

INSPECTION REPORT

**ST GEORGE'S, BICKLEY, CHURCH OF
ENGLAND PRIMARY SCHOOL**

Bromley, Kent

LEA area: Bromley

Unique reference number: 101645

Headteacher: Mrs Valerie Carrier

Reporting inspector: Margaret Cooper
15175

Dates of inspection: 17 - 20 June 2002

Inspection number: 194914

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Tylney Road Bromley Kent
Postcode:	BR1 2RL
Telephone number:	020 8460 4266
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Appropriate authority:	The governing body
Name of chair of governors:	The Rev Canon D A S Herbert
Date of previous inspection:	9 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
5175	Margaret Cooper	Registered inspector	Equal opportunities Art and design Geography Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14012	Mamta Rathore	Lay inspector		How high are standards? b) 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?
16773	Raminder Arora	Team inspector	English as an additional language Foundation stage Information and communication technology Physical education	
32153	Maureen Panichelli	Team inspector	Design and technology English Music	How good are the curricular and other opportunities offered to pupils?
20877	David Pink	Team inspector	Special educational needs History Mathematics Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a voluntary controlled Church of England primary school of average size and located in the suburban area of Bromley. Close links with the church are a significant feature of the school. There are currently 299 boys and girls on roll, aged from four to 11. Taken together, pupils show average attainment when they enter the school. The school is a culturally diverse community with a significant minority (13.2 per cent) of pupils from minority ethnic groups including pupils of black Caribbean and African heritage, as well as from Chinese, Indian and other cultures from Europe and other parts of the world. The percentage of pupils known to be eligible for free school meals (10.4 per cent) is below average. In Reception to Year 6, 25.3 per cent of pupils have special educational needs, including those who are the subjects of statements of special educational need, and this is broadly average. The proportion of pupils who speak English as an additional language (5.4 per cent) is above average and, of these, a small minority are at an early stage of learning English. The school has gone through a period of turbulence over the last two years with a very high proportion of pupils joining and leaving the school at times other than the usual times of transfer. Although there are a number of long-serving teachers in the school, there have been several recent changes within the teaching staff. Because of the national situation, the school has found it difficult recently to recruit suitably experienced teachers.

HOW GOOD THE SCHOOL IS

St George's is an effective and improving school with many strengths. It is well led and managed, with the very good leadership of the headteacher being a key factor in the recent improvements that have taken place. Staff at all levels work well as a team to provide a safe and supportive learning environment that promotes the positive attitudes and good relationships that pupils display. The quality of teaching is satisfactory and, despite the recent period of turbulence, pupils build steadily on their earlier learning in the infant and junior classes to attain average standards overall at the end of Years 2 and 6. This shows improvement over the last year. Pupils currently in these year groups did not benefit from good provision and learning when they were in the Reception classes. Children now in the Reception year achieve well and have the potential to attain above average standards by the ages of seven and 11. The school provides satisfactory value for money.

What the school does well

- Reception children are given a good start to their education and achieve well
- Standards in religious education (RE) are good throughout the school
- Pupils in the infant classes make good progress in mathematics
- Spiritual, moral and social development are promoted well
- The headteacher provides very good leadership
- The school provides a good level of care for its pupils

What could be improved

- Standards in science and geography by the age of 11
- Although satisfactory, the achievement of pupils could be better by Years 2 and 6
- A few pupils, including English language learners, are disadvantaged in some lessons because of unsuitable teaching methods and forms of organisation
- The accommodation for Reception children is unsatisfactory
- Pupils are not prepared well enough for life in a culturally diverse society

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Despite the recent unsettled period, including a change of headteacher, there has been good improvement since the school was inspected in June 1997. The key issues identified for improvement have been dealt with well, particularly over the last two years. This is seen, for example, in improvements in provision for Reception children, standards in some subjects, particularly information and communication technology (ICT), curriculum planning, links with parents and particularly in

leadership and management. Strengths recognised in the previous report have been maintained, such as those in pupils' attitudes and personal development.

STANDARDS

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

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

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

Pupils enter the Reception classes with attainment levels appropriate for their age. They achieve well to attain good standards by the time they enter Year 1. In the 2001 national tests at age 7 standards were above average in reading, average in writing and below average in mathematics when compared both to schools nationally and to schools with similar characteristics. Inspection evidence shows the current Year 2 pupils attain the standards expected in English and science, including good standards in reading, and above average standards in mathematics. Higher standards in mathematics are largely due to improved teaching and learning in numeracy lessons.

Standards in the 2001 national tests at age 11 were affected by changes in the cohort, with a high proportion of pupils with special educational needs within the year group. Inspection evidence shows that pupils who spent their four junior years in the school made sound progress by Year 6. In spite of this dip in 2001, the improvement in standards has been broadly in line with the national trend. The school did not reach its targets for standards in English and mathematics but these were inappropriately high for the particular year group. The current Year 6 pupils are on course to attain the standards expected in English and mathematics but below average standards in science. A significant minority of pupils are not expected to attain the expected level by age 11 because they have not fully caught up after shortcomings in science provision when they were in the younger classes. Pupils attain the standards expected in all other subjects, except for geography where progress is unsatisfactory. Pupils throughout the school attain good standards in religious education (RE). Inspection evidence shows no significant variation in the achievement of groups related to gender, prior attainment or ethnic origin.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and show positive attitudes towards their learning experiences.
Behaviour, in and out of classrooms	Pupils behave well both in lessons and around the school. They are courteous and show respect for others and for property.
Personal development and relationships	Pupils establish good relationships with others, and are polite and helpful to adults and to each other. They willingly take on responsibilities.
Attendance	This is very good, and well above the national average.

TEACHING AND LEARNING

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

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

The quality of both teaching and learning is satisfactory overall. Teaching seen during the inspection was at least satisfactory in almost all lessons, with much good teaching. Teaching in the Reception year is good in most areas of learning, including personal, social and emotional development, communication, language and literacy, and mathematical development. Teaching in the infant classes is at least satisfactory in all subjects and good in mathematics and RE. Teaching in the junior classes is, again, good in RE and satisfactory in all other subjects except for geography. Literacy, numeracy and ICT are taught satisfactorily through the school as a whole.

Teachers have good levels of expertise in the areas of learning and subjects they teach and this enables them to plan effectively for pupils to make steady gains in their learning. They plan effectively for more able pupils and pupils with special educational needs so they achieve satisfactorily. Although pupils who speak English as an additional language make similar progress to their peers, teaching methods are not consistently appropriate for pupils at an early stage of learning English. Shortcomings in the use of assessment information to ensure tasks are matched closely to the needs of all pupils limit the rate at which pupils build progressively on their skills, knowledge and understanding as they move through the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate quality and range of learning opportunities, and the curriculum meets statutory requirements for National Curriculum subjects and RE.
Provision for pupils with special educational needs	Satisfactory. As a result, pupils with special educational needs make sound progress towards the targets on their individual education plans.
Provision for pupils with English as an additional language	This is satisfactory overall, but there are shortcomings in the school's provision for pupils at an early stage of speaking English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and social development are all promoted well. Pupils are given good opportunities to learn about British and European cultural traditions, but there is less emphasis on helping them appreciate the traditions of other cultures from around the world.
How well the school cares for its pupils	This is good and a strength of the school. The caring Christian ethos helps pupils feel secure and confident, and fosters the positive attitudes and relationships that help pupils' learning.

The school has made considerable efforts to improve its links with parents, who are now appreciative of the work of the school and hold the headteacher in high regard. They make a positive contribution to children's learning at school and at home. Reception children are provided with a good range and quality of learning experiences. Pupils benefit from the planned visits, visitors, special events and a school journey that enrich the school's curriculum. There are sound arrangements for assessing pupils' standards and progress but this information is not used well enough to guide teachers' planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and is supported well by the deputy and senior management team. Co-ordinators manage their subjects effectively.
How well the governors fulfil their responsibilities	Governors give good support to the headteacher and staff and are well informed about the work of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	The school has good procedures for monitoring its performance and taking effective action. There has been considerable improvement in the last two years.
The strategic use of resources	The school uses its resources effectively to maintain and improve the quality of education provided.

The headteacher has a clear view of the ethos and educational direction she wants for the school and its pupils, and a good understanding of current strengths and areas for development. A significant feature of the school is the very good relationship between all adults involved in the work of the school, and their shared commitment to the pupils and to school improvement. This indicates the school's good capacity to succeed in improving the quality of education provided.

Despite recent recruiting difficulties, the school is appropriately provided with teaching and support staff to meet the needs of its pupils. Although the school's accommodation is broadly satisfactory, one of the classrooms and the dedicated outdoor area for Reception children are inadequate. The quantity and quality of learning resources are satisfactory. The school gives due attention to seeking good value for money when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable about approaching the school with their concerns Their children enjoy school Children are expected to work hard and achieve their best Teaching is good Children are helped to become mature and responsible The school is well led and managed 	<ul style="list-style-type: none"> The range of activities outside lessons The amount of homework given to children The information they get about their children's progress The extent to which the school works with parents

The inspection agreed with the parents' positive views of the school. As a result of staffing difficulties, the provision of extra-curricular clubs has reduced recently but is similar to provision in most schools and plans are in hand for this to improve next term. The inspection found the school's homework policy appropriate but there has been considerable variation in practice between classes. The school plans to consult with parents over this matter and monitor the situation more closely to ensure greater consistency. Inspection evidence shows the school provides satisfactory information about children's progress, but improvements are due to be made to pupils' annual reports. The inspection found there has been significant improvement in the extent to which the school works closely with parents, and this is satisfactory.

Some parents were concerned about differences in the quality of provision at different stages of the school. This is largely linked to year groups in which there are temporary teachers, and planned

changes in staffing from September should improve this situation. Many parents expressed their appreciation of the headteacher and the improvements she has made over the last two years.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Reception classes with attainment that is broadly average. They achieve well in the Reception year to attain standards above those expected by the time they enter Year 1. Pupils build steadily on their earlier learning in the infant and junior classes to attain average standards overall at the end of Years 2 and 6. Pupils currently in these year groups did not benefit from good provision and learning when they were in the Reception classes. Thus, children now in the Reception year have the potential to attain above average standards by the ages of seven and 11.
2. Standards in the 2001 national tests at the end of Year 2 were above average in reading, average in writing, and below average in mathematics. This is compared to both schools nationally and to similar schools. Teachers' assessment of science shows that standards were below average when compared to schools nationally and also when compared to similar schools. Taking the last three years together, boys have performed better than girls. Although somewhat variable in 1997 and 1998, the improvement in standards has been broadly in line with the national trend over the last three years.
3. In the 2001 national tests at the end of Year 6 standards were below average in English, average in mathematics and well below average in science. When compared to similar schools, standards were average in mathematics but well below average in English and science. Taking the last three years together, girls have performed better than boys in mathematics although this was due to an unusual difference in 1999. Differences in the last two years have not been significant. The rate of improvement has been broadly in line with the national trend over recent years in spite of a dip in all three subjects in 2001. The school did not reach its targets for standards in English and mathematics, but these were inappropriately high when account is taken of the abilities within that particular year group.
4. The evidence from inspection shows a slightly different and more consistent picture. Pupils achieve satisfactorily to attain sound standards overall by the end of Year 6, although standards in science are not as high as in English and mathematics. There is no significant variation in achievement related to gender, prior attainment or ethnicity. Earlier differences in standards between boys and girls appear to be linked to the relative abilities of pupils within each year group. Although standards for Year 6 pupils in the 2001 tests appear, at first glance, to be unsatisfactory and suggest those pupils made insufficient progress, scrutiny of assessment and other information tells a different story. Factors linked to the period of turbulence meant there was considerable change within the cohort whilst this year group was at the junior stage. As a result, a considerable proportion of pupils who took the tests had joined the school during the junior stage. Another factor is that the ability profile of the group also changed significantly, with a large increase in the proportion of pupils with special educational needs by the age of 11. Assessment information shows that pupils who took the national tests at the school in both Years 2 and 6 made satisfactory progress at the junior stage.
5. Standards are broadly similar to those found in the last inspection despite the recent unsettled period and a change in the level of attainment shown by pupils when they join the school. Satisfactory standards by the age of 11 have been maintained in English, mathematics, history, music and physical education (PE). Standards are lower in science, and still below the expected levels in geography. The good standards in RE have been maintained, and standards have risen in art and design, design and technology and ICT. Attainment by the end of the Reception year has risen significantly since the previous inspection, and standards by the age of seven are similar to what they were. The achievement of more able pupils has improved and is no longer unsatisfactory.

6. Children make good progress in the Reception year because they are taught well, including in literacy and numeracy, and respond positively to their learning experiences. Children achieve well and attain above the expected standards by the end of the year, notably in their personal, social and emotional development; communication, language and literacy; mathematical development; and in their knowledge and understanding of the world. They are interested in their learning experiences and quickly learn classroom routines. Children listen attentively, express their ideas clearly when speaking to others, and show good understanding of the stories they hear. They count accurately to 20, work with coins and identify many regular shapes by sight and name. This provides a secure basis for their later work in the National Curriculum in Year 1.
7. Pupils make sound progress in the infant classes because of satisfactory teaching and an appropriately planned curriculum. By the age of seven they attain the standards expected in all subjects, and standards above those expected in mathematics and RE. This shows a similar picture to the findings of the last inspection, with some variation between subjects. Pupils explain their answers clearly when responding to questions, and read with good levels of fluency and accuracy. They write their ideas in sequences of sentences, using appropriate vocabulary, and paying careful attention to capital letters and full stops. In their mathematics, pupils subtract numbers to 30, estimate and measure using centimetres, and more able pupils try different approaches to find ways of overcoming difficulties that arise when they solve problems. Through their learning in science, they demonstrate developing knowledge about the parts of plants, different kinds of light source and ways in which they can carry out investigations.
8. Pupils continue to make sound progress in the junior classes because of satisfactory teaching and learning and attain the standards expected in all subjects by the age of 11 with the exception of science and geography. They read junior novels independently and discuss their preferences for books and authors. They sustain their ideas when writing in a range of forms, and organise their writing appropriately for the purpose and reader. In mathematics, pupils devise their own strategies to investigate problems. They work with numbers to two decimal places, and more able pupils begin to use algebraic symbols. Pupils now make satisfactory progress in science but have not fully compensated by the end of Year 6 for the unsatisfactory progress they made when they were in younger classes. However, most Year 6 pupils have a sound understanding of nutrition, the changing states of liquids, gases and solids, and magnetism. There are shortcomings in the provision for geography and progress in this subject is unsatisfactory in the junior classes. Again, pupils' attainment in RE is above the level expected.
9. Although pupils appear to make good or better progress in about half of lessons, insufficient use of assessment information to ensure work is matched closely to the prior skills, knowledge and understanding of all pupils limits the rate at which they build on their previous learning. As a result, progress over the longer term is sound but could be improved.
10. Pupils throughout the school with special educational needs make sound progress towards the targets on their individual learning plans. These pupils are fully included in lessons because of the support given by the teachers and classroom assistants and so achieve satisfactorily.
11. Taken together, pupils who speak English as an additional language achieve satisfactorily. However, the progress of those at the early stages of speaking English is inconsistent and could be improved. This is due to shortcomings in teachers' expertise and in the quality of provision. Where class teachers provide appropriate learning experiences and sound support, then pupils make satisfactory progress in their understanding and use of English as well as in their learning across other subjects of the curriculum.

Pupils' attitudes, values and personal development

12. The positive attitudes of pupils towards their school have been maintained since the last inspection. Parents confirm that their children are keen and eager to attend school, and they also enjoy taking part in extra-curricular clubs. Pupils are interested in their learning experiences, concentrate well and approach their tasks with confidence. This is seen, for example, in their willingness to answer questions and share their ideas in a large group. Most pupils listen

attentively, try hard to follow the instructions they are given and settle quickly to their tasks. In classes where teachers do not make high expectations clear to pupils, some pieces of work are left unfinished and standards of presentation are not high enough.

13. Most pupils behave well in lessons and around the school, and show respect towards each other, to adults and to property. A small minority of pupils with emotional and behavioural difficulties present challenging behaviour in some lessons and have been the subject of exclusions, some quite recent. Teachers explore issues that arise through 'circle times' and the school council, thus promoting good behaviour through raising pupils' awareness of the impact of their actions on others. The school has very good strategies for promoting the good behaviour of pupils whose emotional and behavioural difficulties indicate a significant level of special educational need.
14. Pupils form constructive relationships with one another, as well as with teachers and other adults. Examples of oppressive behaviour, such as bullying, are rare and the school responds sensitively and effectively to any incidents that occur. Adults within the school are aware of the importance of promoting positive attitudes between boys and girls and ethnic groups but action taken to promote positive role models and counter negative attitudes is inconsistent throughout the school.
15. Pupils are involved in the daily routines of the school, such as taking registers to the office and taking responsibility for playing recorded music during assemblies. They are also keen to attend and contribute to school council meetings. They respond positively when given responsibilities by carrying them out well with confidence, sensitivity and initiative.
16. Attendance is very good and is well above the national average. The rate of unauthorised absence is broadly in line with the national average. Pupils from all backgrounds arrive punctually and the school keeps attendance registers satisfactorily.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of both teaching and learning is satisfactory throughout the school as a whole. Teaching was at least satisfactory in the great majority of lessons seen, and was good or better in about half of them. Approximately one lesson in five was very good, and teaching was unsatisfactory in six per cent. Although these proportions are broadly similar to the findings of the last inspection, there has been very good improvement in teaching in the Reception year which was judged to be unsatisfactory at that time. A rigorous programme of monitoring teaching is having a positive impact on the quality of pupils' learning. Examples of unsatisfactory teaching are largely linked to the limited experience of temporary teachers, although considerable support is provided to minimise any disadvantage for pupils in their classes.
18. At the Foundation Stage, the quality of teaching and learning is good for most areas of learning, notably in children's personal, social and emotional development; communication, language and literacy; mathematical development; and in their knowledge and understanding of the world. Strengths in teaching include a good understanding of how young children learn, appropriate expectations of standards and progress, and the development of good behaviour and positive attitudes. Children are helped to settle into school life through participating in a range of activities. All staff work well together and this results in a consistent approach to teaching and learning. Support staff play an important role in developing children's learning and supporting their achievements. In the best lessons, staff plan carefully to provide an imaginative range of activities with clear learning intentions. In most lessons, teachers adopt a stimulating approach to teaching and use the available time effectively so children can reflect and consolidate their learning. For example, in a lesson on two and three-dimensional shapes the teacher used a 'feely' bag with shapes to encourage children's use of senses in their learning. Teachers manage children skilfully and make appropriate use of praise and encouragement. The staff work effectively as a team and support one another. Both Reception teachers and support staff plan together to provide consistency of approach. Homework is used particularly well to enhance children's progress in reading.

19. Teaching in the infant and junior years is satisfactory and promotes at least sound learning in all subjects with the single exception of geography, where teaching at the junior stage does not promote sufficient progress. Mathematics, including numeracy, is taught satisfactorily so that pupils make sound progress by 11, although good teaching in the infant years results in good achievement in pupils' mathematical skills, knowledge and understanding by the age of seven. This is because teachers in Years 1 and 2 use the national numeracy strategy effectively to give challenge and pace to lessons. English, including literacy, and ICT are both taught satisfactorily in the infant and junior classes and, as a result, pupils achieve satisfactorily in these subjects by the age of eleven. Teaching in RE is good and promotes the good achievement of pupils throughout the school in this subject.
20. Teachers generally have secure levels of expertise in the subjects they teach and this enables them to plan effectively for pupils to make steady gains in their skills, knowledge and understanding, and to intervene skilfully in lessons to reinforce and extend learning. They establish good relationships at all levels so that pupils work in a caring and supportive environment, and are able to benefit from the support of their peers as well as teaching and support staff. Significant weaknesses within lessons that are otherwise satisfactory are the use of assessment information to ensure tasks are matched closely to the needs of all pupils, and expectations of attainment and presentation, which could be higher. Although teachers respond effectively to pupils' responses within lessons, marking in books does not give sufficient guidance to pupils on what they need to do to improve. In a small minority of lessons, particularly in physical education (PE), teachers' organisation of groups takes insufficient account of the needs of pupils from ethnic minorities to ensure the full inclusion of all pupils.
21. In lessons where teaching is very good, the timing of elements within the lesson is well-judged and activities are managed at a brisk pace so pupils remain interested and attentive and work very productively throughout. Tasks are matched closely to the needs of all pupils, including those with special educational needs and English language learners, so all groups make very good progress. This was seen, for example, in an infant science lesson on sound in which musical instruments were used during the class introduction and engaged the interest and concentration of all pupils. In recording their work, pupils were able to make choices about the method used to organise their findings, and to generate additional instruments to add to their charts. An example of distracting behaviour during this lesson from a pupil with emotional and behavioural difficulties was managed very skilfully and sensitively in a way which minimised the interruption to learning for the rest of the class but also discouraged inappropriate behaviour without having a negative effect on the individual's self-esteem.
22. The teaching and learning of pupils with special educational needs is satisfactory. In small group work, the learning is good. This is because of the sympathetic, yet firm and positive teaching. The teaching of life skills is good because the teacher has good knowledge of a range of appropriate activities that both challenge and interest the pupils. The teaching and learning of pupils in classes is satisfactory. However, insufficient account is taken of targets on individual education plans and assessment information to ensure work is appropriately challenging for all pupils. Classroom assistants who work with pupils with the greatest needs support those pupils well.
23. Although pupils who speak English as an additional language learn satisfactorily there are shortcomings in teachers' understanding of the needs of these pupils. Teachers provide good general support and pupils' responses are suitably supported and extended. However, lesson plans give insufficient attention to clear learning objectives, well-matched tasks and suitable resources for English learners. In consequence, teaching methods and learning resources selected are not consistently appropriate to support pupils' learning, and insufficient use is made of classroom assistants to ensure their full access to the gains in skills, knowledge and understanding planned for their peers. In an infant English lesson, for example, the teacher helped pupils recall the events of a story they had studied previously. A pupil at an early stage of speaking English was given no visual support, such as pictures from the story, to help her follow what was being discussed, and the classroom assistant was not used to help her understand what was going on. As a result, the pupil did not achieve as well during this part of the lesson as

the rest of the class. A specialist teacher provides good quality support for pupils at an early stage of learning English during withdrawal sessions. Where specialist support is provided for targeted individuals within class lessons, insufficient attention is given to specific planning for English language learners to ensure well-chosen teaching methods and learning resources enable them to achieve the intended learning.

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

24. The school provides a sound quality and range of learning opportunities to meet the needs of its pupils. There has been significant improvement in the curriculum since the last inspection, particularly in planning and provision for pupils in the junior classes.
25. The quality of curriculum for the Reception year, now part of what is known as the Foundation Stage for children in the early years, has greatly improved since the last inspection and is now well established. It takes good account of the areas of learning for children at the Foundation Stage, and national guidance has been adapted to meet the needs of the school's children. The curriculum gives a strong emphasis to personal, literacy and numeracy skills, and also provides a variety of relevant and imaginative experiences as seen, for example, in the opportunities for creative work such as collage, painting and model-making. Provision for children's physical development is constrained by shortcomings in the outdoor accommodation. New equipment, such as wheeled toys, has been recently bought to improve provision, but the dedicated outdoor space is not large enough for climbing equipment and is not adequate for an appropriate range of learning experiences on a daily basis. The curriculum is planned well to prepare children for the work they will encounter in Year 1, particularly in literacy and numeracy.
26. The curriculum for infant and junior pupils is broad and balanced and meets statutory requirements for all subjects of the National Curriculum and RE. The school uses nationally recommended planning guidelines as a basis for a number of subjects, which are then adapted to meet the needs of the school's pupils, with history, geography and design and technology being timetabled in blocks. In National Curriculum subjects, plans for each term provide guidance for teachers on pupils' intended learning, and the national strategies for literacy and numeracy have been successfully implemented. However, pupils do not have enough opportunities across the curriculum to develop their writing skills. There are weaknesses in the quality of planning and provision for geography, which is not promoting satisfactory progress for pupils in the junior classes. In contrast, provision for RE is a strength of the school and results in pupils of all ages making good progress in this subject.
27. Pupils benefit from the many special events that enrich the curriculum. A recent science week, for example, provided a range of interesting activities for pupils. Regular 'arts' days focus on music, drama and art and are also highly enjoyable. Visiting speakers, artists and storytellers stimulate discussion, artwork and writing topics. Year 6 pupils are also given the opportunity to participate on a residential journey.
28. Provision for personal, social and health education is sound, although there is no policy at present and a scheme of work has not been developed. Health, sex education and drugs awareness are covered both through the school's science curriculum and by visiting health professionals. 'Circle times' are used to consider personal, moral and social issues on a regular basis.
29. Although the school has an inclusion policy, there are examples of reduced curricular opportunities for some pupils; for example, through the use of inappropriate teaching methods and resources for English language learners, and regular withdrawal of a small minority of pupils from subjects such as science for additional literacy learning. The curriculum provided for infant and junior pupils takes insufficient account of the first languages and cultures of all its pupils. The curriculum provided for pupils with special educational needs is appropriately broad and balanced.

Their learning is assisted by being placed in targeted groups and through the support of effective classroom assistants. They are fully included in the life of the school.

30. Although the school used to provide a good number and variety of extra-curricular clubs, this has been adversely affected by staff changes and recruiting difficulties over the past year. The school currently provides a sound number and range of extra-curricular activities but plans are in hand for these to be extended next term. Netball and cross-country running are offered, as well as orchestra, choir, recorders, gardening and an achievement club. The school is also involved in inter-school sports and swimming events. Some pupils also attend a French club that takes place on the school premises but is organised by an outside provider. Additionally, the music co-ordinator and headteacher offer occasional visits to the ballet, theatre and concerts on Saturdays.
31. Links with the community make a positive contribution to pupils' learning, and the profile of the school in the community is being raised through participation in local events such as the banner design project. The choir and orchestra have performed for older people and at the mayor's coffee morning. There is a close association with the church, and the parish priest is a regular visitor to the school. Local visits include fieldwork trips to support learning in geography, and a visit to a do-it-yourself store by Year 3 and 4 pupils in connection with a room design topic in design and technology. Links with neighbouring pre-school providers, secondary schools and the new local primary school are being forged successfully.
32. The overall provision for pupils' spiritual, moral, social and cultural education is good, and reflects the Christian caring ethos that permeates the school and its work. Spiritual development is promoted well through RE and assemblies, as well as opportunities to respond to works of art and music. Assemblies provide a good setting for pupils to reflect on their own and others' lives. They are broadly Christian and have a strong spiritual element. They include stories and prayers and invite reflection by pupils on a range of themes. Stories and talks are interesting and include spiritual thoughts and prayers. Learning experiences in the wildlife garden promote respect and fascination for the natural world, and pupils' contributions to a book about the late Queen Mother provided a good opportunity for them to reflect on human feelings and emotions.
33. Provision for pupils' moral development is good. The difference between right and wrong is taught effectively and most children have a good understanding of what is appropriate behaviour. Moral values are taught through stories, songs and discussions. Assemblies are also used to address moral ideas, both through themes and in response to issues as they arise. The caring ethos of the school emphasises tolerance of the needs and feelings of others. A code of conduct known as the 'Golden Rules' is displayed around the school and actively promoted, and the school is also trialling a system to reward pupils for achievement and good behaviour, and to build self-esteem. There is a strong emphasis on involvement with charities and pupils often suggest ways to raise money for different causes. Visits from charitable organisations are welcomed and speakers contribute to assemblies.
34. The impact and provision for social development is also good. Pupils are often asked to collaborate in pairs or small groups in lessons. Monitors are given responsibility for tasks such as filling the water bottles. Children from older classes work with younger children on various projects and some have responsibilities around the school. The school council provides a very good opportunity for pupils to voice their opinions and have them acted upon. This was seen, for example, when they gave their views about when to involve the teachers in solving issues in the playground. A 'buddy' system is to be introduced to help pupils who are lonely or unhappy and, with the development of the outside environment, there will be more opportunity for co-operative games.
35. Provision for pupils' cultural development is satisfactory, and good attention is given to promoting the cultural traditions of Western Europe and the United Kingdom, particularly those of the school's local area. Visits take place in the locality in connection with learning in geography and history, and there are close links with the church and its history. In art and design, pupils learn about the work of artists such as Matisse and Miro. A high focus was given to celebrating St George's Day, when members of the local community were invited to talk to pupils, and also to

the Queen's Golden Jubilee. There is some provision for pupils to learn about cultures from other parts of the world through the celebration of festivals such as Diwali and Chinese New Year, and through studying the art of Australian Aborigine people. However, the school does not sufficiently exploit and celebrate the cultures of its own school community, nor give sufficient attention to ensuring the curriculum prepares pupils for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a good level of care for its pupils, and there are good procedures for child protection and for ensuring pupils' welfare, including their health and safety. Teachers know their pupils well and adults involved in the school work well together to provide a caring ethos and a safe and supportive environment. Relationships are good at all levels, and this helps pupils feel secure and confident and develop positive attitudes towards their learning. There has been good improvement in this aspect of the school's provision, and issues found at the last inspection have been dealt with effectively including first aid training for lunchtime supervisory staff. The headteacher is quick to resolve any problems that occur between staff and pupils, resulting in relationships that are positive and relaxed.
37. There are good procedures for monitoring and improving attendance, and arrangements for monitoring and promoting good behaviour are effective. These include particularly good arrangements for pupils whose special educational needs are of an emotional and behavioural nature. Personal development is effectively tracked through regular parent meetings, from academic and social records, achievement assemblies and certificates. Pupils' own concerns are explored through 'circle times' and through the school council.
38. There are good arrangements for preparing children for entry into the Reception classes. Pupils with special educational needs are also well cared for. They are identified early in their school lives and monitored closely in those years. Good use is made of external specialist agencies to assess the needs of the pupils, and to provide support and guidance. There are satisfactory arrangements for monitoring the progress of pupils for whom English is an additional language.
39. There has been some improvement in assessment procedures since the last inspection. At the Foundation Stage, there are satisfactory procedures to monitor and assess children's progress on a regular basis and these are linked well with the planning of further work. Assessments that take place on entry to Reception are used particularly well to link work with what children can and cannot do. Good records are kept in order to monitor progress that children make in all areas of learning.
40. In the school as a whole, much work has been done to gather a suitable range of assessment information and pupils' standards are tracked in the core subjects of English, mathematics and science from the infants through the junior years. Baseline assessment is undertaken in the early weeks of the Reception class, providing useful information on areas for further development, and this is used effectively to inform planning, to provide a correct match of task to ability particularly for the higher attaining pupils. The teachers consistently monitor children's progress towards the early learning goals in the six areas of learning. In the rest of the school, procedures include collating samples of pupils' work in English and mathematics, but these are not carefully and consistently analysed to evaluate progress and identify the next step in planning.
41. The standardised test data, such as pupils' attainment in the national tests, is carefully analysed to evaluate the performance of year groups and individuals. The data also helps to set pupils into ability groups in the junior classes for mathematics. Teachers are able to identify what progress each pupil has made and use this information to set statistical targets for future improvements in learning. This system also helps in identifying pupils to be targeted for extra help and assistance, for example those with the potential to achieve better levels of attainment. Whilst the school has a good range of assessment information available in English, mathematics and science, assessment in other subjects is not yet formalised.
42. Assessment information is not yet used consistently to inform teachers' planning and promote good progress for pupils of all abilities. Teachers do not make regular evaluations of pupils' progress towards the learning intentions in lessons and use this information to plan work at a suitable level for each child. Systems for ensuring a good standard of evaluation at a class and individual level are underdeveloped. This has been recognised by the school as a priority for improvement and plans for development are already in preparation.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. There has been considerable development in the partnership with parents since the last inspection. Parents hold positive views of the school and are particularly appreciative of the improvements made by the current headteacher since she joined the school. They value the school's 'open door' policy, through which the headteacher and staff are available both in the morning and at the end of the day to share information and respond to parental concerns. Parents have been invited to see the school at work during open mornings and afternoons, and the headteacher works closely with the Friends of St George's to develop the social side of school life and to improve facilities for the children. The school has the confidence of its ethnic minority communities, and parents' involvement makes an effective impact on the work of the school.
44. The school is continuing to put policies into place to improve further the quality and level of communication with parents in order to promote a more effective partnership. For example, it has just launched its web site and is looking to provide a weekly newsletter. Plans are in hand to consult more closely with parents over homework and extra-curricular activities in order to address their concerns. It is hoped that the appointment of new permanent staff from September will help to remedy inconsistencies in the quality of communication with parents.
45. The information provided for parents is broadly satisfactory, and preparations have been made to develop pupils' annual reports. There are good arrangements for informing parents about the work of the school prior to their children joining the Reception year, and parents throughout the school make a positive contribution to pupils' learning both through supporting in the classrooms and helping their children with their homework. There are sound arrangements for working with the parents of pupils who speak English as an additional language, and the school is investigating the use of translation services to ensure all are kept well informed of their children's progress and of the work of the school.
46. The relationship between the school and parents of children with special educational needs is improving. Parents are now invited to annual reviews of progress, and are kept informed of their children's achievement on a regular basis. The school is now seeking to promote greater involvement of parents in supporting their children's progress towards their learning and other targets on individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is well led and managed. The headteacher provides very good leadership and has a clear view of the school's strengths as well as areas requiring development. She is well supported by the deputy headteacher and senior management team. There has been significant improvement over the last two years in the roles of subject co-ordinators, who now manage their responsibilities effectively. The headteacher's energy, commitment and skills in working with all involved in the school have been very effective in building a strong team, fully committed to improvement and demonstrating a good capacity to succeed. Good leadership and management promote the raising of standards and effective teaching and learning, and have resulted in good overall improvement since the last inspection, particularly over the last two years, despite the turbulence during this period. Improvements are seen, for example, in the development of provision and teaching for Reception children, in raising standards throughout the school in several subjects including ICT and design and technology, and in arrangements for monitoring standards and progress throughout the school.
48. The chairman of the governing body is supportive of the headteacher and is closely involved in the work of the school through his regular commitment to taking assemblies and teaching some of the RE syllabus in classes. The governors are active and fulfil their statutory responsibilities well. There are appropriate arrangements for them to keep informed about the work of the school, such as regular liaison with some of the co-ordinators including those for literacy, special educational

needs and ICT, and also presentations by co-ordinators to the curriculum committee. Although not yet involved in identifying areas for school improvement, they work closely with the headteacher in prioritising and planning to address needs through the school development plan.

49. The provision for pupils with special educational needs is very well managed. The current co-ordinator is very experienced and knowledgeable about present and future developments in the school. Although a temporary appointment, covering an extended absence from ill health, the co-ordinator has established clear priorities for improving the provision within the school. Early identification of pupils has been introduced by careful monitoring of children from entry into the Reception class. Pupils who are identified later in their school lives are supported effectively in their learning. More support is gradually being given to develop teaching strategies to meet the needs of all pupils including lower attaining pupils in class lessons.
50. There are good procedures for monitoring and evaluating the school's performance, diagnosing strengths and weaknesses and taking effective action. This is seen in the extent to which priorities for development identified by the current inspection have already been recognised and plans for improvement put in place; for example to raise achievement through improving the use of assessment information and to develop the accommodation for Reception children. This demonstrates very good improvement since the last inspection, particularly in the overall quality of leadership and management and its impact on the work of the school. The school's arrangements for performance management fully comply with national recommendations, and there is a rigorous programme of monitoring teaching that is having a positive impact on the quality of teaching and learning throughout the school. Arrangements for monitoring standards and achievement have been improved through a recently introduced system for tracking the progress of individual pupils, although this information is not yet used to compare the relative progress of different groups related to gender, prior attainment or ethnic origin.
51. There are shortcomings in arrangements for systematically monitoring some of the school's policies and practices. As a result, there are a few examples of teaching methods being used that are inappropriate for pupils at an early stage of speaking English, and of grouping arrangements that are not fully inclusive for all ethnic minority pupils, although the school has recently developed a policy for promoting racial equality.
52. The school has a secure financial base and financial planning is satisfactory. A significant balance is being maintained appropriately for substantial improvements to the accommodation in the near future. Budgetary decisions are linked closely to educational priorities, and the school takes good account of the principles of best value in using its financial resources. Specific grants are used satisfactorily as seen, for example, in the support provided for pupils with special educational needs. Day-to-day financial procedures are managed efficiently, and the school makes good use of new technology, including the use of electronic mail and the Internet.
53. The school is appropriately provided with teaching staff to meet the needs of its pupils and curriculum. Teachers and support staff are deployed satisfactorily. The number of pupils per teacher is about the national average and class sizes are close to those usually found in similar schools. Training and support given to teaching staff is good and this has helped to maintain standards, although the turnover of staff in recent years and the difficulty in recruiting suitably experienced staff has presented difficulties in maintaining consistent progress for all pupils. The school provides satisfactory support for overseas and temporary teachers. However, the inability to find sufficient subject managers, either permanent or temporary, has had an adverse effect on the pace of development in some aspects of the school's work. The school is effective in providing help and support to students in initial teacher training.
54. Classroom assistants make an important contribution to the learning of individual pupils. Their impact is particularly effective where they spend considerable periods of time attached to one class, which enables them to establish close working relationships with the teacher and pupils.
55. The accommodation is satisfactory for teaching the National Curriculum. Pupils benefit from a dedicated room for pupils with special educational needs, and also an ICT suite. However, there

are shortcomings in provision for Reception children. The classroom for the younger Reception children is of inadequate size and its use as a thoroughfare to other classrooms causes distractions to children's learning. The external accommodation provides plenty of hard surface space for PE and for recreation, including a seating area, although not a grassed sports area. Extensive plans are underway for the hard surface areas to be further developed to provide a more stimulating learning and playing environment. Pupils enjoy working in the recently developed wildlife area that is used well to promote progress in science. The outdoor facilities for Reception children are limited and do not support good learning experiences on a daily basis, particularly in physical development. The classrooms and grounds are generally well maintained, although lack of adequate storage for equipment in the hall and in some classrooms restricts the available space.

56. There is a satisfactory quantity and range of learning resources of appropriate quality, and this shows improvement since the last inspection. Pupils have access to suitable equipment in mathematics and science, although there are shortcomings in large climbing apparatus to support PE for older pupils. Resources for Reception children's indoor activities are good. They are easily accessible, well organised and used effectively for all areas of learning. However, there is insufficient outdoor play equipment despite recent improvement in wheeled toys. There are sufficient English texts in classrooms although limited library facilities for pupils in Years 3 to 6 constrain pupils' opportunities to develop their reference skills. Some resources, for example in science, are poorly stored and this does not help teachers to access them efficiently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to continue to improve, the governors, headteacher and staff should now
- (1) raise standards at the age of 11 in science and geography by
 - continuing to evaluate and develop planning and teaching in science to maintain a consistently good rate of progress throughout the school
 - improving the quality and range of learning opportunities in geography as already planned, and monitoring planning, teaching and progress in this subject more effectively
(Paragraph numbers 8, 26, 84-88, 99-103)
 - (2) improve the rate of progress in the infant and junior classes by
 - using assessment information more effectively to ensure planned tasks and teaching methods are matched closely to the needs of all pupils including those who speak English as an additional language
 - focusing monitoring more closely on the quality of learning, attainment and pupils' rate of progress within lessons
 - implementing plans to track the relative progress of groups related to gender, ethnicity and prior attainment
(Paragraph numbers 9, 20, 41-42, 50)
 - (3) provide a fully inclusive education for all pupils by
 - improving teachers' expertise in meeting the needs of pupils who speak English as an additional language
 - developing teachers' skills in organising groups to ensure pupils from all ethnic groups have equal opportunities in all lessons
 - ensuring pupils do not miss learning in subjects such as science for additional help with reading
 - monitoring the school's policies and practice more systematically
(Paragraph numbers 11, 20, 23, 29, 51)
 - (4) improve the accommodation for Reception children, as already planned, by
 - providing classrooms of satisfactory size for both classes
 - developing the outdoor accommodation to provide a secure dedicated area with sufficient space for climbing equipment and other outdoor activities on a daily basis

(Paragraph numbers 55-56)

- (5) prepare pupils to live in a culturally diverse society by
- planning systematic opportunities through the curriculum to help pupils appreciate the cultures and contributions of minority ethnic groups to be found within the UK, including the school's own community
(Paragraph number 35)

Other minor issues which should be considered by the school

- (6) Consult more closely with parents over homework and monitor the school's provision more effectively to achieve consistent practice

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	17	22	3	0	0
Percentage	0	19	33	42	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	299
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	13	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	21	22
	Girls	12	11	12
	Total	35	32	34
Percentage of pupils at NC level 2 or above	School	95 (98)	86 (85)	92 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	12	12	12
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (90)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	20	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	15	15	16
	Total	33	35	36
Percentage of pupils at NC level 4 or above	School	72 (92)	76 (85)	78 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	14	14	14
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	67 (90)	70 (90)	72 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	2
Black – other	1
Indian	1
Pakistani	1
Bangladeshi	1
Chinese	4
White	197
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21.4
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	675,277
Total expenditure	646,132
Expenditure per pupil	2,213
Balance brought forward from previous year	64,055
Balance carried forward to next year	93,200

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	299
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	7	0	1
My child is making good progress in school.	41	48	8	3	1
Behaviour in the school is good.	37	49	8	6	1
My child gets the right amount of work to do at home.	26	44	21	8	1
The teaching is good.	46	45	10	0	0
I am kept well informed about how my child is getting on.	33	39	23	4	1
I would feel comfortable about approaching the school with questions or a problem.	63	31	5	1	0
The school expects my child to work hard and achieve his or her best.	57	34	7	0	2
The school works closely with parents.	35	42	21	3	0
The school is well led and managed.	46	43	9	1	2
The school is helping my child become mature and responsible.	45	45	8	1	2
The school provides an interesting range of activities outside lessons.	14	37	29	13	6

Other issues raised by parents

- Many parents wrote to the inspectors to express their views. Concern was expressed about variations in the quality of provision at different stages of the school. Many wrote to express their appreciation of the improvements made by the current headteacher. No other issues were raised by a significant minority of parents.

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

58. At the time of the previous inspection, children were making unsatisfactory progress. The school has since made good improvements. Taken together, pupils' attainment on entry is average, but due to the provision of a well-structured programme of work and a range of good quality opportunities for learning, most children achieve well and make good progress. This is because of the good overall quality of teaching and learning. By the time they move to Year 1, most children have exceeded the expected standards in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their personal, social and emotional development. They achieve satisfactory standards in the areas of creative and physical development. Those who are the youngest of the group and have two terms of full-time education in the Reception class, make equally good progress. Children with special educational needs receive well-planned support to enhance their progress. The progress made by children for whom English is an additional language is somewhat limited. These children are suitably assessed on their arrival by a visiting specialist and targeted for extra support. Teachers and support staff recognise the need to encourage and develop children's 'talk', but they do not do so through planning tasks that match pupils' level of competency in English and the identified targets in language and learning. Insufficient attention is given to using appropriate visual aids that are culturally relevant or to providing sufficient opportunities for role-play to enhance speaking skills.

Personal, social and emotional development

59. Teaching in this area is good. All children are purposefully occupied, skilfully managed and sensitively supported. A caring and stimulating environment is created in both the Reception classes in which children quickly understand the routines and the structure of the day. Teachers act as good role models for the children and explain clearly what is expected of them. The children develop good attitudes to learning and feel both happy and secure. By the time they leave Reception, the majority of children have exceeded the early learning goals in this area and made good progress. This reflects the skilful teaching of the staff as the children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. Some simple classroom rules are shared with all and children learn to co-operate, share and take turns, for example when sitting in a circle at the start or end of a session playing number or phonic games. Children concentrate and listen quietly. They are effectively taught the difference between right and wrong and guided to behave sensibly at all times. Children show consideration and respect for property and each other. They are helped to form good relationships with others. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They are keen to participate in teacher-led activities and in those activities where they are able to work and play without direct supervision.

Communication, language and literacy

60. Children achieve well in this area of learning as the result of good teaching. Most children are on course to exceed the early learning goals by the end of the Reception year. They enjoy listening to stories and readily share books with adults and with each other. The great majority of children speak clearly in full sentences and respond well to stories and songs. Children are skilfully supported through constant encouragement to talk and share experiences. Most staff show that they value their children's efforts at communicating. Children talk about their experiences interestingly and develop new vocabulary; for example, in one lesson they talked about 'healthy' and 'not healthy' food, and gave clear reasons. Most children are gaining good control in developing early writing skills. The younger children draw and paint with increasing control and most are able to write their own names unaided. Older children put together short and simple sentences independently using knowledge of initial letter sounds. Very good progress is made when adults work in pairs or small groups or individually to give children focused support.

61. The introduction of the literacy strategy is making a significant impact. Children enjoy using the big books such as, 'The Very Hungry Caterpillar' and 'The Rainbow Fish'. Most children show good understanding of the stories they follow and recall the correct sequence of events. They are given planned opportunities - for example, daily discussion times - to talk about their work and acquire new knowledge, such as the formation of three letter words that rhyme. All adults use talk to good effect and are good, active listeners. Children enjoy imaginative free play in the 'home-corner'. They handle books carefully and know how they are organised. Many children make good attempts at reading unfamiliar words using their knowledge of letter sounds. They are encouraged to take books home and share with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. The literacy lessons modified to suit the very young effectively promote the development of early reading, writing and spelling skills. Teachers' regular evaluations of planned work help build on what has already been achieved.

Mathematical development

62. This area of learning is taught well and promotes the good progress children make. Most exceed the early learning goals in mathematics by the end of Foundation Stage. They match, sort and count using everyday objects. Children count accurately to 20 and beyond, order up to ten and recognise the number symbols. Opportunities for practical activities are well planned. Children are encouraged to make representations and write the number symbols correctly. An effective use is made of number rhymes, songs and games to enhance learning. Teachers encourage counting in a familiar context, for example, the total number of children present or the number staying to lunch. In one lesson, children were taken out to the playground to hunt for shapes in the environment.
63. Most children recognise basic regular shapes in two and three dimensions and explain their properties using the appropriate mathematical terms, for example, curved or straight sides and corners. They gain knowledge of capacity and weight from practical experiences with sand and water. Most children describe objects by position, shape, size, colour and quantity. Many recognise penny, two pence, five pence and ten pence coins and use these in simple shopping activities. They enjoy working with large and small construction equipment and jigsaws. Children demonstrate good knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one more away', 'how many altogether' and 'how many left' in oral number sessions. The teachers successfully plan a variety of activities to consolidate the correct use of the language involved. The higher attaining pupils confidently record these using appropriate symbols. Teachers have high expectations of children's work. There is effective adult involvement in children's activities and useful regular assessments are made of their progress. Most children correctly sequence the days of the week and answer questions such as, 'How many days from Monday to Thursday?' and 'What was the day yesterday?' Teachers make good use of visual aids and skilful questioning, thus helping children to move forward consistently in their learning.

Knowledge and understanding of the world

64. Most children have a well-developed knowledge of their own environment on entry to Reception, and continue to make good progress in their knowledge and understanding of the world as the result of good teaching. Most exceed the early learning goals in this area of learning by the end of the Foundation Stage. Adults support children's understanding and encourage learning; for example, how children have grown since they were babies. Children build on their knowledge about where they live and support their understanding of self and the family through activities in the role-play corner. They work with sand and freely explore properties of malleable materials. There are opportunities for children to explore with everyday objects of interest; as well as to select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building.

65. Most children ask questions to find out how things work. For example, they learn about the life cycle of 'mini-beasts' and ask appropriate questions. In a very good lesson most children demonstrated very good knowledge of the stages in the life cycle of a butterfly. The teacher made very good use of role-play to reinforce and enhance children's learning. Children are well prepared to use their senses to recognise the smell and taste of substances. They work with materials and participate in simple guided experiments; for example, to find out which candle burns faster. They apply their knowledge of forces such as 'push' and 'pull' or how cars go fast on different types of ramp. Most children demonstrate well-developed computer skills for their age. They show increasing control in the use of the mouse to move items on the screen. There is effective adult intervention in activities and encouragement for children to explore new ideas.

Physical development

66. The quality of both teaching and learning is satisfactory in this area of learning, and children attain the standards expected by the end of the Foundation Stage. Most children are confident, active and energetic in the use of available large and small indoor and outdoor equipment. Opportunities for a variety of outdoor activities for climbing, balancing and jumping skills are limited. In the main school hall children have a regular opportunity for movement with music and move with co-ordination and control. In one lesson, children successfully worked on developing their ball skills of throwing, bouncing and catching in pairs and small groups. The teacher used well-established routines and expectations and encouraged children to evaluate and improve their skills. Most children move imaginatively, demonstrating good body control and awareness of space and others. A good arrangement of different pieces of equipment ensured that the children learnt to move around safely and creatively. Children use malleable materials and appropriate tools when making things, and demonstrate good hand and eye co-ordination. The regular 'play planner' activities provide good opportunities for structured and free play independent activities. Children work independently to make models out of construction kits and reclaimed materials, or learn how to paint with cotton buds to develop good manipulative control. They are developing confidence and skill in the use of different joining materials and tools such as scissors, glue and tape. Teachers plan and organise effectively to provide calm and sensitive support and encourage safety in the use of tools and materials.

Creative development

67. Through sound teaching, most children are on line to meet the early learning goals in all areas of creative learning. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour, texture, shape and form through working with a wide range of materials to create collage or paint patterns. Children's work on a collage of caterpillars was of good quality. Children also use malleable materials and construction toys to make models. They explore colour, texture and shape to produce artwork linked to different areas of learning. For example, they create collage pictures using a variety of materials and experiment with different shades. Children sing and clap rhythms and express enjoyment. Most children learn new songs quickly, memorise words and sing enthusiastically. There are opportunities for children to explore sound and depict ideas and feelings through use of programmes such as 'Music Box' and develop good listening skills. In one such lesson, they listened to the taped story of *Raja's Secret* and learnt to name instruments such as tabla, sitar and flute. Support staff work closely with teachers and make positive contributions to children's learning. Teachers talk to the children and ask relevant questions to extend their vocabulary of a range of colours, materials and tools.

ENGLISH

68. The evidence from inspection shows a slightly different picture to standards attained in the 2001 tests, particularly at the age of 11, where standards in English were below the national average and well below the average for similar schools. Pupils currently in the school are attaining the standards expected by the ages of seven and 11. Below average standards in last year's national

tests were largely related to an unsettled period in the school's history, and an unusually large proportion of pupils with special educational needs, including literacy difficulties.

69. Pupils attain standards in speaking and listening above those expected by the end of Years 2 and 6. In the infant classes pupils make good progress in developing their speaking skills because questioning is often used well to encourage pupils to explain their answers or opinions. For example in a Year 1 and 2 lesson, pupils were asked to give word definitions, explain why something happened and predict what would happen next in a story. They enjoyed showing their knowledge of characters, themes and settings. Pupils listen attentively and talk confidently when working in pairs or small groups. At the junior stage pupils listen and speak well, particularly in lesson introductions. In the upper junior classes, teachers use probing questioning to ensure pupils' attention remains focused and have high expectations of pupils' capacity to develop and explain their ideas clearly. Speaking and listening skills are well developed by the age of 11.
70. Standards in reading are good overall and at the infant stage pupils are supported well. They read frequently to teachers or classroom assistants and take books home on a regular basis. The reading scheme is used to good effect and books in class libraries have been increased. Effective teaching of letter sounds and comprehension supports reading and pupils are able to use their knowledge effectively. They also make effective use of word meanings and can read ahead to attempt unknown words. Most children progress well to attain good standards by the age of seven.
71. Pupils in the junior classes choose books from class libraries and read independently. They demonstrate increasing fluency and accuracy and are able to discuss their preferences for books and authors. By the age of eleven pupils know how to obtain information from books by using the contents and index pages and are developing skills such as skimming and scanning texts. They can also use the Internet effectively. In guided reading sessions they are taught to understand inference and can give opinions on the use of specific language. At the end of some lessons pupils are asked to read their work and teachers give constructive criticism to enable them to further their learning. Pupils with special educational needs are targeted in both infant and junior classes and read regularly to classroom assistants.
72. By the end of Year 2 writing is mainly satisfactory. Most pupils make steady progress and are able to plan and sequence events and write a short story. Punctuation such as full stops and capital letters are generally used well and more able pupils use speech marks. There is some evidence of writing in other areas of the curriculum, but there are not enough opportunities for extended writing. This is also the case in some of the junior classes where pupils do not practise their writing skills with sufficient regularity and therefore do not always make as much progress as they could. By the age of eleven pupils are writing more frequently and enthusiasm was shown by Year 5 and 6 pupils for the quest stories which they were developing over a period of time. There is still insufficient use of extended writing in other curriculum areas such as science, history and RE. Individual writing targets are used by all classes and pupils are reminded of these at the beginning of lessons.
73. Handwriting is taught systematically across the school. By the age of seven many pupils have already learned to join their writing and by the age of eleven most have developed a neat cursive style. The teaching of spelling is satisfactory and often linked to homework opportunities. Marking of homework is not consistent across the school. This is also the case with the marking of books and worksheets. Where marking is good, pupils' work is assessed and appropriate developmental comments are made. In some junior classes, there is insufficient helpful marking and the presentation of work is not satisfactory.
74. The quality of teaching and learning is satisfactory overall. Where teaching is good or very good, teachers have good knowledge and understanding of the subject and have high expectations of achievement. Lessons are planned effectively, considering the needs of all groups, and pupils are managed well. Skilful questioning and a brisk pace in lessons ensure the concentration and involvement of the pupils. In a lesson seen, Year 3 and 4 pupils showed interest and enthusiasm for the task and, in discussions at the end, were able to recount all the important facts about

constructing an effective flyer. Where teaching is less effective, the pace of lessons is slow and tasks are not clearly matched to the needs of each group. Lesson objectives are not always well defined and pupils' concentration is not sustained, resulting in limited progress.

75. Both standards and quality of teaching are the same as in the last inspection. The management of the subject has improved and is satisfactory overall and good at the infant stage. Monitoring of planning and lessons has taken place and there has been input and training from an external literacy consultant. Planning is generally satisfactory, but consideration needs to be given to ensure that tasks and teaching methods are matched to the needs of all pupils. The curriculum is enhanced by opportunities for pupils to participate in book days and by visits from storytellers, who have been a stimulus for writing in each age group.
76. There is no English policy at present, although there is a literacy work plan that outlines all strategies in use. Resources have been improved and are adequate. Shabby and inappropriate books have recently been removed from the school library and the number and range now requires considerable improvement in order for the library to be a valuable learning resource.

MATHEMATICS

77. Pupils' attainment by the age of eleven is close to the standards expected for their age in all aspects of the subject (using and applying mathematics, number and algebra, space, shape and measures and data handling). This shows a similar picture to the findings of the previous inspection. The standards attained by pupils by the age of seven are above those expected for the age group. Evidence from the inspection indicates that standards at Year 2 have improved since the national tests in 2001, and that standards in Year 6 have been maintained. The improvements in Years 1 and 2 are partly due to changes in the numbers of pupils with special educational needs in each year group, but also to the more effective use of the national numeracy strategy by teachers and this is resulting in improved teaching and learning.
78. Pupils achieve well in Years 1 and 2 and make satisfactory progress in Years 3 to 6. Pupils with special educational needs and those with English as an additional language match this pattern of achievement. Higher attaining pupils in Years 2 and 6 achieve well in this subject.
79. By the age of eleven pupils learn how to investigate problems by devising number strategies. Through practical activity, they devise a number sequence using dominoes. By establishing a pattern in small numbers, pupils use the sequences to predict the outcomes of larger numbers. Pupils use a 'function machine' to establish number patterns. Lower attainers support their work by using computer programs. Higher attaining pupils begin to use symbols to substitute for unknown numbers and so begin using algebraic symbols. Pupils use decimals to two places, they measure and correctly name angles to 360 degrees and match equivalent vulgar and decimal fractions. They collect and collate data and present and analyse their findings. By the age of seven pupils divide by using their ten times table. They are beginning to use multiplication and division of numbers up to 50 to answer simple problems. Pupils are beginning to weigh accurately using standard scales of weight. They are familiar with common shapes in two and three dimensions. The higher attaining pupils are beginning to use these calculations to devise their own problems. Pupils, including those with English as an additional language, are becoming confident in their use of mathematical language. Pupils in all years are encountering numerical problems and investigations and this is a satisfactory improvement since the last inspection.
80. The quality of teaching and learning is satisfactory overall. It is good in Years 1 and 2 where teachers use the national numeracy strategy effectively to give challenge and pace to their lessons. In Year 2, lesson objectives are shared with pupils so that they have a clear understanding about what they will be learning. In Years 1 and 2, mental mathematics is conducted at a brisk pace with good account taken of different abilities so that more able pupils are sufficiently challenged. Pupils are well motivated because of the high expectations and brisk yet friendly manner of the teacher. Teaching and learning are satisfactory in Years 3 to 6 where the pace of the mental mathematics element is often conducted at the pace of the lower attaining

pupils. Although pupils are grouped into ability 'sets' there is insufficient matching of pupils' learning activities to their needs. The use of the final part of the lesson does not allow pupils to review and discover the next steps in their learning. This does not help the pupils to become independent in their learning. Teachers manage pupils' behaviour well and this ensures that classrooms are positive places for learning. However, better and more targeted use could be made of classroom assistants to support the needs of specific pupils especially in Year 3.

81. In Year 6, pupils translate positions of shapes in two dimensions. This is based on work previously done using ICT during which pupils used the cursor to move shapes and colours into position to make 'stained glass windows'. Pupils begin to transpose shapes, some measuring points, and others sides. Similar tasks are expected of the whole class regardless of the ability of individual pupils. This means that lower attaining pupils often leave work unfinished and so appear to achieve less than other pupils do. Planning of lessons does not meet the learning needs of all pupils or give all of them the satisfaction of completing tasks. Teachers do not share assessment data with pupils to give them clear ideas about what they know and what they need to know. Insufficient attention to language development means that pupils who speak English as an additional language do not have enough opportunities to pick up the language specific to mathematics.
82. Teachers in Years 1 and 2 are secure with the national numeracy strategy and they apply it effectively. Teachers in Years 3 to 6 use the strategy less effectively. There are some opportunities for the use of mathematics in other areas of the curriculum but these are insufficiently planned to ensure that they reinforce pupils' knowledge of their learning. Pupils use ICT satisfactorily. They use the technology to construct number patterns using 'function machines', and also use it to record and analyse data collected from their investigations.
83. The management of the subject is satisfactory. The subject manager is very knowledgeable and has clear ideas about the future development of the subject. There is considerable commitment to improve standards. The collection of assessment data is effective and is being used to track pupils' standards and progress from year to year. It is not yet used to identify standards of particular cultural groups of pupils, nor is the data shared with pupils, so that they are aware of their progress. However, the absence of a co-ordinator and temporary replacement for part of the year has had an impact on the effectiveness of the support given to teaching, especially in Years 3 to 6.

SCIENCE

84. The majority of pupils attain the standard expected by 11, and more able pupils attain higher standards. A significant minority of pupils do not attain the standard expected and, for this reason, overall standards are below those normally seen. However, pupils currently in Year 6 are expected to do better in the recent national test in science than last year. This is similar to the findings of the last inspection when standards were broadly satisfactory although with some variation between classes.
85. There is no significant variation in achievement between groups related to gender, prior attainment, ethnic origin, or special educational need. Analysis of pupils' work shows they make sound progress in the infant classes to attain average standards at the age of seven. They display knowledge about the parts of a plant, and higher attaining pupils write clear explanations of the function of roots, leaves and pollen. Pupils explore different kinds of paper and group them according to their characteristics. They have learnt about different kinds of light source, as well as magnetic and non-magnetic objects. Their skills in scientific enquiry are developed through generating ideas for finding out whether plants need light to grow, and by observing and recording the effects of light and water on plants.
86. Progress is also satisfactory in the junior classes. The lower standards of the current Year 6 pupils are linked to the slower progress they made in earlier years due to shortcomings in planning and in teachers' subject knowledge. By the age of 11 most pupils have sound

knowledge and understanding of life processes and living things, materials and their properties, and of physical processes. For example, they understand the effect of exercise on pulse and breathing, and display secure knowledge about reversible and irreversible changes in materials, as well as the changing states of liquids, gases and solids. They know about the forces of attraction and repulsion between magnets, and that the sun appears to move across the sky because of the movement of the Earth. Pupils develop their skills of scientific enquiry through carrying out, observing and recording investigations. They understand the importance of a fair test, and draw conclusions from their investigative work through interpreting data. Some pupils have limited experience in planning their own investigations. More able pupils identify the key features of a fair test, and recognise contexts in which evaporation and condensation take place.

87. The quality of teaching is satisfactory. Strengths of good teaching include skilful management of pupils so that they work very productively, and good quality planning where work is matched well to the differing needs of pupils so all make good progress. These features were seen in a lesson in which Year 1 and 2 pupils categorised and recorded different ways of making sounds. In this lesson pupils related well to the musical instruments used as a learning resource and, as a result, were interested and attentive during the lesson introduction. The needs of all pupils were met well by sensitive grouping, through pupils being able to make their own choices, and through the support and help of the teacher and classroom assistant, who both helped extend learning further. More able pupils were challenged through the opportunity to think of additional instruments to add to their chart, and to generate their own ideas for organising the information. Pupils' explanations of their ideas to the rest of the class provided another opportunity for others to consolidate and extend their learning.
88. Although lessons are carefully planned and some account is taken of higher and lower attaining pupils within classes, tasks are not consistently providing the right level of challenge for all pupils. Regular assessments are made of pupils' attainment but this information is not yet used well enough to ensure activities build systematically on previous skills, knowledge and understanding to promote consistently good progress. Pupils' work in books is often left unfinished and, where teachers have pointed out errors or omissions in work, these are rarely corrected. However, teachers make sound use of ICT to support pupils' learning in science.
89. There has been considerable improvement since the last inspection, particularly in developing planning, in teachers' knowledge and understanding of the subject, and arrangements for monitoring provision and assessing standards. The shortcomings found in physical science at the last inspection have been fully and successfully addressed. A highlight of the curriculum was a recent science week in which the whole school took part in a variety of activities linked to science including competitions, drama, and opportunities for pupils to meet scientists. The recent establishment of an outdoor wildlife area has also enriched the curriculum.

ART AND DESIGN

90. Attainment in this subject meets expectations. Pupils throughout the school make sound progress and attain the levels expected for their ages, and this is because of the satisfactory quality of teaching and learning. Only two lessons were seen in this subject and so judgements are based on the evidence from these two lessons, on scrutiny of pupils' work and teachers' planning, and discussion with pupils. This shows good improvement since the last inspection when standards were found to be unsatisfactory at both the infant and junior stages. Limited evidence of modelling was available during the inspection although work in three dimensions included good examples of textile work, and preparatory work for sculpture. There is no significant variation in achievement between any groups related, for example, to prior attainment or special educational need.
91. Pupils aged seven use pastels to represent tigers' markings, mix different tones of the same paint colour, and use a computer program to create firework designs. They are given the opportunity to select their own resources and make a personal response through their choice of man-made and natural materials to represent a special place in their lives. By the age of nine, pupils produce

portraits of Henry VIII through pencil drawing and collage. They study and produce their own work in the style of Miro, some of which is of good quality with very careful attention to detail. There are also examples of good quality work inspired by the designs of Australian Aborigine people, and painting in the style of Lazzarini.

92. Year 6 pupils show careful attention to detail when they use a variety of techniques to present a section of a William Morris pattern. They also create 'stained glass window' designs on computers, and produce their own versions of 'The Snail' by Matisse. Examples of screen-printing are of good quality. In a lesson seen, pupils made sound progress in representing the human body in movement using a technique for sketching limbs through oval shapes. The teacher's good subject knowledge enabled her to intervene skilfully to help individuals improve their standards. The good emphasis she gave to working quickly helped pupils achieve the required sketching effect, and also promoted their concentration and interest in the activity, which they clearly enjoyed. Their desire to show her their efforts resulted in an inappropriate amount of movement in the room and limited the opportunity for her to systematically monitor and extend the progress of all pupils.
93. The subject is managed well, and there has been considerable recent development, particularly in teachers' knowledge and understanding of the subject, and in giving due emphasis to working with a range of media and techniques. Examples of work are levelled and added to a portfolio each term, although there are no agreed procedures yet for assessing and recording the attainment of individual pupils. Provision in art and design is given a higher focus than at the time of the last inspection, including the quality of displays, which are used well to celebrate and stimulate pupils' efforts.

DESIGN AND TECHNOLOGY

94. Pupils attain the levels expected for their ages by the end of Years 2 and 6. It was not possible to observe teaching in the infant classes, and junior lessons seen during the inspection consisted of introductions to new topics and therefore were mostly involved with the planning element. Evidence was drawn from photographs showing work undertaken in the past, examples of pupils' work and teachers' planning. This indicates that the quality of teaching is satisfactory overall and promotes the sound progress pupils make in the subject.
95. By the age of seven pupils investigate, plan and communicate design ideas. These are recorded in process diaries. They are taught to use a variety of tools and investigate which are the most suitable for the process. Pupils make moving vehicles with wheels and axles and shoe box theatres linked to a specific story. They also devise and create a fruit salad as part of a food technology project.
96. Year 3 and 4 pupils design and make egg carriers for a specific purpose, taking into account both aesthetic qualities and the intended use of the product. By Years 5 and 6 pupils show appropriate knowledge and understanding when discussing materials and their uses at the beginning of a project on designing and making musical instruments. Good links were made with instruments from other cultures, which were used as a starting point and pupils demonstrated knowledge of musical terminology. They were keen to contribute to the discussion and planned, sketched, designed and labelled confidently. By the end of Year 6 pupils are able to evaluate their work using technical vocabulary. They work co-operatively and with enthusiasm.
97. The quality of teaching and learning is satisfactory and promotes sound progress in the subject. The school provides an appropriate curriculum, taking account of nationally recommended planning, although insufficient attention is given to the use of mechanisms and electrical circuits. Wherever possible, there are meaningful links with other curriculum areas, including ICT. A recent whole-school project has involved pupils from each class working in conjunction with architects in the design of a playhouse and equipment for the school playground.

98. The management of the subject is satisfactory and a policy is in preparation. The co-ordinator has moderated work from each year group and reported back to teachers. The process diaries used for each project require pupils to plan, sketch, design, make and evaluate thoroughly and provide a good record of achievement. At present there are no formal assessment or record keeping procedures.

GEOGRAPHY

99. Pupils in the infant classes make sound progress in this subject to attain the levels expected by the age of seven. In contrast, junior pupils do not make as much progress as they should and do not attain the levels expected by eleven. There is no significant variation between groups related, for example, to prior attainment, ethnic origin or special educational need. It was possible to see only one lesson during the inspection and these judgements are based largely on the evidence of pupils' work over the last year, scrutiny of teachers' planning and discussion with pupils. There has been insufficient improvement since the last inspection when findings showed a similar picture.
100. The evidence of pupils' progress by seven shows that the quality of teaching and learning is satisfactory in the infant classes. Year 2 pupils draw their route to school and use graphs to record the methods of travel they use to come to school. They display knowledge about their own locality and begin to express their own views about which features they like and which they do not like. They develop their mapping skills through creating a map of the fictional island of Struay, and explore how to travel there from London. More able pupils show good awareness of the human and physical features of an area such as Struay.
101. Pupils make insufficient progress by the age of 11 and this indicates that the quality of teaching is unsatisfactory in the junior classes. However, teaching was satisfactory in the one lesson seen in which Year 4 pupils made sound progress in their use of a key to interpret map symbols, and in their knowledge of present day villages. The teacher had a good range of strategies for managing a class in which a few pupils had behavioural difficulties. The final part of the lesson was used well to extend pupils' understanding and prepare them for future learning.
102. Year 6 pupils understand the purposes for which water is used around the house, and consider ways of conserving this resource. They display knowledge of the water cycle, and compare the rainfall from two areas, recording this information on a graph. They also demonstrate some knowledge about their own area and about how places change through human processes. They are less aware of how places can change through physical processes, or how human activity can improve or damage an environment. Mapwork skills are underdeveloped and pupils show insufficient knowledge about places and environments beyond their own locality. There is a limited quantity of work in books, with many pieces unfinished. In some examples of study, such as water usage, the task is insufficiently demanding to promote good progress in skills, knowledge and understanding.
103. The school recognises that substantial development is required in this subject, which has been given a low priority since the last inspection. The scheme of work takes account of national guidance on the subject but requires further development to guide teachers' planning for each topic. Although there has been some improvement in the use of ICT to support learning, there is scope for further development to increase pupils' opportunities to research information and record data. The recently appointed co-ordinator has begun to monitor planning and pupils' work. Further development is required to ensure the breadth and range of learning experiences are of good enough quality to promote consistently good progress for pupils throughout the school, particularly in the junior classes.

HISTORY

104. The attainment by the ages of seven and eleven matches that expected of pupils of a similar age. These standards have been maintained since the last inspection. Pupils' knowledge and understanding are satisfactory, as is their use of research skills.
105. By the age of eleven pupils know about some of the events from World War II. They explore this topic through personal interviews with people who lived at the time and through local records of bomb damage to property. They make use of time lines to sequence events during the period 1939 to 1945, and understand why children were evacuated from the larger cities. They understand how the Beveridge Report of 1944 influenced the reconstruction of Britain after the war. Pupils further investigate the impact of significant events and ideas from Victorian Britain through compiling biographies of significant people like Charles Darwin and Richard Trevithick. They develop their understanding of historical evidence by compiling reports on features of Aztec life from photographs of archaeological finds and from secondary written sources.
106. By the age of seven pupils understand the significance of events like Remembrance Day and the association with poppies. They develop their sense of time by comparing evidence from old and newer toys. They begin to understand time through the compilation of a family tree for the Royal House of Windsor. Pupils with special educational needs make satisfactory progress, as do those pupils who speak English as an additional language.
107. The quality of teaching and learning is satisfactory. Overall planning ensures that pupils receive sufficient coverage of the National Curriculum programmes of study. The relationship between teachers and their pupils is good and, because of the positive and friendly manner of teachers, pupils learn well. They are well behaved and interested in what they do. Good use is made by pupils of the Internet to gather information. However, teachers' planning does not sufficiently address the needs of pupils of all abilities. More able pupils are insufficiently challenged and slower learners do not have enough appropriate texts. Insufficient recognition is given to pupils of differing ages in mixed age classes. There is an over reliance on worksheets and so opportunities are not fully exploited to promote pupils' writing. Skills learnt by pupils in their literacy lessons are not effectively applied when they research topics. Homework topics given to Year 5 and 6 pupils are set over long periods and are not sufficiently structured to ensure pupils learn effectively.
108. The management of the subject is satisfactory. The co-ordinator is knowledgeable and committed to raise the standards of pupils' attainment. However, because of staff changes within the school she is new to the post and is due to take on another responsibility. This situation, which has occurred as the result of the many recent changes in staffing, is having an adverse effect on the school's capacity to sustain development over a longer period. The school has recently put greater emphasis on using nationally published guidelines to meet the needs of all its pupils. However, the arrangements and use of assessment information do not guide the expectation of standards that can be achieved. Staff need more support in improving standards for the lower and higher attainers, and developing language skills for those pupils for whom English is an additional language.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

109. By the end of Years 2 and 6, pupils attain standards in this subject that meet national expectations for pupils of their ages. This judgement indicates good improvement since the last inspection. Year 6 pupils now have a broader curriculum and are developing their skills across the full programme of study. Many pupils have computers at home. Where this is the case, particularly with pupils in Years 5 and 6, there are examples of high achievement.
110. In Years 1 and 2, the vast majority of pupils are becoming aware that various machines can be controlled, including many of their own electronic toys. They are learning to control floor robots by entering commands. In a good lesson, pupils were observed writing instructions for others to operate the controlled devices brought to school. Pupils learnt to use the new vocabulary, such as *remote*, *Roamer* and *control*. Most pupils understand that CD-ROMs hold a vast quantity of

information, and they are beginning to use the menu and index to access this information. They are learning word processing skills, and Year 2 pupils successfully use a program to type out their work. Some pupils have made use of 'cut and paste' to correct the order of writing, for example, in the story of *Jack and the Beanstalk*. Pupils learn to label their diagrams, such as the parts of a flower in science. They have used paint programs to compose pictures. There are good examples of simple data handling work in mathematics, such as the colour of eyes represented in block graphs.

111. In Years 3 and 4, pupils learn to use electronic mail to send and receive messages. Pupils in Years 5 and 6 use a publishing package to present information in geography. Nearly all pupils are competent when entering or changing data on spreadsheets. They know how to create tables and insert rows and columns. In a very good lesson they were supported effectively to enter information about cities, countries and continents of the world successfully.
112. The overall quality of teaching is satisfactory, but there was considerable variation in the quality of teaching in lessons observed. Lessons for pupils in Years 2 to 6 are taken in the ICT suite. In the best lessons, the work is well prepared and resources are used to good effect. Pupils work at computers in pairs, taking turns and working sensibly. They co-operate well during these activities and handle all the equipment with care and sensitivity. However, progress is better when classes visit the suite half at a time and pupils are given increased opportunities to practise and improve their own skills. In a Year 3 and 4 lesson seen, teaching was unsatisfactory because pupils were not prepared well enough to manage the task of sending an email successfully. As a result, their learning in the lesson was limited and the objectives for the lesson were not fulfilled. In consequence, although well motivated and excited about computer work, many pupils were frustrated and lost interest in the task.
113. Teachers generally show a sound knowledge and understanding of the subject, for example in giving clear explanations and demonstrations on how to use control devices. Sometimes, however, activities are appropriate for the majority of pupils in lessons, but insufficiently challenging for higher attainers. This results in some pupils wasting time rather than developing their skills. In most lessons good use is made of the well-organised additional adult support. All pupils, including those with special educational needs and English language learners, are included well in the lessons.
114. There are some good links established with learning in other subjects, particularly in literacy. Most aspects of ICT, however, are taught as a separate subject, and greater use could be made of work in other subjects, such as researching information in geography and storing and presenting data in science, to support learning across the curriculum and also to further consolidate and extend ICT skills.
115. The co-ordinator has made a number of changes to develop the school's provision. Improvements to hardware and software have taken place and are continuing. The school now uses nationally recommended planning to ensure appropriate coverage of National Curriculum requirements. Teachers have been trained and supported, and further training needs have been identified. A notable success is the recent setting up of the school's own website. This includes a wide range of information including web pages for parents to access and a gallery where pupils' work can be displayed. There are currently no agreed procedures for assessment of pupils' work and further work is required on assessment practices in lessons. In one hour-long lesson seen, for example, several pupils did not work rigorously and kept deleting their work and starting again. Whilst this can be a useful way of learning, on most occasions it affects productivity in the lessons, and the teachers have no evidence of what the pupils have achieved. Monitoring with lesson observations, work sampling and examples of levelled work need to be used to raise teachers' expectations and pupils' standards. Much of the school's development is relatively recent and has yet to have a significant impact on standards. The school has, however, made good improvement since the last inspection and is well placed to achieve higher standards in the future.

MUSIC

116. As at the time of the last inspection, standards are in line with national expectations at the ages of seven and 11. By the end of Year 2 pupils are able to sing well and can read hymns and songs in assemblies and lessons. In a Year 1 and 2 class the pupils showed sound control of pitch, tempo and dynamics when playing unpitched percussion instruments to make sounds linked to emotions. In this class pupils showed developing knowledge about standard notation, which the teacher has recorded for a wall display. When pupils compose their own music, this is sometimes tape-recorded by teachers.
117. When pupils reach the end of the junior stage their attainment is satisfactory. Although no lessons were observed, scrutiny of planning and schemes of work and discussion with pupils show that pupils are given an appropriate breadth of experience and that they acquire the skills, knowledge and understanding expected by the end of Year 6. Pupils display knowledge of some composers. They describe listening to *Mars* from Holst's *The Planets* and explain what they have learnt from this, and discuss their knowledge of musical terms such as *timbre*, *tempo*, *dynamics* and *pitch*. This was also evident in a Year 5 and 6 design and technology lesson on musical instruments. Pupils often work in groups for composing work, as when a Year 5 and 6 composition was performed by a large group, and others were given an opportunity to appraise their efforts.
118. The quality of teaching is satisfactory, and promotes the sound progress pupils make over time, although the lack of subject expertise and confidence of some teachers impedes progress. Where the teachers' subject knowledge is insufficient, pupils' creative abilities are not extended or challenged. Teachers plan lessons carefully and have effective strategies for managing pupils so they are able to learn at an appropriate pace. The lack of agreed arrangements for assessing and recording individual standards limits the extent to which tasks can be matched closely to the differing needs of all pupils.
119. The co-ordinator, who is not a music specialist, manages the subject satisfactorily and a new co-ordinator has been appointed for the autumn term. Taped music is used to accompany singing in assemblies and class lessons. The visiting specialist who teaches the choir takes singing practice once a week. In a choir practice with this teacher, the choir sang a number of songs tunefully, and clear diction and control were emphasised. Instrumental tuition in recorder, trumpet, violin, oboe and clarinet is also available from visiting specialists. Pupils who participate attain good standards and demonstrate their expertise in assemblies. The choir and orchestra take part regularly at local events such as festivals and fetes. They have also been invited to perform to the mayor and at an old people's home. Pupils are encouraged to attend professional concerts on occasion with the headteacher and music co-ordinator.

PHYSICAL EDUCATION (PE)

120. Within the range of activities seen, standards in this subject are broadly in line with expectations for pupils aged seven and eleven. The overall satisfactory standards outlined in the previous inspection report have been maintained. There is no significant difference in achievement between boys and girls. During the inspection, the lessons seen focused on dance and developing skills in games and athletics. Pupils achieve well in lessons and make satisfactory progress across the school. The teachers' planning is based on nationally recommended guidance and aids the smooth progression of the required skills in PE. Pupils' learning in Years 3 to 6 is enhanced with a broad range of sporting activities at lunchtimes and after school, such as cross-country, football, netball and rounders. Extra-curricular activities generate considerable interest among pupils and support their progress. Pupils also participate in courses by external experts in gymnastics, fitness and dance programmes. Pupils' progress is also enriched through the provision of additional events such as the annual sports day and line dancing. Pupils with special educational needs and those having English as an additional language make similar progress to their peers in relation to their prior attainment. Higher attaining pupils in particular make good progress when given sufficiently challenging tasks.

121. Teachers plan carefully and provide a good mix of co-operative and competitive work. Arrangements for swimming lessons are in place for pupils in Years 5 and 6. By the time they leave school at the end of Year 6, most pupils swim at least 25 metres and practise water safety. Pupils also experience friendly matches and competitive sport with local schools. Activities are offered to both boys and girls.
122. Pupils in Years 3 and 4 practise taking defending and attacking positions, developing tactics of avoidance and showing good control and accuracy in passing and receiving the ball as observed in a lesson on practising basket ball skills. Pupils in this lesson learned 'dribbling' skills and were encouraged to ask questions regarding 'defending' and 'blocking' skills. Pupils are suitably supported to develop their understanding of the importance of exercise to maintain a healthy lifestyle.
123. The quality of teaching and learning is satisfactory. Teachers explain activities clearly and pay careful attention to health and safety issues. Resources are used effectively and carefully planned activities enhance pupils' imaginative and interpretative skills. Most pupils listen carefully, follow instructions correctly and work safely. Most teachers use sound subject knowledge to plan effectively and focus on specific skills. They create an appropriate pace in lessons and have suitable expectations of behaviour. Through this, pupils develop and extend their range of skills. Weaker aspects in teaching include insufficient use of individual or group demonstrations by pupils to create an effective learning environment and extend learning, and shortcomings in organisation and management of pupils' behaviour that constrain the quality of learning. In a minority of lessons, inappropriate methods for grouping pupils limit the full inclusion of all pupils from ethnic minorities. The lack of agreed arrangements for assessing and recording attainment constrains the extent to which tasks are planned to meet the differing needs of pupils. In general, however, pupils strive to improve their performance through responding well to advice and to examples given in lessons, and they show appropriate concern for quality and precision. Most pupils display positive attitudes towards their PE activities, often showing obvious enjoyment in lessons. They are active and enthusiastic, co-operate well and show respect for others and equipment. Most pupils observe good sporting behaviour. They often experience friendly matches and competitive sport with local schools, and show great enthusiasm and interest in this subject.
124. The co-ordinator has a clear sense of direction for the subject, but her role in formally monitoring and evaluating teaching and learning is not fully developed. Learning resources for the subject are adequate, well organised and centrally based for ease of use.

RELIGIOUS EDUCATION (RE)

125. The school has maintained the good standards found at the last inspection, and pupils attain standards above those expected by the ages of seven and 11. By the age of 11 pupils understand the significance of the Passover feast in Judaism and begin to understand the significance attached to food at the Seder meal. They understand that there are various written forms in the Bible and identify some of these writings as narratives, letters, and poetry. They begin to understand the significance of the sacraments in the Christian faith. Pupils visit and take part in services in the local church. Year 2 pupils show developing awareness of the 'special' books used by people who follow Christianity, Islam and Judaism. They understand and appreciate the respect given to these texts. Pupils understand the symbolism of light in Christian teaching and reflect upon the birth of Jesus and what makes a saint. They begin to understand the religious sense of authority. Pupils are interested and involved in their learning and they consequently achieve well in all years. Pupils with special educational needs make good progress along with others, as do pupils who speak English as an additional language.
126. The quality of teaching and learning is good. Teachers have positive relationships with their pupils and manage pupils' behaviour well. This results in well-behaved and well-motivated pupils who are keen to learn. The parish priest visits the school regularly, contributes to teaching the subject and knows the pupils well, and this contributes to pupils' extended knowledge and understanding

of Christian teaching. In Year 6 pupils are aware of the seven sacraments and understand that these have outward signs as well as inner meanings. Pupils share their knowledge of baptism ceremonies and identify other areas of Christian belief where the number seven is featured. This helps to extend the understanding of mystery in the faith. Pupils are given the opportunity to reflect their thoughts in writing.

127. In Year 2 pupils begin recording their ideas about the importance of the Torah in Judaism. They are given an opportunity to explain orally to others, whilst other pupils listen intently respecting both the 'specialness' of the text and the contribution of the speakers. Teachers have a high level of commitment and want to succeed in improving standards, although this is somewhat constrained by the insufficient overall planning guidance given to teachers. Teachers plan lessons effectively and have sufficient support materials to draw from but, overall, teaching is inconsistent because of the lack of sufficient guidance in planning. Opportunities are not fully exploited to develop written language skills through the lack of extended writing, and pupils are not always given sufficient time to record their reflections in writing.
128. The school provides an appropriate curriculum for RE in accordance with the requirements of the locally agreed syllabus. Close and effective links with the local church also have a marked impact on the higher than expected attainment of pupils through, for example, the contribution to knowledge and understanding in RE of daily assemblies, and the quality of relationships in the school.
129. The subject is managed satisfactorily. It is currently overseen by the headteacher who ensures that coverage and standards are met. However, the lack of a permanent subject co-ordinator has placed constraints on provision and has an adverse effect on the quality and consistency of teaching. Planning by teachers is inconsistent and too little guidance is provided in selecting appropriate materials to promote effective teaching and learning for pupils of all abilities. Opportunities for pupils to reflect and record their views, thoughts and knowledge are inconsistent, and current arrangements to monitor standards and progress in the subject are underdeveloped.