluctant to discuss their books in any detail and have a much narrower experience of reading in the home. Below average readers have a basic sight vocabulary, recognising a few words but they are unable to use their knowledge of phonics to tackle unfamiliar words with any degree of confidence.

102 By the time they are eleven pupils read a suitable range of books, and many read independently, with expression and understanding. The introduction of books during the literacy hour is having a significant impact on pupils' interest in reading as they experience a wide range of literature in a variety of forms. Pupils who receive support through the Additional Literacy Strategy in Key Stage 2 are making particularly good progress as a result of high-quality teaching. They are rightly very proud of their achievements. The literacy hour is having a significant impact on standards with well-focused skilled teaching.

103 The school has an attractive library, and teachers provide a good range of non-fiction books in classrooms to meet pupils' needs. There is a good range of fiction available in Key Stage 1 to stimulate pupils' interest in reading, but the amount and range of the fiction available to pupils in classrooms in Key Stage 2 is inadequate and is in need of augmentation and refurbishment. Pupils are able to borrow from the books available in the library for personal use in the classroom but they are not currently able to take home books of their choice. This is having a detrimental effect on attainment and interest in reading as many pupils do not have ready access to appropriate material in the home.

104 Teachers have created attractive book corners in classrooms in Key Stage 1, where pupils may enjoy books in quiet and comfort. Pupils read regularly to the teacher in the literacy hour but they do not read regularly to an adult on a one-to-one basis. Not all pupils are able to read to their parents at home, although the school is working hard to involve all parents as closely as possible in their children's learning. Where parents are involved this is very effective in building confidence and an interest in reading. Daily quiet reading sessions are not structured as well as they could be; "*We read when there's nothing else to do*" and "*We read while the teacher is calling the register*" were recurring comments from pupils. No records are kept of pupils' individual progress in reading. This is unacceptable, given the below average test results.

105 Although most pupils make sound progress overall in writing throughout Key Stage 1, their writing skills are very low when compared with most seven-year-olds. Most pupils know that sentences begin with capital letters and end with full stops, but few transfer this knowledge into their everyday writing. Handwriting varies from well-formed letters that are consistent in size and appropriately spaced to poorly formed letters with no spaces between the words. Several pupils place capital letters in the middle of sentences and words. A few pupils are beginning to use simple punctuation in their sentences. Pupils in Year 1 are now starting to use phonic knowledge effectively in their spellings as a result of the very specific teaching they have received this year. By the end of the key stage, a few pupils write simple stories and character profiles displaying a developing use of descriptive language, but the handwriting and presentation of many pupils are poor, and teachers do not always insist on high enough standards.

106 Pupils in Key Stage 2 find it hard to adapt their writing for different purposes as many do not have an adequate command of different styles and uses of English. Orally older pupils in Key Stage 2 are beginning to develop a good sense of audience, and higher-attaining pupils in Years 5 and 6 are starting to use expressive, descriptive language in their writing. They organise fiction and non-fiction writing for specific purposes, for example, stories, poems, accounts, diaries and biographies but most still require a great deal of guidance to accomplish this successfully. The literacy hour is having a significant impact on the development of pupils' grammatical knowledge in Key Stage 2 but teachers do not always insist on the use of standard English and this is affecting attainment particularly for higher-attaining pupils.

107 Pupils with special educational needs are catered for very well through differentiated work in classes and through additional support for small groups and individuals. They make good progress towards the targets in their individual education plans with skilled direct teaching designed specifically to meet their needs. Pupils for whom English is not the home language are very well supported when they arrive in the school either in the Foundation Stage or at a later stage. The level of English language acquisition of these pupils is assessed carefully. Well-focused support is given by bilingual speakers to ensure their full inclusion in the life of the school and accelerated progress in their acquisition of English. Although all pupils are assessed on entry to the school their progress is not monitored as they progress across the key stages. As a result support for many pupils is inadequate to meet their needs and many errors in written English that are due to a lack of understanding of the use of the language are ignored and many pupils do not attain the standards of which they are capable.

108 Pupils are making good progress in their literacy lessons, which are well organised and provide good well-focused teaching. However, the school lacks a commonly agreed approach to developing pupils' literacy skills through the writing they produce for other subjects. There is no whole-school structured approach to practising skills learnt in literacy

lessons and as a result pupils are unable to consolidate their learning and to transfer their skills to other work. Teachers do not always insist that spelling and punctuation are correct and that handwriting and presentation are appropriate and many pupils do not therefore take a pride in their work.

109 There has been a clear improvement in the quality of teaching in English since the previous inspection. The quality of teaching is good across the school, and examples were seen of very good and even excellent teaching in both key stages. Where lessons are most effective, they are very well planned and well structured. The teachers explain the targets of the lesson, give pupils clear explanations of the concepts being taught and provide them with a good structure for them to model their work on. These lessons are characterised by very positive relationships between pupils and teacher, who ensure that pupils are valued and that they know very well what is expected of them for both behaviour and attainment. The teachers' subject knowledge is very good, and the teaching of basic skills is very clear and readily understood. Pupils are involved actively in their learning and have a clear understanding of the focus of the lessons. When the teaching is very good, lessons contain many excellent features, such as high expectations of work and behaviour, with the teacher exhibiting enthusiasm for literature and the power of language. The very high quality reading, for example, of a controversial extract from *Tough Luck* by Berlie Doherty held the pupils spellbound and all were consequently highly motivated and involved in the ensuing discussion.

110 Teachers are working hard to raise standards in literacy. They have a good understanding of the National Literacy Strategy, which is making a significant contribution to raising standards. Teachers take good account of pupils' needs, ensuring that work is differentiated to meet the needs of the more able and those with special educational needs. Bilingual staff use their linguistic expertise very effectively to enable pupils for whom English is an additional language to develop a clear understanding of concepts. Teachers are careful to give clear instructions and to demonstrate what they expect their pupils to learn. Teachers do not currently use information and communication technology sufficiently to support learning in English, but the school has appropriate plans to rectify this in the very near future as staff and pupils become increasingly familiar with the new computers.

111 Pupils' workbooks show that there are differences in expectations with regard to the quantity and quality of work. Marking of pupils' work varies from positive comments to helpful guidance on how to improve. Although there are several good examples of well annotated work that show good use of ongoing assessment, there are inconsistencies in the assessment and recording of pupils' progress. An example may be found in pupils' targets. Teachers work hard to negotiate and agree targets for learning with pupils. Some are detailed and precise and indicate clearly exactly what the child will do to improve and are written in simple everyday language. In one instance they were amended daily for groups within literacy in order that they match very exactly the criteria for the lesson. In other cases, although targets may be appropriate, they are general and vague and not readily understood by the pupils. Pupils are seldom expected to take responsibility for meeting their own targets by correcting their work.

112 The overall curriculum for English provides adequate breadth and balance. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, particularly through helping pupils to consider and listen carefully to the views of others, and teaching them to read with understanding. This was very evident in a lesson in Year 5 where the subject of the text was racism. The teacher handled the subject very sensitively and, after the first shock that went around the class as the pupils registered their surprise, they were all very highly motivated. Whilst clearly empathising very well with the girl in the story pupils all used the text very effectively to support their arguments and opinions in

discussion and attained high standards in the lesson. (Higher attainers commented "This is hard!" but all completed the written task well.)

113 The school has links with The Royal Ballet and Birmingham Repertory Theatre and pupils experience literature and poetry from a wide range of cultures. There is very little planned use of drama although pupils have recently taken part in a debate at the Council House. There is a good range of resources to support teaching, and the quality of reference materials, including dictionaries and thesauruses, in classrooms is sound, although by no means all pupils are confident in their application of dictionary skills. These resources are well organised, allowing pupils easy access to their use. The subject is well managed by the recently appointed literacy team. Through regular evaluation of the quality of teaching and learning across the school, the co-ordinators has a good understanding of the strengths in teaching and in the areas where improvements could be made. The co-ordinators give a good lead in the subject and supports their colleagues well in terms of lesson planning. The school has an attractive library, which is very well positioned for independent use by pupils in Year 6 but its use as a teaching area for most of the day prevents appropriate use for independent learning by older pupils.

MATHEMATICS

114 The standards in Key Stage 1 national tests in 2000 show that results were below the average for all schools but above average when compared to schools with similar intakes showing good achievement given the limited skills many pupils have on entry to the school. Over recent years the test results have improved. Standards achieved by pupils at the end of Key Stage 2 were well below the average compared with schools generally and similar schools but results in mathematics have improved over recent years. The inspection finds continued improvement in standards in both key stages although achievement by the end of both key stages is still below the national average.

115 The majority of pupils enter Key Stage 1 with mathematical skills that are much lower than those expected for pupils of this age. Most make good progress as they move through Key Stage 1 even though the proportion achieving the national standard remains below average. This good progress is maintained at Key Stage 2 especially by those pupils who remain in the school throughout their primary education, although their attainment is still below the national average. In all parts of the school pupils with special educational needs are supported sensitively and effectively and such pupils also make good progress, and pupils with English as an additional language and special educational needs make similar progress to their peers. The trend in results at Key Stage 1 is slightly better than the national trend, and is broadly in line at Key Stage 2.

116 The school places considerable emphasis upon mathematics and there is proper attention to the development of sound understanding of mathematical principles. Many pupils enter the school with limited language skills and the school works hard to extend their vocabulary and enrich their experience. A focus upon key mathematical words is routinely included in lessons.

117 By the end of Key Stage 1 most pupils count to 100 and beyond and mentally add and subtract numbers to 10 and beyond. The proportion who are beginning to understand place value, use some of the multiplication tables, employ the appropriate operation when calculating and understand halves and quarters is below the average. A majority identify the common two and three-dimensional shapes and describe some of their features and properties. Many require additional support in order to collect information systematically and to construct simple graphs to illustrate their findings. Pupils are beginning to use standard and non-standard measures of weight, capacity and length but their understanding and skills

are below average. A less than average proportion is able to make independent decisions as they use and apply their mathematics to solve problems.

118 By the end of Key Stage 2 the proportion of pupils are able to add, subtract, multiply and divide with the expected competence and accuracy is below the average. Pupils' understanding of decimals, fractions and percentages is less than expected. Most name a range of two and three-dimensional shapes and have an appreciation of their various features and properties. The higher achievers understand the concept of angle as a measurement of turn. Pupils are able to collect and interpret data and to use a range of graphical representation but the depth and range of analysis is below that expected. The number who can apply mathematics to different situations is below average.

119 At both key stages pupils are competent in their application of mathematical knowledge to other subjects for instance in drawing graphs in science and measuring in design and technology. There is some use of information and communication technology to support learning especially in terms of providing practice for numerical work. There is some emphasis on importance of mathematical pattern although opportunities to extend this aspect of the subject into an aesthetic appreciation and to generate excitement through the exploration of such patterns are insufficiently developed. Opportunities for pupils to show initiative in open-ended investigations are also somewhat restricted.

120 In both key stages pupils' mathematical learning is good. Almost all are interested in the subject and are keen to discuss their work. Most pupils, including the youngest, collaborate productively. They work hard, sustain concentration and often become absorbed in the task. Most will persevere to overcome problems. The majority presents their written work with care. In several lessons pupils responded particularly well with thoughtful discussion and a real determination to do well.

121 The quality of teaching at both Key Stage 1 and Key Stage 2 is good. Teachers are conscientious in the support they provide for individual pupils. The lessons focus sharply upon promoting the underlying mathematical understanding and teachers demonstrate good subject knowledge. A good range of activities is used to support learning and help to sustain interest. The recommendations contained in the National Numeracy Strategy material are properly reflected in the structure of lessons. Good quality planning ensures the lesson is precisely focussed on what is to be taught. Lesson objectives are shared with pupils and help to create a sense of purpose and achievement. There is some very good teaching characterised by tasks, which provide a stimulating challenge and lessons conducted at a purposeful pace. The need for pupils to articulate their mathematical reasoning is understood well. These qualities were particularly well exemplified in a very good lesson for Year 1 pupils relating to money problems. Here the mathematical expertise of the teacher, her thorough planning and organisation and the very positive attitudes to learning, which were created, all combined to promote very good progress.

122 The co-ordinator provides good leadership for mathematics and the school has implemented the National Numeracy Strategy with commitment and rigour. All teachers have a clear understanding of the rationale of the Numeracy Strategy, which is properly reflected in planning and lessons. The effectiveness of lessons has been carefully monitored. The thoroughness with which the Numeracy Strategy has been introduced together with the consistently good quality of the teaching has had a direct and positive influence upon the learning and standards in both key stages.

123 Teachers know their pupils well and this enables them to assess day-to-day progress accurately and to respond meaningfully. A good range of formal tests is used to monitor individual progress and results are thoughtfully analysed so that the strengths and

weaknesses of the programme can be identified. Teachers regularly evaluate how effective lessons were and adjust what is to be taught next. Group and individual targets are set and regular meetings with individuals or in small groups provide valuable opportunities to help pupils understand and to overcome particular problems. Parents are fully involved in this process. Overall, the procedures for assessing pupils' work and their influence over what is taught next are good.

124 The previous inspection report found that mathematical skills were not developed sufficiently methodically, that more could be expected of some pupils, that there were shortcomings in the assessment procedures and that the behaviour of some pupils was unsatisfactory. All these issues have been addressed properly and effectively. Raising standards in mathematics was a key issue in the previous report and whilst achievement is higher it has not yet 'caught up' with improvements nationally and remains below the average for schools generally.

SCIENCE

125 Standards of attainment in science at the end of Key Stage 1 are below the national average. Pupils' progress, except for the most fluent, whilst satisfactory, is inhibited by limited language skills, both for English speaking pupils and those for whom English is not their mother tongue. However, pupils with special educational needs often make better progress because of the targeted support they receive. Pupils learn the main parts of their body and how their senses help them discover the world around them, for instance how they hear sounds produced by vibrations. They understand the need for a healthy diet and are aware that medicines should be treated with care. They know that objects move because they are pushed or pulled. Pupils sort materials by their properties and distinguish between those which are natural and man-made. Pupils acquire much of this knowledge through practical investigation and observation. Much of the recording is in table form but there is relatively little use of graphs.

126 Standards of attainment in science at the end of Key Stage 2 are below the national average although improving steadily, and are in line with similar schools. Pupils continue to make sound progress. Although there are few, those pupils capable of attaining it, achieve the higher level 5. Evidence from lessons and scrutinising their books, shows that pupils develop their practical and investigative skills. They understand the need for fair testing and that it involves constants and only one variable. Pupils make sensible predictions. They record measurements and observations, in tables, prose and sometimes using graphs. They draw suitable conclusions from their findings.

127 Pupils in Key Stage 2 build steadily on the knowledge acquired earlier so that by the end of the key stage they have a good understanding of the human skeleton, the main organs and the effects of exercise on heart rate. They have a clear knowledge of the need for a healthy lifestyle, the effects of the misuse of drugs and the lifecycle of plants and animals, including humans. Pupils know the three states of solid, liquid and gas and how water can be changed from one to another. They understand that changes to some materials are reversible and others are irreversible. They know that pushes and pulls cause movement, that objects are stationary because of equal forces and that water and air cause resistance. In practical activities, such as dropping spinners from a height they know that air resistance affects gravity, and that friction affects horizontal movements.

128 Teaching is generally good, with very good teaching seen in Year 5. Lessons are planned and prepared well, with generally clear learning objectives. They are well structured, with plenty of practical work often in groups. However, too many lessons are teacher dominated. Older pupils do not have regular opportunities to develop the higher skills of

raising their own questions and devising experiments to test them out. Although they repeat tests, they do not fully understand how to use the statistics they record. Year 6 pupils decided they needed to time their spinners three times, but most could not explain what to do with the three readings. Only two pupils suggested that they could average the answers. There are also limitations in the graphs older pupils use and how they analyse them to identify patterns or explain why particular results have occurred. Pupils are not expected to develop tabular results into different graphs and look for patterns. Insufficient use is made of information technology, especially for research and for data logging. Only in Year 5 are pupils given opportunities to research information for themselves. In the lesson where they researched information about the sun, moon and earth, groups of pupils used the library, class reference books and interrogated an encyclopaedia on the computers. Homework was used to continue their investigations.

129 Resources are satisfactory, but not always of sufficient quantity. For instance the Year 6 pupils were investigating the spinners in very large groups so few pupils were actively involved in the investigation because of the small number of stopwatches.

130 There has been good improvement since the last inspection. Standards have risen, especially in Key Stage 2. The very enthusiastic and innovative co-ordinator has produced a good scheme of work, which ensures knowledge and skills are progressively taught. There is now an appropriate procedure for ongoing assessment.

ART AND DESIGN

131 At both key stages standards of attainment are broadly in line with national expectations as they were at the time of the last inspection. Year 6 pupils are aware of the considerations necessary when setting up a still life arrangement and can apply appropriate techniques such as shading and blending to produce good quality drawings. All pupils practise portrait, still life and observational drawing at regular intervals, and consider the work of famous artists before composing their own work. In Year 5, for instance, pupils have studied pointillism and Year 4 looked at natural sculptures by Andy Goldsworthy before designing their own work. Year 6 pupils are, however, only able to name one or two artists whose work they have studied. Pupils use a range of media including pencil, pastel, crayon, and felt pen to produce their images and occasionally use paint, although this is less frequent than the other media. Older pupils have produced three-dimensional work using papier mâché to make masks and Year 6 have made and decorated pots. Pupils' work is often appropriately linked to historical topics such as Greek border patterns in Year 3. A Year 2 class produced a painting of the Great Fire of London, and Year 4 work included some multicultural dimensions such as the Rangoli patterns.

132 Although there is a regular element of imaginative work in the art completed, this has a lower profile than the representational images which constitute most of the practical tasks done. When pupils are expected to be creative they lack inspiration and have problems generating ideas of their own. In the Year 4 lesson on natural sculpture, for instance, pupils struggled to think of their own notions and were very reliant on adults to set them off with ideas for designs. Sketchbooks, which are retained as pupils move on to the next class, provide a useful ongoing record of progress. They are used suitably for design and trial during class lessons, although not for individual experimentation and exploration, including using pupils' own ideas. As a result pupils seldom take the initiative to create their own images. All pupils make steady progress in developing their art work as they move through the school.

133 No lessons were observed in Key Stage 1 during the inspection. The teaching of art at Key Stage 2 is satisfactory with good features. Lessons are well planned and organised. Teachers give clear instructions and well-focussed expositions so that pupils know what to

do and how to go about it. Teachers give regular advice and assistance as pupils carry out practical work, including appropriate praise and encouragement, and pupils are productive and concentrate well as a result. There are timely interventions to ensure pupils improve their skills when pupils are making common errors or need reminding about media or techniques being used. Teachers do use the relevant technical vocabulary and refer to famous artists when introducing the task, but seldom expect pupils to do this themselves when talking about their work. Teachers rarely provide opportunities for pupils to evaluate their own work or that of classmates. Although some selection of media or resources is permitted within the materials made available, pupils are not expected to make many wider decisions about their work. Pupils are not offered a wide enough range of stimuli to enable them to learn to think more creatively and flexibly.

134 The co-ordinator, since taking up the post in September, has rewritten the scheme of work to ensure that the work develops skills progressively. It includes a wider range of artists, practical work, and the use of information and communication technology. Those pupils currently in Key Stage 2 have not had the benefit of this systematic development of skills until recently.

DESIGN AND TECHNOLOGY

135 Standards of attainment are in line with national expectations by the end of each key stage. No lessons were being taught during the inspection. Evidence from work on display, teachers' planning and a discussion with the subject co-ordinator show that progress is satisfactory through the key stages. There has been an improvement in the curriculum organisation since the last inspection.

136 In each key stage pupils consider commercially produced artefacts before creating their own designs. There is appropriate progress through the school in the detail and complexity of the designs. Products are carefully made showing developing skills in cutting, measuring, joining and finishing articles. On completion, pupils evaluate their products appropriately and note how they could be improved.

137 Pupils use a suitable range of materials and tools. Key Stage 1 pupils look at playground equipment before designing and making simple swings, slides and seesaws using card and straws. These are joined by slotting the card, using glue or sticky tape. Year 2 pupils designed a coloured cloak for Joseph. They transferred their design to squared paper to make a pattern for cutting out the fabric. More able pupils used simple stitching to make joins. Fabric was decorated with fabric paint.

138 Key Stage 2 pupils progress from designing and making a simple decorated box to hold an Easter egg to constructing a model Tudor house. The houses are made using a framework of carefully measured wood battens joined securely with glue and card triangles. The houses are finished carefully to represent timber framed wattle and daub construction. The oldest pupils have developed their stitching skills from simple money containers in Year 4 to attractive glove puppets and soft toys. They have created working fairground models using appropriate mechanisms such as cams or incorporating electric motors.

139 The enthusiastic co-ordinator has produced an effective policy and detailed scheme of work. The focus of tasks is carefully linked to other subjects so they are relevant to pupils. The scheme covers all the required elements and ensures skills are progressively acquired as pupils move through the school. Although a general assessment is made at the end of each project, there is no procedure for assessing and recording individual pupils' skill development.

140 Although the quality and range of tools is satisfactory there are not enough of certain items for a whole class to undertake tasks at the same time, such as when they are sawing and joining wood.

GEOGRAPHY

141 The number of geography lessons observed during the period of the inspection were very limited but the available evidence indicates that standards are below the national expectations at both key stages. The quality of learning is satisfactory in both key stages and all pupils make satisfactory progress within the slightly limited programme that the school teaches. Weaknesses in the writing skills of some pupils also contribute to the below average standards.

142 Pupils in Key Stage 1 have an elementary awareness of features of the area around Hay Mills. Pupils can identify some of the similarities between life in the village and a contrasting area such as the fictional island of Struay. Older pupils are beginning to gain knowledge of the United Kingdom. Competencies associated with the use of maps, such as how buildings and roads can be represented on a plan, are beginning to be understood. Pupils' knowledge of the taught programme is sound in these aspects of the subject but the depth of understanding is below that expected of pupils of similar ages.

143 Pupils in Key Stage 2 acquire satisfactory understanding of the factors relating to development and to land use. They have a sound knowledge of their local area and of the countries and physical features of the United Kingdom. Most pupils can describe some of the differences and similarities between their own area and the Lake District. The comprehensive study of the village of Chembokolli in India provides a stark comparison between their own area and that of a developing country. Pupils are beginning to appreciate the importance of climate and physical features in determining the development of agriculture, towns and industries. Their study of St Lucia exemplifies such learning. Skills relating to weather and mapping are extended, as is the understanding of how development can result in both improvement and damage to the environment. Whilst this range of work is satisfactory the depth of knowledge and understanding is below that expected for pupils of comparable ages.

Pupils at both key stages are able to recall factual information, but find it difficult to apply what they have learnt to new situations.

144 Although little direct teaching was observed it is evident that the impact of teaching over time is satisfactory in both key stages. The school has developed detailed guidance that provides a sound framework for the programme. There is due emphasis upon geographical skills as well as factual knowledge. Further definition of what is taught, and when, is needed in order to promote greater rigour in the development of geographical skills such as mapping. Meaningful cross-curricular links are established through the topic approach that the school has adopted. An example is the topic relating to Greece, which helps to show how the modern country has been influenced by historical factors.

145 The co-ordinator for geography brings commitment and a sense of purpose to the role. Pupils of all ages display genuine concern for environmental issues. Exploration of the area surrounding the school helps to consolidate the understanding of local geography and visits to places of educational value often contain productive geographical features.

146 The school has made a satisfactory response to most of the shortcomings identified in the previous inspection report. It has defined what should be taught to each year group and has put in place effective and manageable assessments of pupils' learning. Good cross-curricular links have been established. Information and communication technology programs are not used sufficiently to support learning.

HISTORY

147 Although standards are below expectations, as they were at the time of the last inspection, there has been improvement in provision. There is now a structured scheme of work to ensure pupils logically study the required units. They are introduced to a range of stories, people and events so that they develop an understanding of change over time. A range of interesting resources has been built up to support the programmes of work and the co-ordinator monitors provision to ensure work develops progressively. The school's focus on writing is contributing to improvement in recording historical work. However, pupils' skills in using vocabulary, in reading and in writing for a range of purposes are still too underdeveloped to enable them to apply them. Information and communication technology is only just beginning to contribute to the history curriculum through the use of CD-ROMs to enable pupils to access information.

148 Pupils' knowledge of historical facts is sound at both key stages within the areas they have studied. Year 2 pupils talk enthusiastically about Tutankhamun and recall different materials used for building houses in bygone days. They know how the Great Fire of London started. They can make simple comparisons about farming methods today with those from the past. Year 4 pupils know about some effects of Viking raids on Britain. Pupils in Year 5 have learnt basic facts about Tudor sovereigns and those in Year 6 can identify some differences between their own school lives and those of Victorian counterparts.

149 Pupils throughout the school find it difficult to give reasons for the way people acted in the historical periods they study, however. They are not confident about asking pertinent questions and their limited literacy skills hamper their ability to extract information from historical sources. For instance, a group of Year 6 pupils using extracts from a school's 19th century log book to find out the reasons for absence in Victorian days could read 'sowing' confidently and do not know what it means. Another group, studying a picture of a Victorian school, found it difficult to apply their knowledge to make pertinent observations about differences between this and their own experience or to ask the questions which would enable them to do so. Although pupils can name sources of evidence for historical study,

they struggle to apply this knowledge to actually finding out more about the Victorians. Few pupils can confidently produce structured work using different sources. They struggle to write a coherent historical account based on selected data and detailed consideration of what it tells them. Pupils with English as an additional language and special educational needs make similar progress to their peers. Where classroom assistants work with groups of pupils with English as an additional language progress is sometimes better because of the quality of the discussion which follows.

150 History is soundly taught throughout the school and resultant learning is generally satisfactory. Teachers' expositions are pertinent, they regularly recapitulate essential information, question pupils appropriately to check factual recall and set suitable tasks to reinforce this learning. As a result pupils can recall the facts and record these satisfactorily in simple ways. Teachers do introduce pupils to relevant resources, including a range of historical sources, and provide suitable support to enable pupils to complete the tasks set. However, pupils are not often expected to produce much more than brief recording, frequently restricted to factual answers on worksheets. There is rarely open discussion or debate about historical sources, pupils seldom tackle work independently and data found from books or information and communication technology programs is too often recorded verbatim. Pupils' work is thus frequently restricted to factual acquisition rather than reasoning and applying their knowledge. At Key Stage 1 the lack of separately organised recording of history adversely affects pupils' understanding of history in its own right.

INFORMATION AND COMMUNICATION TECHNOLOGY

151 Overall attainment is below expectations at both key stages. Until recently the school has had inadequate resources for information and communication technology which has restricted pupils' opportunities to use computers for the full range of purposes prescribed by the National Curriculum. Some strands such as word processing have been taught continually and attainment is in line with national expectations. However, software was not available for the ageing machines to work in control and skills have not, therefore, been developed progressively and systematically. With the recent completion of the networked information and communication technology provision and a purpose-built suite, progress in information and communication technology is now fast. The skills in those areas taught are often quickly acquired and general confidence in using computers is good.

152 Pupils throughout the school log on and off confidently and access and close the programs they need. They use icons and menus as required by the work they are conducting. In Year 1 pupils enter simple text using a word-processing program including the use of the shift and delete keys. Pupils in Year 2 produce designs with an art program using lines, shapes and 'spray can' and fill in spaces with colours. They know how to delete anything they do not require, and some print their resultant work independently. Higher attainers insert labels on their work. Pupils can make comparisons between information and communication technology designs and those they produce manually, identifying speed, regularity and boldness of colour as advantages of computer-generated work and this aspect is a relative strength in pupils' knowledge.

153 Year 3 pupils can find information about musical instruments using CD-ROM, and compose simple music by pasting musical phrases, changing the instrument on which each is played for effect. Year 4 pupils use pre-determined instructions to program the Roamer to travel along a simple track and to move round a square. To support their work on living things, Year 5 pupils search a CD-ROM independently to find out about otters and in geography they select digital images to support their topic on 'From Our Window' but pupils from other classes seldom use computers to support their independent learning. In their information and communication technology lesson they learn to use spreadsheets to work

out the costs for a class party while classmates do similar work using a calculator. Pupils in Year 6 have produced work on earth in space incorporating graphics and word-processing. However, the skills in using CD-ROM, control and graphics are often very similar amongst pupils in different year groups where provision has not been continuous. Pupils with English as an additional language and special educational needs make similar progress to their peers. Classroom assistants and classmates effectively support them as they work at the computer by discussing their work with them and helping them to remember procedures and read or interpret displays.

154 The teaching of information and communication technology is good overall and this contributes to the fast rate of learning. Although basic tasks are appropriate for most pupils, some teachers lack confidence in the subject to plan associated tasks for those pupils not using the computer during a given lesson. They also find it difficult to provide sufficient challenge for higher attainers. However, they are aware of their shortcomings and willingly increasing their skills by seeking advice. Lessons are well structured with introductions which clearly state what is to be learnt, demonstrations showing how to carry out the work and often how much time is to be spent. Pupils are usually able to start the work for themselves, know when to seek help and concentrate for long periods. Teachers regularly provide appropriate assistance and organise classroom assistants and other adults to ensure pupils can use their time productively. They all provide encouragement and praise when appropriate to ensure pupils continue to work productively. At the conclusion of lessons a timely summary of what has been learnt is usefully provided.

155 While some work using information and communication technology is planned in other areas of the curriculum, this is largely undeveloped as a significant contribution to pupils' skills. However, the co-ordinator has rightly identified this as a major priority and is setting a good example in her own teaching. She has also incorporated the regular practice of doing tasks using information and communication technology and traditional methods into planning. This ensures that pupils are always aware of any differences and advantages in using one method or the other. The co-ordinator has been effective in ensuring information and communication technology is taught regularly and effectively. At present, due to timetabling limitations, the information and communication technology suite is only allocated to each class for a single session a week. For most pupils use of information and communication technology is frequently only this weekly session although some classes do use computers in the classroom for practice of literacy and numeracy skills.

MUSIC

156 All pupils make good progress across both key stages and achieve standards that are similar to those of seven and eleven-year-olds in other schools except for some shortcomings in appreciation. This is a marked improvement on the standards identified in the previous report. Good use of teacher expertise enables pupils of all abilities to achieve equally well. The small choir is of good quality and has a positive impact on standards of musically talented pupils. Pupils achieve very well in these sessions.

157 Younger pupils in Key Stage 1 are beginning to copy a simple rhythm, clapping, and chanting and singing rhythmically. They use percussion instruments appropriately to accompany singing and then combine small group compositions to perform as a whole class. They know the names of most percussion instruments and play them correctly. Pupils learn from an early age to listen appreciatively to music from a variety of cultures and traditions in assemblies and to enjoy the range of instruments available within the school. Pupils in Key Stage 2 build on their earlier experiences to very good effect as they echo the teacher to develop phrasing and timbre to an appropriate level of competence. They demonstrate sound breath control and mastery of pitch as they create dramatic effect and atmosphere very effectively in their singing, and they are beginning to learn to sing in two and three part harmony. They exhibit good posture in their singing and a few higher attaining pupils display clear diction and use of Patois appropriately in songs from the Caribbean.

158 Pupils make good progress in musical composition and in singing across the key stages, developing their listening skills well and mastering an increasingly complex musical vocabulary both in the recognition of instruments and in their use of musical expressions and terminology.

159 Pupils in Key Stage 1 compose simple musical rhythms very effectively. In Key Stage 2 they develop this skill to create group compositions using beats of different duration and then perform their composition for classmates. Older pupils in the key stage create short rhythm compositions based on a chant song *Train Departure* using first a selection of chants and then percussion interpretation. Pupils make good progress in skills of performance, building on their early experiences to play a range of tuned and untuned percussion with good attention to rhythm and dynamics.

160 A peripatetic music teacher carries out most of the teaching and teaching is generally of a very high quality. There is a very brisk pace to nearly all lessons coupled with an invigorating enthusiasm and expert subject knowledge ensuring the use of methods and strategies that are suited very well to the needs of the pupils and which demand high standards. Lessons are very well planned and teachers, including those who take their own classes, generally have high expectations of the pupils' abilities. There is a very clear teaching of skills and this is developed progressively throughout the school enabling pupils to build on their prior learning to attain high standards.

161 Pupils show great enjoyment of music at both key stages. They collaborate very well in group composition and listen attentively and respectfully to the work of peers. Pupils encounter music from a range of cultures and styles during assemblies and in lessons and enjoy all with equal pleasure. The choir meets regularly, and pupils perform for parents. Pupils sing annually for residents at the local old people's home, improving their confidence in performing to an audience.

162 All instruments are easily accessible but the resources do not reflect non-European culture and pupils are not able consequently to reflect their own home culture in their music.

163 The school uses an appropriate scheme of work for non-specialists that provides good balanced coverage across the whole music curriculum. Musical appreciation does not currently form a major part of the curriculum so pupils' experience of a range of music is restricted, limiting pupils' creativity and imagination. However, the new music scheme embraces all aspects of Curriculum 2000 and is more balanced.

PHYSICAL EDUCATION

164 Attainment at Key Stage 1 is broadly similar to that expected for pupils of this age

except in swimming. Most pupils demonstrate the typical control and creativity in their movements. They link their activities and to repeat and refine their work. They collaborate sensibly with others when engaged in group work. They have satisfactory awareness of the changes, which happen to their bodies during exercise. Little dance and no games were observed during the inspection but it is clear that these elements are properly included in the programme.

165 Standards at Key Stage 2 are also in line with those expected nationally. The majority of pupils demonstrate average levels of co-ordination, expression and control in gymnastics. They link their movements appropriately and to improve their performance by evaluating, refining and practising. They work individually and with others. Games skills are also in line with those expected for pupils of similar ages. Pupils display appropriate levels of skill and collaboration in group activities with older pupils developing awareness of position and tactics. Only about two thirds of Year 6 pupils are on course to meet the national expectation in swimming by the time they leave. Not all the aspects of the subject were observed during the inspection but other evidence indicates that they are suitably included in a well-balanced programme.

166 Learning is satisfactory in both key stages and the majority of pupils make satisfactory progress as they move through the school. Pupils steadily achieve greater confidence and control in their movements and become increasingly able to evaluate and improve their performance. They practise and improve skills and display growing ball control and tactical awareness.

167 The quality of teaching is satisfactory in both key stages. Teachers have productive relationships with their pupils and lessons are well organised. Class control is secure so time is used well and pupils adopt a positive attitude to work. Activities are approached with enthusiasm and most pupils work with confidence. The majority consistently strive to attain good standards and there is particularly productive collaboration in group activities. Better teaching is characterised by good subject knowledge and by the systematic refinement and improvement of pupils' performance. This has a direct impact upon pupils' sense of achievement and upon their progress. A Year 1 lesson developing control and expression in movement exemplified such qualities. The teacher made real demands upon pupils' performance and this powerful combination of hard work and fun promoted real gains in standards.

168 The subject is well led. The co-ordinator has considerable subject expertise and a clear understanding of her role. Developments are made with careful consideration. Sound documentation to guide teachers' planning is being developed and is helping to support a well-balanced programme in which skills are developed systematically.

169 Opportunities are provided for pupils to participate in a range of sports including soccer, hockey, basketball, rounders and netball and there is significant enrichment of the curriculum through extra-curricular clubs. The school does not have access to a grass field and this restricts the provision for games. In addition, the hall is relatively small and the useable floor space is further eroded by the necessity of storing equipment around the perimeter. The outdoor hard area is adequate in size but the surface is uneven. Overall, the facilities available for physical education are unsatisfactory.

170 The previous inspection report found some shortcomings relating to subject guidance and some a lack of opportunities for pupils to evaluate their performances. These issues have been properly addressed. Criticism of the sports amenities remains pertinent.

RELIGIOUS EDUCATION

171 There has been a considerable improvement in the provision and standards from those seen at the time of the previous inspection. Standards of attainment meet the requirements set out in the locally agreed syllabus at the end of both key stages. The coverage of the syllabus is good, and pupils have a satisfactory knowledge of the facts they are taught. There are developing strengths in Key Stage 2. For example, pupils' understanding and appreciation of the impact of religion in people's lives is a good feature.

172 Pupils in Key Stage 1 listen to stories and learn about the importance to people of the symbols of their religions. Religious education includes learning about spiritual and moral concepts, and the pupils in Year 2, when listening to the story of Noah's Ark showed good understanding of what signs and symbols mean as they related the appearance of the rainbow very effectively to the idea of a sign from God. Pupils recognise the importance of Jesus, Mohammed, and the Gurus as teachers/messengers, and learn about special buildings, symbols and customs of the major world faiths.

173 In Key Stage 2 pupils appropriately explore the story of the Creation as told in Genesis and examine the different ways in which different faiths perceive the story. Feelings of empathy are well developed, and pupils show a good ability to understand the thoughts and feelings of others. This was seen in a Year 5 class, for example, as pupils discussed the Jewish festival of B'shvat and related this to the sufferings of the Jewish people and the 'rebuilding' of the planet and the nation. Pupils in Year 6 are clear in their knowledge of the features of the main religions, and speak confidently about the importance of key figures, special ceremonies, festivals and traditions. They consider similarities and contrasts in people's beliefs and show high levels of mutual respect for the beliefs and values of others. All groups of pupils throughout the school make satisfactory progress in their learning.

174 The overall quality of teaching is good. This represents an improvement since the last inspection. The teachers employ a range of effective strategies. In both key stages, pupils are encouraged to listen, and are also given suitable opportunities to discuss their thoughts and feelings, and these are handled sensitively. In lessons in Key Stage 2, the teachers ensure a calm atmosphere prevails, and there is thoughtful consideration of new knowledge, ideas and feelings. Quiet, encouraging questioning is a good feature, together with high expectations for the outcomes of the pupils' understanding. This results in attentive and thoughtful pupils who are confident in their responses. Pupils show respect and understanding for one another's beliefs and traditions and regard themselves as fortunate in being part of a multicultural school community. Their attitudes and responses to their learning are a strength of the subject.

175 The current scheme of work is based on the new national guidelines and the locally agreed syllabus. This ensures that pupils experience a wide range of learning opportunities. The diversity of cultural backgrounds provides a good access to multi-cultural activities, and the recently initiated visits are useful in increasing the understanding of all pupils. For example, pupils in Year 1 benefited greatly from a recent visit to the local mosque where they were made very welcome. The pupils were awe-struck by the size and magnificence of the building and many were fascinated by, amongst other things, facilities for washing of the feet before prayer. Several religious festivals are celebrated at the appropriate time, and members of a local church contribute to school assemblies. Attractive and informative displays around the school show the range of work undertaken and help to support what the pupils are learning. The quality of the displays is good. The pupils' own contribution to displays is frequently interesting. A good example of this was the link made between what pupils had learned in literacy, the use of information and communication technology, and their understanding of the Jewish Diaspora.

176 The co-ordinator is knowledgeable and keen to bring about further improvement. She has recently initiated links with the local Sikh community, and plans to involve leaders of all major faiths in the work of the school at the earliest opportunity.