

INSPECTION REPORT

GREENSIDE PRIMARY SCHOOL

Hammersmith, London

LEA area: Hammersmith and Fulham

Unique reference number: 100343

Headteacher: Mr J Morant

Reporting inspector: Mr D Shepherd
2905

Dates of inspection: 22 - 25 April 2002

Inspection number: 195807

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Westville Road Hammersmith
Postcode:	W12 9PT
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Krall
Date of previous inspection:	2 - 6 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2905	David Shepherd	Registered inspector	Science Information and communications technology Geography History	What sort of a school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
8991	Pamela Goldsack	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16773	Raminder Arora	Team inspector	Foundation stage English Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
20457	Brian Fletcher	Team inspector	Mathematics Music Physical education Religious education Equal opportunities Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenside is a popular school. It is an average sized primary school, with 194 pupils on roll and a further 46 who attend part-time in the nursery. Most pupils are white and a significant number come from minority ethnic communities. Forty pupils have an African or Caribbean heritage. The families of 15 pupils originate from the Indian sub-continent. There are seven refugees at the school, mainly from Somalia. Forty-two pupils speak English as an additional language and 11 of these are at an early stage of English language acquisition. This is high in national terms. Sixty-three pupils are on the school's special educational needs register and five of these have statements. This is above the national average. Most pupils with special educational needs have moderate learning difficulties but a few have needs relating to their behaviour, speech and communication and physical disabilities. Attainment on entry is mixed, but, overall, it is average. There are approximately equal numbers of boys and girls at the school. Most pupils come from the area immediately adjacent to the school.

HOW GOOD THE SCHOOL IS

Greenside is a good school. The teaching in the Nursery, Reception and in Years 5 and 6 has many strengths. This promotes high standards in literacy and numeracy. The provision for personal development and pupils' response to this are outstanding. The leadership provided by the headteacher is clear and focused. The headteacher is supported effectively in his management of the school by all staff and governors. The school has a well-deserved reputation for working with parents and caring for pupils. The school provides good value for money.

What the school does well

- Enables pupils to achieve good standards in English, mathematics and science
- Ensures that pupils have a good start to their schooling in the Nursery and Reception classes
- Enables pupils' personal development to be outstanding
- Provides role models of good teaching
- Cares for pupils very well and establishes very good relationships with pupils and their parents
- Provides very good leadership by the headteacher, senior staff and governors

What could be improved

- Standards and teaching in and the organisation of geography and history
- Aspects of the quality of the teaching, such as planning in some subjects, the assessment of work during lessons and matching work to the needs of, especially, higher attaining pupils
- The monitoring and evaluation of standards and teaching in foundation subjects

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since that time, it has improved significantly. The main weaknesses identified then have been remedied. Standards are now higher than they were in English, mathematics and science in both Year 2 and Year 6. The quality of teaching is much improved and the leadership and management of the headteacher, senior management team and governors are now strengths of the school. Standards in information and communications technology [ICT], design and technology and music are much higher than they were. The school improvement plan is now a useful document that promotes higher standards. The senior management team now focus on driving up standards achieved by pupils. The school is developing a useful assessment and tracking system that indicates how much progress pupils make in each class. However, the school does not yet meet statutory requirements in all aspects of its work. A few areas of information are omitted from the governors' annual report to parents and end of year reports to parents on their children's progress do not include detailed enough reports on all subjects.

Improvements have been achieved because the school now has a clear direction that has been established by the headteacher, senior staff and governors. The National Literacy Strategy and the National Numeracy Strategy are being taught well. National and local guidance for teaching in other subjects is followed appropriately and fits into the school's schemes of work for these subjects. The analysis of national performance data is being used to set annual targets for pupils, and these are

supplemented by individual termly targets that are shared with pupils. These are playing a key role in raising standards in English, mathematics and science. Procedures for identifying pupils with special educational needs and those for whom English is an additional language are good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	E	B	A	well above average A above average B average C below average D well below average E
mathematics	A	E	B	A	
science	A	E	C	B	

Results in the National Curriculum tests at the end of Year 6 in 2001 were above average in English and mathematics and average in science when compared to all schools, and well above average in English and mathematics and above average in science when compared to schools in similar contexts. The percentage of pupils reaching the higher levels in English, mathematics and science was average when compared to all schools and well above average when compared to schools in similar contexts in English and mathematics and above average in science. Over the past five years, standards in English, mathematics and science have improved at broadly a similar rate to those nationally. Standards in tests at the end of Year 2 in 2001 when compared to all schools were well above average in writing and above average in reading and mathematics. When compared to schools in similar contexts, standards were well above average in mathematics and in the top five per cent of such schools in reading and mathematics. Results in the 2001 teacher assessments in science were very high and in the top five per cent of schools in all aspects except investigative science, where standards were average. Standards in science at the higher level were well above average. This represents outstanding achievement.

The school sets targets for pupils' achievement at the end of Year 6 and these were exceeded in 2001. The challenging targets set for Year 6 pupils for 2002 are likely to be achieved. Pupils enter the Nursery with average levels of attainment in all areas of learning, except their personal, social and emotional development, where they are above average. The Nursery and Reception classes lay good foundations so that children make good progress and most achieve, and some exceed [especially in creative development], the *Early Learning Goals* by the time they enter Year 1. Inspection evidence indicates that standards in English, mathematics and ICT are above average in Year 6 and that standards in geography and history are below average. Standards are average in all other subjects. The achievement of pupils in Years 1 and 2 is average and in Years 3 – 6 is above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are interested in and enthusiastic about what they do.
Behaviour, in and out of classrooms	Very good. Behaviour was never less than satisfactory during the inspection and some was outstandingly good.
Personal development and relationships	Excellent. An atmosphere of trust enables pupils to develop confidence and maturity as they progress through the school. Excellent relationships throughout the school.
Attendance	Good. Above the national average. Pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 and 2	Years 3 - 6
Lessons seen overall	good	satisfactory	good

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

The teaching and the learning of the Nursery and Reception classes and in Years 5 and 6 are good. The teaching and learning in all other classes are generally sound. During the inspection, out of fifty-three lessons, the teaching was unsatisfactory in only two lessons, in nineteen it was good, in eleven it was very good and in two, it was excellent. The staff in the Nursery and Reception classes have considerable expertise in the teaching of young children and they teach them well at their different levels of ability. The teaching of creative development is particularly effective and pupils make very good progress in this area. The teaching of English and mathematics is good in Years 5 and 6. Most pupils make good progress in these subjects and their achievement over time is high. In lessons in these subjects, the teaching is carefully planned and teachers ask searching questions of pupils that extend their learning. The skills of literacy and numeracy are taught well. The teaching of science, ICT and physical education [PE] is good. Teaching is satisfactory in all other subjects except geography and history where it is generally unsatisfactory. Three weaknesses in the teaching were noted: it is not always matched to pupils' abilities, particularly for higher attaining pupils; teachers do not assess pupils' progress in lessons carefully enough; and teachers' planning does not provide a clear enough focus for the learning of pupils of all abilities in each lesson. These weaknesses are particularly evident in subjects other than English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The National Curriculum, religious education and foundation curriculum [for the under fives] are taught using national and local guidance. A wide range of activities and visits out of school enriches the curriculum. Knowledge, understanding and skills are not taught consistently in all subjects e.g. geography and history.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs make good progress. Appropriate learning targets are set and regularly reviewed. Specialist teaching is good.
Provision for pupils with English as an additional language	Good. Pupils make good progress in developing their reading, writing, speaking and listening skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Worship and reflection are strong elements of assemblies.
How well the school cares for its pupils	Very good. Child protection procedures are very good and well known to all. Staff are well trained in child protection. Risk assessment and health and safety checks are carried out regularly. Good use is made of test and assessment data to allocate pupils to teaching groups. Not enough use is made of the assessment of pupils' work in lessons to help pupils improve.

The school works in partnership with parents very well. Many parents help in school, including with after-school clubs, on a regular basis. Parents are very supportive of the school.

The curriculum is supplemented by a range of extra-curricular activities, such as an art club, recorders, choir, music, French, football and netball. These are well attended by pupils. All pupils in Years 3 – 6 have the opportunity to take part in a residential visit to Hastings. Sex education and drugs education are taught appropriately.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership and gives a clear educational direction. He is supported by the staff very well. The school is organised efficiently and effectively.
How well the governors fulfil their responsibilities	Well. Governors are kept fully informed by the headteacher and they give very good support to the school. They are actively involved in establishing the school's priorities.
The school's evaluation of its performance	Generally sound. The headteacher and governors systematically evaluate the school's performance and take effective action based on their findings. However, the evaluation of standards and teaching does not yet take place in all subjects.
The strategic use of resources	Generally good. Resources are imaginatively used to promote pupils' learning. The school seeks to obtain best value when purchasing goods and services.

There are sufficient suitably qualified teachers to ensure that classes are not too large. Support staff are effective and the good support they provide is a contributory factor in the pupils' learning. Learning resources are satisfactory overall and used well to help pupils learn throughout the school. The internal accommodation is satisfactory and provides a stimulating environment for learning. The outside accommodation is modest in size, but arranged so that pupils can engage in a variety of activities. The school site is looked after to a high standard by the site manager who also contributes to the curriculum in valuable ways.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • Behaviour is good • The teaching is good • They feel comfortable about approaching the school with questions or problems • The school is well led and managed • Their children are becoming mature and responsible 	<ul style="list-style-type: none"> • The amount of homework given • More information about how their children are getting on • Greater challenge for higher attaining pupils

The inspection team agrees with the parents' positive views of the school. It agrees that parents ought to be informed about the targets that have been set for their children and that higher attaining pupils should be challenged more. Inspectors do not agree with parents about homework; the range and quantity of homework set are appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Nursery with a wide variety of abilities and prior learning. The attainment of some is above average for their age but of others it is well below; overall, pupils enter Nursery with broadly average abilities, except in their personal and social development and creative development, where their attainment is above average. Most make good progress in the Nursery and Reception classes because of the good and very good teaching they receive and enter Year 1 having achieved in, and with some having exceeded in, the broad range of *Early Learning Goals* within the foundation curriculum.
2. Results of the 2001 National Curriculum tests at the end of Year 6 in English and mathematics in comparison with all schools were above average, and well above average when compared to schools in similar contexts. Standards in science were average when compared to all schools and above average when compared to those in similar contexts. The proportion of pupils reaching the higher levels was average in English, mathematics and science in comparison with all schools, but above average in science and well above average in English and mathematics in comparison with schools in similar contexts. These results are high and represent a significant improvement on those attained in 2000. The trend of improvement in these subjects over the past five years is broadly similar with the rising national trend. This is due to the good, focused teaching in Years 5 and 6 that enables pupils to make good progress in these classes in particular. In 2001, the school exceeded the challenging targets it set for itself in English and mathematics. The school is likely to reach the challenging targets it has set for itself in 2002.
3. Results of the 2001 National Curriculum tests at the end of Year 2 in reading and mathematics were above average and well above average in writing in comparison with all schools. They were well above average in mathematics and, in reading and writing, in the top five per cent of schools nationally in comparison with schools in similar contexts. Results of the teacher assessments in science place the school in the top five per cent of schools for all aspects of science, except in experimental and investigative science, where standards were average. The proportion of pupils reaching the higher levels was above average in life and living processes and materials and their properties, well above average in physical processes and average in experimental and investigative science. These results are very high and at their highest levels for over five years. This is due to the good, focused teaching pupils receive, especially in Year 2. Most pupils meet, and many exceed, the challenging targets that are set for them on an annual basis.
4. Inspection evidence indicates that standards in English in the current Year 6 are above average. In the current Year 2, standards in reading and writing are above average. In both Years 2 and 6, nearly all pupils are very positive about their work and keen to take part in discussions and hold conversations, some of which are very mature, with adults around school. They speak confidently and clearly and many are very articulate for their age. Most pupils enjoy reading and read a variety of stories well. Higher attaining pupils read fluently with good expression and understanding. However, lower attaining pupils, especially those in Year 2, do not read enough to their teachers and other adults in school. This holds them back from making the progress they should. Standards in writing are good and have benefited from the in-service training teachers have received in this aspect of English teaching. Most pupils write very neatly and present their work well. They have a sound grasp of punctuation and many write well-structured stories. They use their literacy skills well in other subjects. The school is implementing the National Literacy Strategy systematically and this has helped to raise standards since the last inspection.
5. Standards attained in mathematics by the current Year 6 pupils are above average, and, by the Year 2 pupils, average. Pupils make sound progress in mathematics in Years 1 – 4 and good progress in Years 5 and 6. High attaining pupils in Years 2, 5 and 6 solve mathematical problems well. Lower attaining pupils have a sound grasp of number, but find problem solving more difficult. Most pupils have a good understanding of shape and measures, and collect, record and handle data well. They are developing a good understanding of how to use the skills learned in numeracy lessons in other subjects. An example of this was seen during a Year 2 geography lesson where

pupils recorded data about favourite places using a block graph on a computer. The National Numeracy Strategy has been introduced well and has helped to raise standards since the last inspection.

6. Standards in science in Year 6 are average and, in Year 2, above average. Most pupils are developing a good understanding of all aspects of science. However, their ability to carry out scientific investigations using fair tests is not as good as it should be, especially in Years 3 – 6. Many pupils are making good progress in science in Year 2 and satisfactory progress in Years 3 – 6.
7. By the end of Year 6, many pupils have developed above average skills in ICT and design and technology. However, standards in geography and history are below average. In all other subjects, standards are average. By the end of Year 2, standards in design and technology are above average. In all other subjects, with the exception of geography and history, standards are average. In geography and history they are below average; this is because not enough curriculum time is allocated to these subjects. Standards in ICT would be higher if pupils had opportunities during lessons to practise what they have learned; lack of resources prevents this from happening. There is a growing use of ICT in other subjects.
8. Pupils with special educational needs make good progress overall. Appropriate short-term targets are set for these pupils, and their progress towards them is regularly reviewed. Pupils at the early stages of learning English as an additional language also make good progress. However, neither of these groups of pupils receives enough structured support in many lessons to help them make the progress they should. For instance, they are not provided with enough support to help them make the progress of which they are capable, such as in lessons in science, geography and history. Higher attaining pupils are generally challenged well in literacy and numeracy lessons and they achieve well in these subjects. However, they are not challenged enough in other subjects. Too much of their work is copied from books, especially in geography and history. Some work is not pitched at their level of attainment. For instance, they are often set the same tasks as lower attaining pupils when this is inappropriate. There is no noticeable difference between the attainment of boys and girls; over the past three years girls have outperformed boys in Year 2, but this is reversed by Year 6.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes towards learning. This represents an improvement since the last inspection. Pupils are enthusiastic about their work and try hard to do well. They listen carefully to their teachers and each other and ask questions and offer ideas and solutions in lessons with confidence. These positive traits make a significant contribution to their learning and add to the school's lively atmosphere. For example, in an excellent Year 5 numeracy lesson, pupils' outstanding response enabled them to answer questions thoughtfully, share ideas and engage in worthwhile group discussions. Similarly, pupils in Year 2 were eager to take part in a science lesson on forces and movement. During this lesson, they showed a high level of interest, answered the teacher's probing questions well and were able to understand the meaning of a fair test. Pupils' very high levels of interest are also reflected in their participation in after-school clubs and other out-of-school activities, for example, in music and sport.
10. Pupils' behaviour in classrooms and around the school has also improved and is now very good. This judgement confirms the views expressed by parents at the pre-inspection parents' meeting. Pupils' response to the high expectations of their behaviour is often exemplary, particularly in the playground. Most pupils walk quietly to assembly and around school generally and play extremely well together at break-times. They respond very well to the school's positive approach to discipline and anti-bullying. They abide by and support the school's approach to these issues. All members of staff share high expectations of behaviour and pupils respond very positively to them. The few pupils who have some difficulty complying with the school's rules about behaviour nevertheless respond favourably in this orderly environment, where their fellow pupils lead by example. Lunch is enjoyed sociably and outdoor play sessions are boisterous but good-natured. Pupils include each other in games, play well together and sort out differences fairly among themselves. Both parents and pupils confirm that bullying rarely occurs and all are pleased by the school's quick response to resolve the first signs. A few parents revealed that their children had joined the school after experiencing bullying in other schools. They reported that their children are now settled and happy at Greenside. As noted at the last inspection, pupils continue to treat books, equipment and

displays with respect. There has been one fixed term exclusion for misbehaviour over the last reporting year.

11. Relationships within the school and pupils' personal development have improved since the last inspection and both are now excellent. Pupils appreciate each other's backgrounds and family traditions in this diverse multi-cultural school community. The headteacher plays a leading role in celebrating each pupil's special qualities, particularly at assemblies where there is time for thoughtful reflection. Boys and girls are treated equally and racial harmony is first-rate. Pupils become more responsible as they progress through the school. The buddy system in place for pupils in Years 6 and Reception is mutually beneficial. Pupils share reading and other learning activities on a regular basis throughout the week. This enables older pupils to assume responsibility and provides younger pupils with a sense of belonging to the school family. The school council includes two representatives from each class in Years 3 – 6. Their weekly meetings with the headteacher provide a forum for them to discuss issues they feel are important. In lessons pupils are learning to take responsibility for their own learning. For example, in a productive Year 6 geography lesson pupils used weather symbols to devise a weather forecast. They worked independently and in small groups during this task and produced well-thought through and imaginative weather forecasts that they shared with the class. Homework across all years is taken seriously and completed as assigned.
12. Pupils' good attendance has been maintained since the last inspection and remains above the national average. However, the rate of unauthorised absence is above the national average. Although there is no truancy, the school is diligent about recording each absence accurately. Therefore, if parents allow their children to miss school for no valid reason the absence is recorded as unauthorised. Pupils continue to arrive promptly and registers are called at the beginning of each session and are kept according to statutory guidelines.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The teaching has many strengths and is generally good. Of the 53 lessons observed during the inspection, the teaching in 19 lessons was good, in 11 it was very good and in two it was excellent. The teaching in 19 lessons was satisfactory and in two it was unsatisfactory. The teaching in the Nursery and in Year 5 was consistently very good and, in Reception, Year 2 and Year 6, good. The teaching in all other classes was satisfactory overall. The teaching of literacy, numeracy, science, music, physical education and religious education is consistently good. The teaching of ICT is consistently good, including when it is used in other subjects. The teaching of geography and history throughout the year is unsatisfactory. The overall good teaching helps many pupils to make good progress in their learning in many subjects, and explains why the school's results in national tests are high in comparison with schools in similar contexts. The teaching has improved significantly since the last inspection when a large proportion of lessons were unsatisfactory.
14. The teaching has a number of good features, particularly in classes where it is consistently good and very good. The most effective lessons are planned to provide a good steer for the work of pupils at all levels of ability, including high attaining pupils. This occurs most frequently in lessons in literacy and numeracy, and in other subjects where the teaching is consistently very good. In best practice, the focus of the learning is discussed with pupils at the beginning, referred to at times during and followed up at the end of lessons to let pupils see how much they have learned. This ensures that the learning objectives remain centre stage throughout the lesson, as in a Year 5 science lesson about the life cycles of plants. The learning objective was discussed with pupils at the beginning of the lesson and reviewed at the end. During the lesson, the teacher constantly reminded pupils to keep focused on the objective as she helped individuals and groups of pupils to identify through magnifying glasses and the computer microscope the parts of the plants under discussion. In this way, the teacher was able to extend the thinking of higher and lower attaining pupils at the levels of their ability.
15. In the most effective lessons, teachers have good subject knowledge. The teachers in the Nursery and Reception classes have good levels of expertise in the teaching of young children. Some teachers have good expertise in science, ICT, physical education and music. A general feature of the good teaching is the way in which teachers ask questions of pupils that probe their thinking; teachers ask questions to promote learning rather than provide pupils with the answers. For

instance, in a Year 2 science lesson, the teacher encouraged pupils to think how to make a fair test when comparing whether a toy car or a lorry travelled further down a ramp. After thinking for a while, some pupils responded by saying that they should not push the cars and lorries down the ramp.

16. Teachers have good expertise in literacy and numeracy and these subjects are generally planned and taught well. The national guidance for the teaching of literacy and numeracy is followed systematically and this is a significant factor in pupils doing well in these lessons across the school. Most pupils make very good progress in their speaking and listening and writing. Their progress in reading is not as good. This is because the teaching of reading skills, such as the use of phonics and word building, are not emphasised enough in Year 1 and 2. Most pupils make good progress in all aspects of numeracy. In ICT, most pupils make sound progress, and some progress that is good, in spite of inadequate resources in classrooms for pupils to consolidate their learning.
17. A general strength in the teaching is the way in which teachers establish the good behaviour of pupils. All teachers expect pupils to behave well in lessons, walk quietly and sensibly around the school and play together in the playground. Nearly all pupils respond positively to their teachers' high expectations of them and listen attentively to them in most classes.
18. A further general strength is that all teachers are dedicated to their work and form extremely positive and constructive relationships with pupils. They give pupils time and discuss issues with them. Pupils, in their turn, take a lead from this and give each other time, and support each other in their learning and play well with each other across the age-groups. For instance, pupils applaud each other's musical performances in assemblies and pupils in the Reception class and Year 6 play with and read to each other during the "Buddy" sessions and at lunch-times. Homework is set by all teachers in a number of subjects to support the work in classrooms. All classes receive appropriate amounts of homework. Homework is sensibly set on Thursdays for completion by the following Tuesday. In Years 5 and 6, homework is set each day. This enables pupils and their parents to choose the most appropriate time for homework to be completed.
19. However, in spite of these strengths, there are some weaknesses in the teaching. Most lesson planning for subjects other than literacy and numeracy is too brief. It does not provide teachers with a clear enough steer for the teaching of groups of pupils, particularly the higher and lower attaining pupils. In some cases, teachers do not identify learning objectives for lessons; they confuse learning objectives with activities. Without a clear focus for learning, pupils do not make the progress they should. In some classes in particular, teachers do not assess rigorously enough the work pupils are producing during lessons. For example, in Year 4 higher attaining pupils were asked to draw and colour pictures when they had completed their work rather than being given further work that extended their thinking. More generally, the work in pupils' books indicates that pupils of all abilities are asked to carry out the same tasks at a similar level. This indicates that teachers have not responded to the work pupils are producing in order to pitch further tasks at pupils' levels of attainment.
20. Pupils with special educational needs are identified early and are supported well through the short-term targets that are set specially for them. These are reviewed regularly and further targets set. These pupils receive very good support from their specialist teacher and good support from classroom assistants during lessons. However, in some lessons, the work set for them by their teachers is not structured enough to help them make the most progress. For instance, in a Year 3 history lesson, lower attaining pupils found it hard to write about the evacuation during World War 11 because they did not have enough structure for the task, such as a writing frame or the spelling of key words in front of them. The special needs teachers give very good support to pupils with statements and maintain a continuous daily record of progress.
21. Pupils with English as an additional language are identified appropriately by the specialist support teacher in liaison with class teachers. Pupils at the early stages of learning English are supported well by the specialist support teacher and they make good progress on these occasions. In other lessons, however, these pupils need to be helped more through the provision of more structured support for them in the form of writing frames and key words. Some other pupils with English as an additional language also need additional structured support in their work in the same way.

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

22. The quality and range of learning opportunities are good overall. The curriculum provision for the foundation stage is in accordance with the nationally recommended *Early Learning Goals*, successfully incorporated into six areas of learning and planned effectively.
23. The planned curriculum is broad and meets the requirements of the National Curriculum. There is now appropriate provision and carefully planned programmes for ICT, music and design and technology. This is an improvement since the last inspection. At that time, the provision in these subjects was unsatisfactory. However, currently curriculum provision for history and geography has weaknesses, and as a result pupils do not achieve satisfactorily in these subjects. Religious education is provided in accordance with the local authority's Agreed Syllabus and taught regularly. The school has developed a good programme for pupils' personal and social education. In lessons, pupils are consistently encouraged to make personal choices and take important decisions for themselves. Appropriate opportunities for pupils to learn about health issues form part of the personal and social curriculum. The statutory requirements to provide appropriate sex education and raise awareness of drug misuse are incorporated into the whole-school curriculum. Overall, curriculum provision is better than it was at the time of the last inspection.
24. There are curriculum policies for most subjects. Many of these are out-of-date and do not reflect that the school now uses national guidance for its schemes of work. The overall planning of the whole-school curriculum provides a sound framework for a broad curriculum. There are clear programmes of work for most subjects and useful guidance to help teachers' planning. This promotes continuity in learning throughout the school. However, the weekly planning of subjects, other than for literacy and numeracy, lacks important details to promote teaching and learning for particular groups of pupils, especially higher and lower attaining pupils. In spite of this, for most of the time the school curriculum is planned to provide opportunities to meet the interests and aptitudes of most pupils, including those with special educational needs and those with English as an additional language.
25. The organisation of the available teaching time is not appropriately balanced across all subjects. The amount of time allocated to some subjects, such as geography, history, ICT and science is low, and for other subjects, such as English and mathematics, too high. The time allocated to geography and history in particular is inadequate.
26. The curriculum provides very good equality of access and opportunity for all pupils. This enables them to learn and make progress. Withdrawal sessions for some pupils who have special educational needs and those who are in the early stages of English language acquisition, to enable them to receive intensive support in literacy or numeracy, are carefully organised to ensure their full participation in all subjects.
27. The range of extra-curricular activities is good. Pupils have opportunities to take part in clubs such as art, French, football, netball, recorders and choir. These clubs are well attended. There are good opportunities to play competitive sports against other local schools. The school's extra-curricular provision consolidates pupils' learning well, particularly in the arts and physical education, and makes a significant contribution to their personal and social development. The curriculum is further enriched by the provision of educational visits to a range of places of interest, including the residential visit to Pyke House in Hastings, by visits from story tellers and theatre groups, as well as by focus weeks such as 'art week'. Special projects for mathematics and thinking skills also help pupils learn effectively.
28. The school has effective links with the community - for example, with the local police liaison officer. Satisfactory links are well maintained with partner institutions such as local nurseries and playgroups, secondary schools and local training colleges. Pupils participate in a number of charity, sports and musical events throughout the year.
29. There is very good provision overall for developing pupils' spiritual, moral, social and cultural awareness. The ethos of the school is very positive in terms of its expressed aims and in its practices. It is founded upon the caring relationships evidenced at all levels in the school community. The school's philosophy, code of conduct and activities effectively promote pupils'

spiritual, moral, social and cultural understanding. The sense of family encourages pupils to reflect on their actions and upon those of others.

30. The provision for pupils' spiritual development is very good and is effectively expressed in assemblies and opportunities for pupils to engage in personal reflection. Time to reflect on pupils' own beliefs, values and experiences is provided in the daily assemblies. The talks in assemblies provide many opportunities for personal reflection and prayer. For example, in one assembly, the headteacher read the story of Easter Sunday, while some pupils played the roles of the participants. Their performance created a sense of wonder, especially when the character Jesus appeared on the stage. The assembly gave a very clear message to pupils about being kind and helpful to each other. Assemblies are used well to promote a sense of community and shared values. The spiritual dimension of religious education and other curriculum areas such as art, music and drama are effectively developed in some lessons. Collective worship meets statutory requirements.
31. The provision for moral development of pupils is very good. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and the sharing of positive values. Pupils respond positively, enjoying their work and showing care for the school. They are well disciplined and understand what makes an orderly school. Moral values are effectively taught through stories and fables, as well as through hymns and discussions. Pupils are rewarded for best work and good behaviour in assemblies. The achievement of pupils in music was celebrated during one whole-school assembly during the inspection. Both teaching and learning support staff provide good role models and encourage pupils to relate well to each other and behave courteously. Pupils also participate in a number of charities supported by the school.
32. Very good provision is made for pupils' social development through daily life, the organisation of the curriculum and educational visits. The school has a nurturing environment in which pupils feel cared for. Pupils are encouraged to relate well to each other and act courteously. They carry out responsibilities with confidence. For example, some act as monitors at break times and look after younger pupils. A well-established 'Buddy System' promotes very good relationships and sense of responsibility between older and younger pupils. Pupils are encouraged to show responsibility for their own environment and for the outside areas around school that provide good opportunities for quiet reflection, games activities and other recreation. Pupils show great respect for other people's values and beliefs. The quality of relationships is outstanding throughout the school.
33. The provision for pupils' cultural development is very good. Cultural development is promoted through opportunities to develop pupils' understanding of their own cultural traditions and practices and the key features of other groups in the society. For example, pupils in Years 3 – 6 learn about British history through their residential visit to Hastings, and Year 6 pupils learn about the history of the school, especially through the Second World War, by listening to a powerpoint presentation by the site manager. It is also developed through stories from other cultures in assemblies, and visits and visitors to the school. Assemblies also highlight festivals such as, Diwali, Passover and Eid. There are good opportunities to promote multicultural activities in art, dance, drama and music. The school encourages respect for the cultural diversity reflected in its population. There are very good opportunities to develop pupils' understanding of the central beliefs and practices of different faiths and to appreciate the ways of life of people from other cultures. As a result, pupils' appreciation of the richness and diversity of culture in the wider world is well developed. Displays around the school reflect the multicultural diversity of the community. Provision of multicultural resources and social and cultural links with the wider community are being developed appropriately. Pupils regularly visit the local church, but visits to other places of worship, such as the mosque, the Gurdwara or the synagogue are not planned. Opportunities to involve parents and visitors from the local faith communities are limited.
34. The school has maintained its high standards in encouraging pupils' moral and social development since the last inspection. It has improved its provision for promoting pupils' spiritual and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a happy school where the well-being of all pupils is paramount to all members of staff. The schools' procedures regarding child protection and for ensuring pupils' welfare are even better than at the last inspection and are now very good. The headteacher has responsibility for child protection and all members of staff are regularly updated on necessary procedures. Staff members are sure of their roles and the school's own child protection policy appropriately follows guidance from the local education authority. The school very effectively utilises staff members and outside agencies to support pupils who require specialist care.
36. The systems in place to care for pupils who become ill at school or who have medical needs are well established and very effective. Two members of staff are trained to administer first aid. Safe practices in classrooms and around the school are followed as a matter of routine. The governors' statutory annual risk assessment is supplemented by more frequent risk assessments carried out by the site manager.
37. The procedures for monitoring and improving pupils' attendance are very good and have improved since the last inspection. All class teachers now call registers promptly at the beginning of each session. Registers are carefully monitored and parents confirm that the school insists that they explain all absences. Parents are regularly reminded about the importance of prompt, regular attendance. In the few cases where pupils are away from school for extended periods of time, teachers work hard to help these pupils by setting and marking homework for them.
38. The school's procedures for monitoring and eliminating oppressive behaviour are outstanding. The cornerstone is the excellent quality of relationships within the school. The school's positive approach to discipline is very well suited to the needs and personalities of the pupils. The latter feel that the rules are fair and they value the awards they receive for good behaviour, improvement and hard work. Good behaviour is praised and reinforced throughout the day and misbehaviour is quickly corrected. The size of the school also contributes to a supportive environment where pupils are well known to and cared for by different members of staff. Midday supervisors also contribute very well to behaviour management by awarding merit point to pupils who work hard and try their best. There are very good procedures for recording any misbehaviour.
39. Pupils' personal development is monitored effectively by each class teacher. Teachers know their pupils very well and they share information effectively to help support pupils, especially when they move up to the next class. Parents are informed about their children's progress in personal development in the annual report to parents and through formal and informal meetings during the year.
40. The school assesses the progress pupils are making on an annual basis well. Pupils In Years 2 – 6 take part in national statutory or non-statutory tests as appropriate at the end of the school year. Results from these tests are analysed carefully by the headteacher and class teachers. The outcomes from these tests are used to allocate pupils to additional teaching groups in literacy and numeracy. Teachers' knowledge of the work of higher attaining and lower attaining pupils in their classes is also consolidated from the analysis of this data. Individual annual learning targets related to National Curriculum levels are also set for pupils as a results of analysing this test data. This provides a clear focus for the teaching for the following year. All this is good practice. However, these targets are not discussed with parents.
41. The guidance given to pupils about the progress they are making in lessons has weaknesses. Pupils' work is marked up to date and pupils are encouraged to complete tasks appropriately. However, they are not given enough guidance in their work about how they can improve, or what might be the next steps in their learning. In addition, during lessons, teachers do not assess the quality of pupils' work well enough while they are working and teach them how to improve. These factors prevent pupils at all levels of ability, especially higher and lower attaining pupils, from making the progress of which they are capable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents' views of the school are very positive. This is an improvement since the last inspection. Many parents who expressed their opinions during this inspection were generous in their praise for the headteacher and value his efforts in improving the partnership between home and school since

his appointment. Inspectors agree with the positive views expressed by parents in the pre-inspection questionnaires. They also agree that higher attaining pupils should be set harder work and that they should receive more information about the progress their children are making. They do not agree with parents' views about homework. Inspectors consider that the amount and quality of homework set is appropriate throughout the school.

43. The school's links with parents are very effective. The home-school partnership agreement is very well supported by parents and helps to formalise the shared commitment to provide the best for each pupil. The school values the support provided by parents and makes very good use of their skills and talents to extend learning opportunities for all pupils. As a result, the impact of the parents' involvement with the school is excellent. A number of parents, particularly those of younger pupils, help with reading and group activities in class on a regular basis. Parent volunteers are fundamental to the success and variety of the after-school clubs. Some parents help to organise special assemblies and a consistently high number of parents attend assemblies. The parents' association is very active and raises extra funds and organises social events. The funds raised are used to supplement class trips and provide extra resources for the school. The activities they organise enable parents to get to know each other and become part of the school community. The school makes very effective use of staff members and parents who speak different languages to provide translation help for new parents who do not speak English. This adds significantly to the good induction programme for parents of children just joining the school. The parents' positive support for homework plays an important role in the completion of assignments. A number of parents indicated that they would welcome a more structured and consistent homework policy. However, inspectors consider the school's approach to homework very sound.
44. Although there are meetings scheduled each term for parents to meet with class teachers and regular newsletters are sent home, the overall quality of information provided for parents is unsatisfactory. This is the same as at the last inspection. The governors' annual report to parents does not include a number of key areas of information that are required by statute. End-of-year reports to parents on their children's progress do not meet statutory requirements as they do not report on pupils' strengths and weaknesses in all subjects in the National Curriculum and religious education. The annual targets for literacy and numeracy that teachers set for pupils are not made clear to their parents. Parents are justified in their concern that they are not given enough information about the curriculum that their children will be studying.
45. The school tries hard to involve parents at every stage of the process of identifying pupils with special educational needs. Many parents of these pupils attend the annual reviews of their children's progress. The quality of information for parents about special educational needs is good. At transfer to secondary school, the school makes contact with some special educational needs' departments in order to pass on information about pupils to enable continuity of care and teaching to take place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The last inspection reported that the day-to-day running of the school was effective, but management arrangements did not contribute to building a team with a shared understanding and a common purpose to provide clear educational direction for the work of the school. The school improvement plan was incomplete and the roles of the senior management team lacked clarity. The governors were not fulfilling their role in evaluating achievement and progress.
47. Since then, all these issues have been successfully addressed and have provided a key focus for the work of the recently appointed headteacher and for the governors and staff. The result is a thriving school that serves all its pupils well. It is a happy school where pupils feel safe and secure and where they are encouraged to develop all their talents to the full. The school provides a very good learning environment and there is a clear focus upon achievement and progress. The school faces the future with optimism and confidence.
48. The headteacher is a strong and effective leader who has given the school its new-found sense of purpose and educational direction. He is very well supported by the deputy headteacher, staff and by the governing body in making decisions and in moving the school forward. This has greatly increased staff morale. The school is successful in achieving its overall aim of raising standards by

maintaining and improving the quality of teaching and of providing all pupils with a rich curriculum for their academic and personal development. The headteacher and the staff make good contact with the parents and the community. The school has a good reputation in the area that it serves.

49. The senior management team works well together to provide coherent strategies for future developments within the school. All staff with delegated responsibilities carry out their duties efficiently and effectively. The role of subject co-ordinator has developed well since the last inspection but there is a continuing need for training in preparation for the monitoring and development of standards and teaching in all subjects. The practices used in the monitoring of English and mathematics provide a good model for other subjects. Some subject co-ordinators do not have enough time for monitoring standards and teaching and consequently good practice is not always shared among staff as effectively as it might be.
50. The governing body gives the school strong support. The headteacher and the chair of governors meet regularly to discuss school issues. Governors are committed appropriately to the school's long-term future and to the improvement in standards. The headteacher and the governors systematically evaluate the school's performance and take effective action as a result of their analysis. The analysis of the results of the national tests and the use to which it is put provides a very good model for the evaluation of learning in all subjects. Governors work hard in the neighbourhood to ensure that the school is respected within the community. Although the annual report to parents, the *Greenside Governors' Gazette*, omits some statutory information, it is otherwise an excellent publication and promotes relationships between parents and the school very effectively.
51. The governors and headteacher are steadily establishing good procedures for financial planning and management. The finance committee has worked hard to help the school recover from a near-deficit budget brought about by necessary payments to previous staff who were on long-term sick leave. Current spending is prudent and judicious. Good quality information is provided to the governors so that they may determine future spending on the basis of identified school needs. Good use is made of computer technology in compiling and maintaining the school's budget. A budget is now firmly established to enable pupils to derive the maximum benefit from all expenditure. The school has implemented the minor recommendations made in the local authority's last audit of its finances.
52. The school improvement plan provides a clear steer for the work of the school. It is the product of wide consultation between staff and governors. It is a working document and has improved greatly since the last inspection. It provides a clear set of aims for the present year and sets out a broad, strategic overview to 2004. Governors and staff jointly establish the priorities for development. At the same time, the plan is flexible. It is monitored regularly and, if necessary, priorities are readjusted. The plan is costed against the school budget, although priorities are not costed in terms of staff time. Specific grants, such as the standards fund, are used effectively to support the raising of standards - for example, in numeracy and literacy. The school acts according to the principles of best value to ensure that all income is used to improve the quality of education.
53. Good quality financial administration and careful monitoring of spending contribute well to the efficient running of the school. Taking into account the pupils' attainment on entry, the progress they make and the overall quality of education, the school provides good value for money.
54. The provision for pupils with special educational needs is very good. It fully reflects national requirements. The register of pupils with special educational needs is carefully maintained. Parents are consulted appropriately at the time of their children's annual reviews. Several parents have commented very positively about the nature of special educational needs' provision and the benefits provided for their children. Individual education plans are well written and contain small-step targets that are realistic and achievable by pupils with special educational needs. The progress that pupils make towards them is carefully monitored. Pupils with special educational needs generally learn well and make good progress, gaining in self-esteem and confidence. The extensive provision enables pupils to access all that the school offers.
55. There are two special educational needs co-ordinators who work closely together. The knowledge, commitment and organisational skills of the special educational needs teachers are the foundation for good provision for pupils with special educational needs, including those with statements. The

development plan for special educational needs takes full account of the need for closer links between class teachers, learning support assistants and the special educational needs co-ordinators. There is a shared commitment to raise standards.

56. Teachers are well qualified by training and by experience for the age groups they teach. There is a good balance of experienced and more recently qualified staff. Teachers are well deployed. They work closely together to plan a curriculum that serves all pupils equally well. The quality of the learning support assistants and special educational needs teachers is good and they give invaluable help to class teachers and pupils. The newly qualified teacher is given very good support by her mentor and has had appropriate in-service training throughout the first year. The school's policy for performance management is well established. Teaching and learning are well supported by the administrative and kitchen staff, midday supervisors and the site manager. All contribute well to the smooth and efficient running of the school. The computer display of the school's long history, devised by the site manager, exemplifies the pride of all those who work, teach and learn at Greenside.
57. Learning resources are good in mathematics, physical education, art and design, and design and technology. They are satisfactory but improving in all other areas, although the access to computers is limited, especially in computer lessons. The library is small and at present has too few books to support independent learning and the development of study skills in all subjects.
58. Accommodation is satisfactory throughout the school and it is well used. The hall is of good size and is well equipped for physical education activities. The outside area is modest in area, but the equipment provided allows pupils to engage in a range of stimulating activities. The corridors, group rooms and classrooms are well organised and attractively decorated with pupils' work that provides stimulus for new learning. The school is cleaned to a very high standard and provides a pleasant learning environment that has a very good impact upon the quality of teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to continue to raise standards further, the headteacher, staff and governors, as appropriate, should:
 - (1) raise standards in and improve the provision for geography and history; [paragraphs 23, 111-114]
 - (2) improve the quality of teaching where there are weaknesses in planning, the assessment of pupils' work in lessons and matching work to the different needs of pupils, especially higher and lower attaining pupils; [paragraphs 19, 20, 41, 93, 99]
 - (3) develop the role of subject co-ordinators to enable them to monitor, evaluate and review standards and the teaching in the subjects for which they are responsible. [paragraph 49]

In addition to these key issues, the school should consider the following minor issues:

- (4) review the time allocated to subjects so that the National Curriculum can be implemented more effectively and efficiently; [paragraph 25]
- (5) include pupils' strengths and their next steps in learning in all subjects in the annual reports to parents. [paragraph 44]

Elements of the first three key issues are included in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

53

Number of discussions with staff, governors, other adults and pupils

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	19	19	2	0	0
Percentage	4	22	38	38	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	194
Number of full-time pupils known to be eligible for free school meals	0	68

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	12	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	42

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	12
	Girls	14	14	15
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	93 (79)	90 (79)	93 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	11	14
	Girls	14	14	15
	Total	26	25	29
Percentage of pupils at NC level 2 or above	School	90 (62)	86 (69)	100 (69)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	10	9	10
	Total	22	21	23
Percentage of pupils at NC level 4 or above	School	85 (62)	81 (65)	88 (58)
	National	75 (75)	71 (72)	87 (85)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	28
Black – African heritage	12
Black – other	16
Indian	1
Pakistani	8
Bangladeshi	2
Chinese	0
White	113
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	21.6
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	132.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	2
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years (FTE)	2
Number of teachers appointed to the school during the last two years (FTE)	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term of more (FTE)	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.

Financial information

Financial year	2000-01
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	£
Total income	637,125
Total expenditure	637,660
Expenditure per pupil	3,007
Balance brought forward from previous year	0
Balance carried forward to next year	535

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	160

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	4	1	0
My child is making good progress in school.	52	39	3	1	4
Behaviour in the school is good.	63	32	1	1	3
My child gets the right amount of work to do at home.	35	44	9	5	7
The teaching is good.	55	38	4	0	4
I am kept well informed about how my child is getting on.	38	44	14	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	25	2	2	5
The school expects my child to work hard and achieve his or her best.	56	32	2	2	8
The school works closely with parents.	53	31	6	3	7
The school is well led and managed.	62	32	1	2	4
The school is helping my child become mature and responsible.	61	32	0	2	4
The school provides an interesting range of activities outside lessons.	49	34	9	2	6

Other issues raised by parents

High attaining pupils are not challenged enough.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The Nursery caters for 48 three to four-year-olds who attend part-time. Children are admitted to the Nursery the term after their third birthday and to the Reception class in the September or January following their fourth birthday. The Nursery is staffed by one full-time teacher and two part-time nursery nurses. Another nursery nurse effectively supports the Reception class in all activities. At the time of the inspection, ten children in the Reception class were under five.
61. Based on inspection evidence and the foundation curriculum, most children's attainment on entry to the Nursery is average in most areas of learning. Due to the provision of a well-structured programme of work and good quality and range of opportunities for learning, children show good gains in learning and most children reach the expected standards by the end of the Reception class in communication, language and literacy, mathematics and physical development. Most pupils exceed national expectations in their personal, social and emotional development, knowledge and understanding of the world and creative development by the end of the Reception class. Children with special educational needs receive well-planned support to meet their needs and help them make good progress. The few children in the Nursery learning English as an additional language receive regular specialised support and acquire enough spoken English to function adequately within the classroom.
62. The Nursery and Reception staff plan together to provide consistency of approach. They provide activities for children that are relevant, imaginative and enjoyable. They plan effectively to include all aspects of the early years curriculum, the *Early Learning Goals*. Outdoor provision is very good, but currently its potential is not fully exploited. The curriculum in the Reception class closely links with the work children will encounter in Year 1. For example, children are taught according to the principles of the literacy and numeracy strategies. Teachers' short-term planning in both the Nursery and Reception classes includes clear learning objectives for all areas of learning. These findings represent significant improvements since the last inspection.
63. The foundation stage is organised and managed very well by the co-ordinator. Procedures to monitor and assess children's progress are good and well established as a part of planning in both the Nursery and Reception classes. Assessments that take place on entry to the Reception class are used particularly well to link work with what children can and cannot do. There are consistent procedures for assessing children on a day-to-day basis in order to check and record their on-going progress and to plan for their specific learning needs.
64. The quality of teaching in the Nursery class is very good, and, in the Reception, good. This marks an improvement since the last inspection. In the best lessons, the staff carefully plan to provide an imaginative range of activities with clear intentions. Their expectations of work and behaviour are appropriate and the tasks match well to children's levels of attainment and skill. In all lessons, teachers show good knowledge of how young children learn and adopt a stimulating approach to teaching. They have appropriate expectations of work suitably linked to children's prior attainment and use the available time effectively to reflect and consolidate the children's knowledge. In most lessons, there is good emphasis on encouraging and developing 'talk' through children's role-play. For example, the garden corner in the Nursery and doctor's clinic in the Reception class both provide good opportunities for pupils to discuss what they are doing. Teachers skilfully manage children and make appropriate use of praise and encouragement. Parents are fully involved and effectively guided before their children are admitted to the school. Homework, in the form of borrowing books, is used particularly well in the Reception class to help children's progress in reading.

Personal, social and emotional development

65. Children in the Nursery settle down quickly and feel both happy and secure. By the time they leave the Reception class, most children far exceed the national expectations in this area of learning. This reflects good achievement and the skilful teaching of the staff. For example, children make good progress as they learn to share and take turns in class. They are constantly encouraged to

feel confident about what they can achieve in a variety of situations, such as sharing refreshments on a daily basis in the Nursery. Children concentrate and listen quietly. A good example was observed in the Reception class 'clinic' where children were fully engaged in role-playing doctors and mums alongside each other. Children listened to what their peers were saying and carried out the roles very realistically. Children are effectively taught the difference between right and wrong and to behave sensibly at all times. They show consideration and respect for property and each other. The staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with other children and adults through many good opportunities to work in pairs or as part of a group. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They participate enthusiastically in teacher-led and self-initiated activities. The teaching of this area is consistently good. Children are purposefully occupied and skilfully managed.

Communication, language and literacy

66. By the end of the Reception class, most children attain the *Early Learning Goals* in communication, language and literacy. The teaching of language skills is good. Teachers plan well to develop children's speaking skills and extend their vocabulary. They constantly encourage them to describe what they are doing. For example, they provide many opportunities for children to carry out imaginative role-play in the 'nursery garden', or chat while they are building with bricks. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes. For example, the nursery nurse in the Nursery read the story of 'The Bad-tempered Ladybird' to a small group of children who actively joined in with parts of the story that were familiar to them. In the Reception class, the teacher used a range of good quality resources to increase children's knowledge of the story of 'Jack and the Beanstalk'. She skilfully consolidated children's knowledge of phonics and enabled them to form letters correctly through good direct teaching. The Reception children start to link sounds with letters through language games. They recited the alphabet and, through daily practice, learned and consolidated new sounds each day as part of literacy sessions. Staff show that they value children's efforts at communicating. Most children talk interestingly about their experiences and develop new vocabulary at the same time. A few children with English as an additional language are effectively supported to form letters and words correctly.
67. Most children in the Reception class are learning writing skills. They draw and paint with increasing control. Most children write their own names without help. Very good progress is made when adults work in small groups or in one-to-one situations to give children individual attention. The introduction of the literacy strategy is making a significant impact and helping children to improve. Children develop new vocabulary as they collectively discuss pictures in the storybooks. Parents are encouraged to share books with their children daily and record their comments. The system of regular exchange and sharing of books effectively promotes children's love for books and their ability to recognise words. By the end of the Reception year, a significant number of pupils develop good reading skills and an ability to write short and meaningful sentences unaided.

Mathematical development

68. Most children are on course to attain the *Early Learning Goals* in mathematics by the end of Reception. In the Nursery, children match, sort and count using everyday objects. They recite number rhymes and sing songs to help them learn numbers. Most children count and order accurately up to ten and beyond and recognise some number symbols. Most children recognise basic shapes, such as circle, square and triangle, and gain knowledge of capacity and weight from practical experiences with sand and water. Some older children describe objects by shape, size, colour and quantity. They enjoy working with large and small construction equipment and jigsaws. Children in the Reception class have opportunities to take part in well-planned practical activities and write number symbols correctly. Most children show good knowledge and understanding of how to solve simple addition and subtraction problems, and use phrases such as, 'add one more' or 'take one away', 'how many altogether' and 'how many left'.
69. Reception class children have short whole-class numeracy sessions each day, where they continue to focus on counting and recognising numbers. The teacher successfully plans oral and mental practice of numbers with suitable activities. For example, counting marbles and matching them with a number or effectively counting forwards and backwards from ten and beyond. A significant number of pupils confidently chant and count in tens up to one hundred. This exceeds the *Early*

Learning Goals. Children are suitably helped to learn mathematical language, such as, “longer”, “taller” or “shorter than”. Adults are suitably involved in children’s activities and they assess the children’s progress in mathematics.

Knowledge and understanding of the world

70. Most children have a sound general knowledge of their own environment on entry to the Nursery class. By the end of the Reception class, most children exceed the *Early Learning Goals* in this area. Adults in the Nursery help children to understand how children have grown since they were babies. Most children confidently name the main parts of the body. Children build on their knowledge about where they live and increase their understanding of themselves and their families through role-play. They play with sand and other malleable materials. They paint and mix colours. Most children in the Nursery can name basic colours correctly. Adults help children note how colours change when mixed together. Children are fascinated by the use of artefacts - for example, the butterflies and other minibeast models in the classrooms. Children in the Nursery and Reception classes are taught effectively in their understanding of different materials. There are opportunities for children to explore 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. Children are developing their skills sufficiently by asking questions to find out how things work. In the Nursery, the teacher helped children to collect minibeasts to set up a wormery. The children experienced handling the creatures safely and talked with interest about how the insects move and behave. Reception children draw flowers and name their different parts correctly. They investigate uses of water and learn the most effective ways of using it to wash paint from their hands. They found that warm soapy water was better than using cold water. A few higher attaining children described their conclusions accurately. Most children show very good computer skills for their age. They show increasing control in their use of the mouse to move images on screen.

Physical development

71. Children are on course to meet the *Early Learning Goals* in this area. Outdoor provision is very good but is not able to be used sufficiently. This is because of the lack of adults to supervise children both outside and inside the classroom at the same time. The range of large and small outdoor resources such as bikes, prams and a climbing frame is well planned to promote children’s physical skills in the Nursery. In the school hall, children learn to be aware of space and develop co-ordination and control in movement in physical education lessons. In addition, Nursery children were observed moving with good expression and imagination to a story about minibeasts effectively told by the class teacher. They moved in a range of ways, slithering, sliding, crawling and applying knowledge of how the worms move. Reception children play with construction toys and most show reasonable hand and eye co-ordination. They are developing confidence in the use of different tools, such as scissors and glue. The range of opportunities for this area of learning are suitably planned to provide progression of skills. Teachers always give calm and sensitive support and show very good understanding of how young children learn. They have a sensitive awareness of children’s safety. The teaching is good.

Creative development

72. Most children exceed the *Early Learning Goals* by the end of the Reception class. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to work with colour and texture, as well as a range of materials. Some examples of collage work produced by Nursery children using a variety of materials are particularly good. Children sing and clap nursery rhymes with interest, keenness and obvious enjoyment. Nursery nurses work closely with teachers and make positive contributions to children’s learning in this area. Teachers ask appropriate questions to extend children’s learning in this area. In the Nursery, children were observed developing good knowledge of other cultures through enthusiastically singing songs, such as “She’ll be coming round the mountain” and “Say hello” in different languages such as French, Italian, Albanian and Spanish. In the Reception class, children benefit from opportunities of creating patterns with various materials. Most show obvious enjoyment, take pride in their work and talk interestingly about what they are doing. The quality of

displays of children's artwork - for example, the collage with natural materials and the portraits using different media - are very good. The teaching in this area is very good.

ENGLISH

73. Standards in English in Years 2 and 6 have improved since the last inspection and are above average overall for English. Most pupils make good progress in English throughout the school.
74. Speaking and listening skills throughout the school are above average. This represents good achievement over time. Many pupils are able to give lengthy explanations when asked a question, particularly in Years 1 and 2. In one lesson, pupils listened carefully to a story told in verse. They discussed the main characters and events of the story enthusiastically. Some teachers consciously plan to improve and extend pupils' speaking skills. For example, Year 5 pupils were seen practising speaking skills of a high quality through a well-planned drama activity. Most pupils, including those with special educational needs, make good progress throughout the school. Pupils with English as an additional language, particularly those at higher stages of English language acquisition, make good progress. Once these pupils have acquired a basic competence in English, they begin to make more rapid gains in speaking in line with their peers. Pupils in the earlier stages of learning English make sound progress in speaking English. The specialist support teacher for English as an additional language carefully targets her help to meet the needs of pupils very new to the English language. However, a few of these pupils, particularly in Year 6, are reluctant to make active contributions to class discussions.
75. In Year 2, small group work provides opportunities for adults to act as good language models and to encourage pupils to express themselves clearly. Focusing on specific language structures is a key feature of this work. In later years, language use develops rapidly and there are many confident and articulate pupils by the end of Year 6. Pupils' vocabulary is extended further and they begin to use complex and grammatically accurate sentences by the end of Year 6. Their own reading and the teachers' use of subject-related vocabulary in class discussions play an important part in this development. Most pupils know how to explain their opinions and ideas about stories in interesting ways. However, there are too few opportunities for pupils, especially high attaining pupils, to speak at length and use a variety of expression and vocabulary.
76. By the end of Year 2, pupils attain good standards in reading. There is a strong emphasis on the teaching and learning of letter sounds and blends in Year 2. Most pupils make expected progress as a result of an effective combination of direct teaching of phonics and other help aimed at developing their vocabulary. However, in Year 1, the average and below average readers do not have a good grasp of letter sounds to help them tackle words that are unfamiliar to them. When faced with a new word they often stop and wait for an adult to help. This is a weakness. Pupils with special educational needs achieve well in reading as they are identified early and embark on well-structured literacy programmes, with realistic short-term targets.
77. The books read by pupils in Years 3 – 6 are appropriate to their interest and level of attainment. The range of reading material is extended appropriately as the children move through the school, and more able readers are able to choose books freely. Pupils read with increasing fluency and accuracy as they progress through the school. Most pupils talk about favourite authors with discernment, and have critical appreciation of a range of books. While lower attaining pupils still interpret their reading literally, most average and higher attaining pupils show a growing understanding of more complex language as well as being able to identify the underlying meaning of texts and the subtleties of humour. Pupils make appropriate use of dictionaries and thesauruses in most classes. Pupils in Years 5 and 6 are developing skills of skimming and scanning and making notes. Most pupils' reference and information skills are satisfactory. They understand how books are arranged in libraries and how contents and index pages can point the way to specific information. Pupils are able to use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority of pupils are not fully developed, particularly in subjects such as history and geography. The school library is not used regularly enough.
78. Pupils make frequent references to reading at home, which is well established and has a positive effect on pupils' interest and attainment in reading. Guided reading sessions in literacy hours also

help pupils' progress in reading. Teachers keep good ongoing reading records to identify weaknesses and target pupils' learning appropriately.

79. Standards in writing are above average and represent good achievement over time for the majority of pupils. In Year 1, all pupils are taught the skills of letter formation well as they begin to understand the sounds of particular letters. Year 2 pupils learn about letter combinations and common spelling patterns. The most able seven-year-olds write very well. Pupils regularly work hard on forming their letters correctly. They join up script and spell well. By the end of Year 2, most pupils have mastered these skills and are beginning to think about the overall structure of their writing, such as the setting, characters and plot when writing stories.
80. In Years 3 - 6, the scope of writing is extended well. Pupils write for a range of purposes including narrative, description, letters and instructions. Competence in spelling and punctuation is now well established. By the age of eleven, pupils are introduced to the main features of specific genres - for example, reports and autobiographies. Although a minority of pupils are still trying to express themselves clearly in writing, most pupils, and the higher attaining pupils in particular, are able to interpret poetry and comment sensibly on texts that they read. There are good examples of sustained story writing with good attention to characterisation and plot in the work of Year 6 pupils, especially from more able writers. Standards of handwriting are good. Most pupils write neatly and many develop their own personal style, and consistently use joined-up script.
81. The teaching of English is satisfactory overall with some very good features. It is good in the junior classes, especially in Years 5 and 6. In the main, pupils' achievements parallel the quality of teaching. Teachers across the school have a good understanding of how to teach reading and writing. They make sure pupils know what they are expected to learn and how this links with what they have covered previously. The National Literacy Strategy has been incorporated into the scheme of work and teachers implement it effectively. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In Years 1 and 2, teachers successfully promote speaking and listening. They talk with pupils in an adult style, encouraging them to extend their vocabulary. In a Year 5 lesson, the teaching was exceptional. In this lesson, pupils were actively involved in learning to use emotive language. Words such as "humiliating" and "outrageous" were used to explain pupils' feelings about performing animals. The teacher in this lesson asked pupils probing questions and conducted the lessons at a brisk pace. As a result, pupils of all abilities were actively engaged in the lesson and put a lot of effort into meeting the expectations set for the lesson. Most teachers use suitable methods and strategies to develop good listening and improve pupils' concentration and the pace of working. The management of pupils' behaviour is consistently very good. Occasionally, pupils become restless and lose concentration. This was noted in a Year 1 lesson on identifying rhyming words. Pupils in this lesson sat for too long and the lesson lacked challenge, particularly for the more able pupils. Most teachers maintain a good level of support for pupils with special educational needs and those with English as an additional language. These pupils receive effective expertise support from their designated teachers and sometimes leave the classrooms for short intensive group sessions. Teachers know their pupils well and set clear targets of work for individuals and groups of pupils. They have very good relationships with them and encourage good manners and social skills. Literacy skills are promoted satisfactorily in English lessons and across the curriculum, such as when reading and writing about events of the past in history and explaining and recording conclusions of scientific experiments.
82. Pupils have good attitudes towards English and these contribute well to their learning. Most pupils are attentive, eager to answer questions and join in class discussions, where they express themselves clearly. They behave well and concentrate on their work.
83. The management of English is good. The literacy co-ordinator is well aware of the strengths and weaknesses in teaching and learning throughout the school. The procedures for tracking and recording pupils' progress are satisfactory. The marking of pupils' work is generally helpful. In the best examples, teachers make constructive comments and give suitable guidance to help pupils improve their work. Resources are satisfactory for the effective delivery of the curriculum. There have been some useful additions to help teach the literacy strategy. The school library has a suitable stock of fiction and non-fiction but space for pupils to work in the library is limited. Computers are being used well in some lessons, mainly for word processing.

MATHEMATICS

84. Since the last inspection, standards in mathematics have continued to rise steadily throughout the school. This is attributable to improved teaching, tasks being set for most pupils that are pitched at appropriate levels for their abilities and good management of the subject.
85. The results of the national tests in 2001 were much better than those of 2000 for pupils in Year 2. All but two pupils in Year 2 attained the nationally expected standard. Overall, the results were above the national average and well above average for schools with a similar context. The proportion of pupils who attained the higher level was well above the national average. Over the past three years, the girls have slightly outperformed the boys in mathematics. Over this same period, the trend of improvement has been greater than the national trend.
86. Pupils in Year 6 achieved similar results as pupils in Year 2 in the 2001 national tests. Just over four-fifths attained the nationally expected level. The proportion of pupils attaining the higher level was average. The results overall were above the national average when compared with all schools and well above average for similar schools. Over the past three years, the boys have slightly outperformed the girls in mathematics. The trend of improvement over the past five years has been broadly similar to that recorded nationally.
87. During the inspection, pupils in Year 2 attained slightly below the levels of the previous year but at average levels overall. Nearly all pupils do as well as expected and most make at least satisfactory progress. The quality of learning support for pupils with special educational needs is good and they progress well towards their personal targets. Higher attaining pupils are not challenged enough and sometimes do work that is too easy for them.
88. Pupils in Year 6 achieve well and nearly all make good progress. Pupils with special educational needs make good progress. They are helped appropriately by learning support assistants and they have good access to the curriculum. Pupils are given appropriate opportunities for independent, investigative work that sharpens their mathematical thinking and helps them make good progress.
89. Most pupils in Years 1 and 2 make satisfactory progress in counting, ordering, adding and subtracting numbers, and some make good progress. Most know how to double and halve numbers to 20. Their skills in this aspect are not developed sufficiently to enable them to solve simple number problems quickly. Most pupils know the names of most two- and three-dimensional shapes, such as squares, rectangles, cubes and pyramids. They count the corners, edges and sides of these shapes accurately. Most know about line symmetry and identify symmetrical shapes in the classroom. Some pupils can draw the other half of a shape using the reflection in a mirror to guide them.
90. The rate of progress pupils make increases in Years 3 – 6. Pupils in Years 5 and 6 often make very good progress. In one Year 6 lesson, in preparation for the national tests, pupils showed considerable mental agility as they progressed through a revision programme of number, shape, measure and data collection. Pupils know and use the language of mathematics well and this helps their understanding and is a significant factor in helping them make good progress. Year 6 workbooks indicate that many pupils are developing problem-solving skills that will serve them well in secondary school. Most pupils know about factors and multiples. They correctly identify prime numbers and divide well using their knowledge of multiplication tables. High attaining pupils in Year 6 know how to plot points using co-ordinates and how to join them together to form simple shapes. They know how to measure the area and perimeter of shapes. Most pupils know about probability and chance. Pupils throw coins and roll dice to discover more about probability and plot the results on a bar chart.
91. Most pupils competently use number skills in other subjects. In design and technology, pupils use metric measure when designing projects. In history, pupils use a time line to chart events and, in geography, pupils use their knowledge of co-ordinates to read maps. In science, pupils use number skills in preparing and carrying out experiments, including measuring how far a toy car and lorry travels when moving down a ramp.

92. The quality of teaching overall is good and it is much better than at the time of the last inspection. The teaching in Years 1 - 4 is generally satisfactory, and sometimes is good. The teaching in Years 5 and 6 is very good and often includes some outstanding features. The best lessons begin with crisp and demanding mental work that is followed by precise, sequential and careful teaching where nothing is left to chance. Searching questions are asked by teachers, and pupils are expected to explain their answers logically. Full account is taken of the pupils' prior learning and they are set work that is appropriate to their needs and that leads them on to solving interesting mathematical problems.
93. Specialist teachers for teaching English as an additional language and special educational needs provide good support for their targeted pupils and, as a consequence, these pupils make good progress in their work. However, class teachers do not always expect pupils to achieve enough, and the work set is too easy, particularly for high attaining pupils.
94. An outstanding feature of the teaching is the quality of relationships between teachers and pupils. This is based upon mutual respect between adults and pupils and helps to create a positive learning environment in which pupils are willing and often eager to learn. Pupils' behaviour is firmly but sensitively managed. Teachers consistently expect good behaviour from pupils and, as a result, nearly all lessons are orderly and productive.
95. Computers are sometimes used effectively to help pupils in their mathematics. However, overall, pupils have too few opportunities to use the computer as a natural part of everyday mathematics. The good management of mathematics has contributed significantly to the most recent rise in standards. Good use is made of test data to identify weaknesses and to develop strategies to remedy them. The monitoring of the teaching and learning is sound. At present, there are not enough opportunities for teachers to share good practice in their teaching with each other.

SCIENCE

96. In the national tests in 2001 for pupils in Year 6, the school's performance was average when compared to all schools but above average when compared to schools in similar contexts. Standards attained by higher attaining pupils were average when compared to all schools but above average when compared to schools in similar contexts. This is broadly similar to the standards attained at the time of the last inspection. Over the past three years, the boys have outperformed the girls in science. Over the past four years, standards have been variable, but overall, there has been a rising trend of improvement. In the teacher assessments for pupils in Year 2 in 2001, standards were very high. Standards were in the top five per cent of schools in all aspects of science except in experimental and investigative science where they were average. Higher attaining pupils in Year 2 attained above average standards in life and living processes, materials and their properties, well above average in physical process and average in experimental and investigative science. Higher attaining pupils' standards in Year 2 were above average when compared to all schools. This represents significant improvement from the standards attained by pupils in Year 2 at the time of the last inspection.
97. Inspection evidence shows that the rising trend of improvement in science is being maintained. Most pupils are on course to attain average standards by the end of Year 2, and many are likely to attain standards that are above average. Most pupils understand how to make simple circuits. They understand that some materials are easier to stretch than others. For example, they discovered that elastic bands stretch more easily than clay. They understand that some foods change from their raw state before eating. For instance, potatoes often change into chips or crisps before being eaten. They know that some foods are healthier than others. They have learnt about the life cycle of humans and that there are similarities and differences between people. They are taught these topics in depth and most have a good understanding of them. Most pupils are likely to attain standards that are average by the time they reach the end of Year 6. Some pupils are likely to attain more highly than this. Most understand that light comes from a source, such as the sun, fire or electricity. They know the four main parts of a plant and why they are necessary for pollination and fertilisation. They know the main bones and organs of the human body. They understand about blood circulation, teeth and healthy living. They have learnt about vertebrates and invertebrates. They know that some materials are good conductors of heat and others good

insulators against heat. Higher attaining pupils have a more extensive understanding of the topics covered.

98. The quality of teaching is generally good throughout the school. This is much improved since the last inspection. The level of subject expertise of the staff is mostly good. There is a clear focus for lessons and teachers ensure that pupils have understood fully the points being taught. The most effective lessons are very well planned with a variety of equipment and other resources to hand. Tasks are planned that provide appropriate challenge to pupils of all abilities, and these tasks inspire pupils – for example, in a Year 2 lesson when pupils were investigating whether a lorry or car travelled further down a ramp. The pupils realised that you have to carry out a fair test in order to obtain reliable results. In the lesson observed, the probing questioning by the teacher was a strength. All teachers have high expectations of pupils' behaviour and pupils respond positively to this and are very well behaved, treating equipment and apparatus carefully. All these positive features of the teaching help pupils to make good progress. Pupils respond positively to this good teaching and they are keen to learn.
99. However, the teaching does not always reach this high standard. The planning for some lessons does not provide a clear enough steer for the teaching, especially for high and low attaining pupils. For example, provision for high attaining pupils is not included in some plans. These plans also omit references to the structured support required for low attaining pupils. On occasions, the work set for these pupils is not matched closely enough to their abilities and prior attainment. Sometimes learning objectives are unclear in some teachers' plans. In some lessons, equipment is not to hand. Each of these factors causes the pace of learning to slow down unnecessarily.
100. The subject is soundly organised and managed by the co-ordinator. The school follows national guidance for its scheme of work and a useful allocation of scientific topics to be covered in each class has been agreed by the staff. However, teachers need to think more carefully about how to adapt the suggestions in the national guidance to make their teaching more interesting for pupils in their classes. All aspects of the National Curriculum are taught, but not enough emphasis is given to teaching experimental and investigative science, particularly in Years 3 – 6. There is a growing use of computers in science lessons. For example, Year 5 pupils used a microscope connected to a computer to enlarge the seed of a flowering plant. The co-ordinator monitors the implementation of the National Curriculum, but does not yet monitor pupils' standards of attainment or the quality of the teaching. This means that the strengths and weaknesses of the school's provision in science are not known. This is a weakness. Resources for teaching the scheme of work are satisfactory.

ART AND DESIGN

101. The school teaches this subject in units of work that alternate with units taught in design and technology. During the week of the inspection, art and design was taught in three classes. The analysis of pupils' work in sketch books and on displays around the school, provided additional evidence for judgements to be made on standards. The overall provision for art and design is satisfactory, and pupils in Year 6 and Year 2 attain standards appropriate for their ages. This is a similar picture to that reported at the last inspection. Some of the work on display is of good quality. For example, the pastel portraits of Sikh Gurus and landscapes of the River Thames and Hammersmith Bridge produced by pupils in Year 6 shows their well-developed control of colour, shade and perspective.
102. Pupils in Years 1 and 2 use a variety of materials with which to experiment and communicate their ideas. For example, pupils in Year 1 use watercolour, charcoal, pencils and pastels to create a variety of imaginative self-portraits. In Year 2, pupils discussed the methods and work of the artist Andy Goldsworthy as they were taught to produce collages using natural materials. Most pupils' knowledge and understanding of colour mixing, painting and drawing are satisfactory. Pupils do not have enough opportunities for working in three dimensions.
103. In Years 3 - 6, pupils continue to make satisfactory progress in their learning. Their work indicates that most have a sound understanding of the techniques used by a range of famous artists. They use some of these successfully as starting points in their own work. Their control of tools and techniques in painting and drawing is developing well. This was noted in Year 3 where pupils showed care and a developing control of tools in their design and decoration of illuminated Anglo-

Saxon manuscripts. Pupils in Year 4 visited the National Portrait Gallery, and used the observations they made during that visit to draw and paint portraits in the style of the Tudor period. In a Year 6 lesson pupils, guided by the work of famous English artists such as Turner and Constable, learnt to use specific watercolour techniques to represent landscape.

104. The quality of the teaching of art is satisfactory. Most teachers have a sound knowledge of teaching art and design. However, the design element of art is not emphasised sufficiently by most teachers. Teachers' lesson planning is too brief; it lacks important details to indicate what is to be taught to pupils of different abilities. The teaching observed in two lessons during the inspection was satisfactory in one and unsatisfactory in the other. In the satisfactory lesson, the teacher made suitable references to other artists, and demonstrated a specific technique well. In their turn, pupils concentrated and worked hard because they knew what was expected of them. They showed positive attitudes and behaved well throughout, showing respect for their teacher's explanations. The planning in the other lesson lacked detail and clarity of purpose, and there was no sequential development of skills for pupils of different abilities. Consequently, some pupils did not know what they had to do. The pace of this lesson was too slow and little purposeful learning took place.
105. The recently appointed co-ordinator has clear objectives for the future development of the subject. Examples of good practice in teaching have been identified, and plans are in place to correct some areas of weakness. For example, plans are in hand to extend the breadth of study for all pupils. An 'Art Week' is planned for the Summer Term, to raise further the profile of the subject across the school. However, there is no systematic monitoring and evaluating of standards and teaching in the subject. Computers are beginning to be used effectively in art lessons. The school runs a very popular and successful art club on two evenings each week.

DESIGN AND TECHNOLOGY

106. Standards of work seen are above average by the end of Years 2 and 6. The school has greatly improved on the unsatisfactory standards reported in the last inspection. Pupils, including those with special educational needs and English as an additional language, achieve satisfactory standards in design and technology projects. Teachers place a strong emphasis on developing pupils' knowledge and skills at the planning and designing stage. They do this by generating ideas and looking at other similar products. For example, Year 5 pupils' work on biscuits included looking at the different shapes, sizes and flavours of a range of biscuits before they began their own designs for biscuits. The cycle of designing, making, evaluating and improving is well understood by most pupils and their achievement in the subject is good.
107. Pupils in Year 2 work with different materials to acquire skills such as cutting, shaping and joining. Their designs are detailed and well labelled. Most pupils pay appropriate attention to neatness and detail in their finished products. They can handle scissors with increasing skill and use glue or sellotape to join materials effectively. Year 1 pupils were observed working on the textures, tastes and appearance of different fruits and vegetables. They successfully used pictures and words to describe these. Year 3 pupils developed these skills further and compared features of three-dimensional photograph frames. In one lesson, they examined a number of photograph frames carefully to determine how to make them stand up. Pupils also decided which tools and materials to use for a particular purpose. For their mock trials, they made frames of different shapes and sizes from cardboard and paper and then developed their own ideas further before completing their products.
108. The designs by most pupils in Year 6 are fairly accurately and detailed. These pupils are developing good skills such as measuring and marking out accurately. In their recent work, they have looked at how to use triangles to add strength to a paper cube. Teachers consistently encourage pupils to consider the appropriateness of size, power and strength of products. Pupils are encouraged to make appropriate choices about joining a range of materials. The evidence from recorded designs and evaluations of work suggests that pupils are consistently encouraged to evaluate products against their original designs in order to identify improvements. This is good practice.
109. The quality of teaching in the two lessons seen was satisfactory. The examination of a few examples on displays around school and discussions with staff and pupils suggest that teachers

are secure in their knowledge of the subject and take time to teach correct techniques and appropriate subject-specific vocabulary. Teachers have high expectations of work and encourage pupils to work with precision. As a result, pupils' learning in acquiring the necessary skills is good. Teachers' planning is appropriately based on the national guidance for the subject. The school has a good range of resources for design and technology and they are of good quality and efficiently organised. No examples were seen of pupils using computers as part of the design process.

110. The co-ordinator has a very clear view of the strengths and weaknesses of design and technology in the school. However, there is no systematic monitoring and evaluating of standards and teaching in the subject.

GEOGRAPHY AND HISTORY

111. Three lessons were observed in geography and two in history. No lesson in history in Years 1 and 2 was observed. Further evidence was gathered from a scrutiny of the work from a sample of pupils in each class, displays on walls and conversations with pupils. Standards attained in lessons by pupils in Years 2 and 6 in geography and history are average, but evidence from books indicates that standards overall are below average in both of these subjects throughout the school. Overall, pupils at all levels of ability do not make the progress they should in geography and history. This is similar to the situation reported at the last inspection in geography, but standards in history are not as good now as they were then.
112. The teaching of geography and history is sound, and sometimes good. Teachers have a sound subject knowledge of the topics they are teaching, manage pupils well and, at best, use unusual and interesting methods in their teaching. For example, when learning about Victorian schools, pupils in Year 5 were engaged in role-play, acting out the roles of teachers and pupils in those schools. This followed the whole-class role-play carried out by the teacher with all the pupils. The pupils left the lesson with a good understanding of some of the practices used in Victorian schools that are very different from those of today's schools. Pupils in Year 6 carry out much research work at home as half-termly topics. Much of this work is of good quality and indicates the enthusiasm and commitment pupils have for carrying out research work in geography and history. Evidence from the wall display about the visit pupils in Years 3 and 4 made to Pyke House, Hastings, further illustrates interesting ways in which pupils learn their history. During this visit, pupils re-enacted the Battle of Hastings and built shelters in the Great Wood. They wrote about these events with excitement and enthusiasm. A theatre company visits the school from time to time and re-enacts, for instance, life at the seaside in times past. Visits to museums and other places of interest further enrich pupils' understanding of history and geography. Computers, including the use of the Internet, are being used increasingly within geography and history.
113. However, this is not the whole picture of the teaching and provision within these subjects. Work in pupils' books indicates that they are not taught enough geography and history and that some topics are not taught in enough depth. Much work in these subjects is copied from text and library books. Curriculum time allocated to these subjects is too low, and this adversely affects the standards achieved by pupils and the depth in which teachers teach certain topics. This is unsatisfactory. For instance, there is not enough evidence from the work covered by pupils in Year 6 about rivers, mountains of the world, the Lake District and rainfall in the British Isles to indicate that these topics have been covered in enough depth. This same picture is replicated in the work Year 4 pupils carried out on the Tudors and the development plan of a settlement. It is repeated in the work Year 2 pupils carried out about the Great Fire of London.
114. The co-ordinator for geography and history is keen and enthusiastic about her role. She has monitored teachers' plans to ensure coverage of the school's scheme of work. The school is sensibly following national guidance for its scheme of work. However, teachers need to think more carefully about how to adapt suggestions within the national guidance in their teaching in order to make lessons more interesting for pupils in their classes. The leadership and management of these subjects are unsatisfactory overall. This is because the co-ordinator does not yet monitor standards achieved by pupils or the quality of teaching. There is no development plan for these subjects that has been based on a rigorous analysis of strengths and weaknesses. The co-ordinator does not feel confident about her level of subject expertise, particularly in geography. The organisation of the curriculum for geography and history in half-term blocks does not help the

systematic development of pupils' learning in these subjects. Many pupils forget what they have learnt the previous half-term and teachers need to repeat some of this work before they can begin with the new topic in hand. No assessment and recording of pupils' progress take place in these subjects. These subjects are not reported discretely to parents on an annual basis. There are too few books in the library to help pupils learn more about topics they are being taught in lessons.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

115. Three lessons in ICT were seen during the inspection but, from observations of the use of computers in other subjects and work seen in folders and in displays, standards in Year 6 are above average. Standards in ICT are at least at levels expected for the age of the pupils at the end of Year 2. Overall, pupils make good progress in ICT because they are highly motivated and interested in computers and are well supported by some teaching from teachers with high levels of computer expertise. This is a significant improvement since the last inspection.
116. No lessons were observed in Years 1 and 2, but, from work in pupils' folders and in displays, it is clear that pupils at all levels of ability are making steady progress in their learning of ICT skills. Pupils in Year 2 produce symmetrical patterns and devise block graphs to enrich their work in mathematics. They word-process sentences that include adjectives to support their work in literacy. They use the "Colour Magic" program to draw and colour food such as bananas and apples. Pupils in Year 1 use the "Textease" program to devise picture graphs showing how children in the class travel to school.
117. Pupils in Year 6 devise "Powerpoint" presentations on a number of different topics, such as the solar system, mountains and rivers, the seasons and key events of the 20th and 21st centuries. One able pupil in Year 6 gave a good presentation to the class about the solar system using "Powerpoint". This was the product of the work of three able pupils in the class. By Year 6, most pupils change fonts, know how to use borders for their work, cut and paste text and use control programs that link features together. For example, Year 6 pupils can drag the mouse to connect a number of electrical appliances to a switch. Many pupils in Year 6 are functioning above the level expected for their age. This is largely because of the clear, focused teaching and the opportunities that some pupils have of extending their learning at home.
118. Inspection evidence indicates that the teaching of ICT is generally good in Years 3 – 6. This is a significant improvement since the last inspection. Lack of evidence prevents a robust judgement being made about the teaching in Years 1 and 2. The strengths of the teaching in Years 3 – 6 include significant teacher expertise, supported by a very knowledgeable site manager who led an outstanding input about the history of the school using "Powerpoint", video insertions and scanned photographs. This is available for parents to view in the entrance hall using a link program.
119. Further strengths in the teaching include a clear focus on the learning. For instance, in Year 6 lessons, the teacher draws pupils' attention to what they are going to learn at the beginning of the lesson, reminds them during the lesson of what they are learning and reviews at the end what they have learnt. In all lessons observed during the inspection, teachers held high expectations of what pupils could achieve. The management of pupils in the very good and excellent lessons was very good, and pupils were happy to respond to the business-like approach adopted by their teacher. They were keen to learn and concentrated hard on what was being taught. At a number of points in the presentation by the site manager, they audibly gasped with amazement as they learned that a bomb landed during the war in the area now developed as a pool.
120. The major weakness in the teaching is linked directly to lack of resources. Quite understandably, the school chose to allocate its national funding for ICT to equipping each classroom with two computers. This promotes a greater use of computers within different subjects. However, the down side of this decision is that pupils do not have an opportunity to practise straight away the computer skills that are being taught in computer lessons. This slows down the progress pupils are able to make in ICT and is a significant weakness. The school does not have the accommodation to house a computer suite, so has decided, very sensibly, to purchase laptop computers and an interactive whiteboard to act as a mobile computer suite that can be shared among classes. This is an expensive option but one that should provide pupils with opportunities to practise computer skills as

they are being taught. Nevertheless, the provision of resources has improved since the last inspection.

121. The school follows national guidance for its scheme of work in ICT. This is sound practice. The co-ordinator has a good level of expertise and is keen to promote the subject well. The co-ordinator monitors teachers' plans for the implementation of the National Curriculum, but does not yet monitor standards of attainment or the quality of the teaching. Because of this, the school does not know the strengths and weaknesses of the subject, nor has it a plan for future development of the subject that is based on robust evidence. This is a weakness. The school has received national funding from the National Grid for Learning and has spent this sensibly. Most teachers have also been trained under the national New Opportunities Fund scheme. This has helped improve their expertise with computers considerably. Use of computers is developing in the teaching of other subjects, such as, English, mathematics, science and geography.

MUSIC

122. The provision for music has improved since the last inspection. The attainment of pupils in Years 1 - 2 is similar to that expected nationally. Pupils make satisfactory progress in music lessons and, in a short time, achieve all that can reasonably be expected of them. In Years 3 - 6, attainment is also similar to that expected of pupils of these ages. Most pupils progress well and their achievement is satisfactory, and sometimes good. This is an improvement since the last inspection. A reason for this improvement is that teachers now follow a new scheme of work that promotes progression and continuity in teaching and learning. The subject is being well led by the headteacher, albeit on a temporary basis. Many aspects of the subject have been recently revitalised.
123. Performance is the strongest element in the music curriculum in all year groups. Pupils sing well in tune and with expression in the classroom and in assemblies. They enjoy singing together and have a good understanding of phrasing and pitch. Actions for songs are performed with considerable panache. There are four flourishing recorder groups and, in the concert assembly during the inspection week, the good progress that pupils had made in these groups was abundantly evident. Pupils also learn to play other instruments on a private basis, such as the violin, flute and piano, although these not part of the school's formal curriculum. Nonetheless, this dimension extends the music curriculum. A concert performance with contributions by pupils on the piano, flute and violin was impressive.
124. Other elements of the curriculum are less well developed. Pupils listen to music as they enter assembly but they are not invited to make comments and develop their appreciation of it. Pupils have too little opportunity to compose and write down music and, consequently, the preparation for secondary school music is not as good as it might be. However, pupils do keep a good written record of what they learn in music and this speeds the progress they make and helps their understanding.
125. Pupils in Year 2 know how words describe sounds. They work in small groups to compose vocal pictures of various weather scenes and then perform their compositions to the class. For instance, during the inspection, Year 2 individuals and groups of pupils worked imaginatively and inventively to give a vocal impression of a thunderstorm. The rest of the class spontaneously applauded their efforts. Pupils in Years 5 and 6 accurately clapped rhythms set by the teacher. They divided into three groups and sang a musical round that included three different songs. Pupils worked with great enthusiasm and enjoyment, and finished almost together. In a Year 6 lesson, pupils compared and contrasted music of different styles - for example, by Gershwin, Strauss and Bizet. They described the mood the different pieces create. To conclude the lesson, pupils sang a contemporary folk song accompanied by the teacher on guitar.
126. Teaching is better than it was at the last inspection. However, some teachers are more confident and knowledgeable in the subject than others. Overall, the teaching is good, although there was one unsatisfactory lesson where pupils did not understand the nature of the task and became restless. In all other lessons, pupils responded well to good class management and to a variety of musical tasks. Relationships are good. Good use is made of instruments although there is a

shortage of tuned percussion instruments. Not enough use is made of the computer in music lessons.

127. The school improvement plan for this year sets down a plan for improving standards in music. The focus for future development is appropriate.

PHYSICAL EDUCATION [PE]

128. Pupils' attainment by the end of Year 2 and by the end of Year 6 is at the levels expected for pupils of these ages. All pupils make satisfactory and some make good progress. They respond positively to the good teaching they receive. Throughout the school, pupils achieve appropriately for their age, and, in dance, they work more imaginatively and freely than is usually seen. Their attainment is above average in this aspect of the subject. Standards observed are higher than at the time of the last inspection.
129. During the inspection, pupils in Year 1 greatly enjoyed following the lead of their teacher as they moved around the hall accompanied by music simulating the sliding and slithering of a giant snake. Before setting out, pupils were asked how the music made them feel and their responses ranged from 'excited' to 'frightened'. All interpreted the music well, most moving freely and without inhibition. After a vigorous warm-up, pupils in Year 2 worked in small groups to plan a sequence of three linked movements. Each group performed to the class and received spontaneous applause for their efforts.
130. By the time pupils reach Year 4, they have become more practised in working in groups and as members of a team. They repeat movements with increasing control and accuracy. They plan a sequence of athletic skills including running, jumping and throwing. Year 5 pupils practised the ball skills of cricket and those in Year 6 showed what they had learned as they demonstrated ball control with a tennis racket. As they progress through the school, nearly all pupils improve their hand to eye co-ordination and their knowledge of the rules of team games. Pupils in Years 3 - 6 take it in turns to go swimming at the local pool where qualified instructors teach them. Pupils learn confidence in the water and, by the end of Year 6, most are competent swimmers.
131. The quality of teaching is good throughout the school. This is an improvement since the last inspection. Teachers teach by example, often demonstrating themselves what they want pupils to do. Classes are well and safely managed and teachers ensure that pupils enjoy a stimulating variety of activities during lessons. Teachers expect good standards of work and behaviour from pupils. Pupils respond by approaching all activities with great enthusiasm. Each lesson begins with an appropriate warm-up activity and, in most classes, the reason for the warm-up is explained. Pupils are expected to have a change of clothing for PE and most dress appropriately. Pupils are not formally assessed in PE, but teachers are keenly aware of what pupils know, understand and can do in the subject. Computers are not used to support the teaching of PE.
132. The subject is well managed and aspirations for pupils' development are high. All aspects of the PE curriculum are effectively taught, including swimming. There are good links with professional sports clubs, including football, tennis and cricket clubs. Last year, the school football team won the *Railtrack Trophy* for the fourth year in succession. The school takes part in the local education authority's annual swimming gala and athletics day. The outside area of the school provides adequate space for games practice. It has been marked out well by the site manager.

RELIGIOUS EDUCATION [RE]

133. By the end of Years 2 and 6, pupils' attainment in RE meets the requirements of the locally agreed syllabus. Pupils are taught RE from a multi-faith perspective. This helps them to understand the similarities and differences between the major world religions. Pupils in Years 1 - 2 learn about aspects of Christianity, Islam and Judaism. This is supplemented by a study of Sikhism and Humanism in Years 3 - 6. RE has a more secure place in the curriculum than at the time of the last inspection.

134. Pupils, including those with special needs, make sound progress throughout the school. For the majority, their knowledge and understanding grow steadily. Standards attained are at levels expected within the agreed syllabus. Pupils make good progress in lessons where religious artefacts are used. This allows pupils to see at first hand what followers of different religions use in their worship. This was the case in a Year 1 lesson during the inspection. Assembly themes are linked to class lessons in RE. For instance, in some assemblies, pupils talk about their faiths and this provides additional insights for an attentive audience. This is good practice.
135. Pupils in Year 1 learn about the story of the Jewish Passover and learn of its significance to Jewish people. They looked at and handled a *Seder* plate. This stimulated interest and helped them learn effectively. Pupils in Year 2 learn about the Hindu festival of *Holi*, the start of spring, and enter fully into the excitement of this festival. The teacher used this occasion well to help pupils recall their own feelings and experiences of spring. Pupils in Year 3 take a great interest in the different representations of Hindu gods and, as the lesson closed, a group of pupils discussed their favourite gods with some excitement. In Year 6, pupils took turns to read out loud the speech of Martin Luther King, '*I have a dream*' and discussed his life and legacy. During this lesson, pupils asked sensible questions and made intelligent comments that showed their understanding of the lesson. When prompted by the teacher, one pupil suggested appropriately that his legacy included truth, honesty, respect and kindness.
136. The overall quality of the teaching and learning is good. Classes are sensitively managed and all pupils are given a chance to express their views and feelings. Teachers listen carefully to what pupils say and make use of it in their teaching. Pupils respect each other's beliefs and learn from each other. Teachers plan satisfactorily but not always in sufficient detail. The assessment of what pupils know, understand and can do in RE is not good enough at present. Teaching methods are secure but more use could be made of videotape, the Internet and role-play. A growing use is being made of computers in RE. For instance, the voice of Martin Luther King was played from a computer and this captivated the pupils. They were completely silent and absorbed by what was being said.
137. There is no formal monitoring and evaluation of RE teaching. This is a weakness and reduces the opportunities for teachers to share good practice with each other. There are too few resources to support the teaching of a wide range of world religions but the school is planning to extend its provision in the near future.