

INSPECTION REPORT

WIX PRIMARY SCHOOL

Clapham Common, London

LEA area: Wandsworth

Unique reference number: 101025

Headteacher: D. Damestani

Reporting inspector: Mrs. M. Fitzpatrick.
24326

Dates of inspection: 22 - 25 April 2002

Inspection number: 195881

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wix's Lane Clapham Common North Side London
Postcode:	SW4 0AJ
Telephone number:	0207 228 3055
Fax number:	0207 978 4942
Appropriate authority:	The governing body
Name of chair of governors:	Sue Nelson
Date of previous inspection:	9 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Mrs. M. Fitzpatrick	Registered inspector	English History English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How good are curricular and other opportunities offered to pupils? How well is the school led and managed?
9769	Mrs M. Morrissey	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
28320	Mr R. Willey	Team inspector	Mathematics Information and communication technology Design and technology Music Physical education Special educational needs Equal opportunity	
22831	Mr C. Lewis	Team inspector	Foundation Stage Science Art Geography Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wix Primary is much smaller than average, with 189 pupils aged four to 11. There is a 26 place nursery, which most children attend on a full-time basis. There is a broad mix of heritages in the school, predominantly Black Caribbean or African, with pupils from white European, Asian and Chinese heritages making up the majority of the rest. The school has a number of refugee pupils, who join for lengths of time varying between two weeks and six months. Pupil mobility is high, with 16 per cent of pupils moving in and out of the school in the current year. The percentage (27%) of pupils who speak English as an additional language is very high, with about half of these having low levels of fluency. The percentage of pupils who are eligible for free school meals is well above average. The percentage of pupils on the school's register of special needs is about average and there are no pupils with statements of special educational need. The majority of pupils on the register have special needs associated with literacy. The attainment of pupils on entry to the school is below average. There has been a drop in the number of pupils attending the school and a very high turnover of teachers since the last inspection.

HOW GOOD THE SCHOOL IS

This is an improving school which has dealt effectively with many challenges in the current school year. Standards are satisfactory in most subjects; children in the nursery, the infants and Year 6 achieve well. The quality of teaching is good in these areas of the school. The school is well led and managed by the headteacher, who has succeeded in significantly improving the climate for learning since she joined the school in September. The school gives satisfactory value for money.

What the school does well

- It promotes good learning and improved standards in the nursery, the infants and Year 6.
- There is good leadership from the headteacher.
- Behaviour is good and pupils have very good attitudes to learning.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- It takes very good care of pupils' health and welfare.

What could be improved

- Standards in English, mathematics and science.
- Teaching in some classes.
- Provision for pupils with special educational needs.
- The role of co-ordinators in monitoring standards and teaching.
- Curriculum time allocated to some subjects – especially religious education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in June 1997. The issues identified then have been effectively tackled, although there is a need to continue to improve some aspects of provision for information and communication technology (ICT). There is now satisfactory provision for pupils in the juniors who have English as an additional language; planning has improved and pupils are provided with more opportunities to investigate in science and mathematics. Since the last inspection, two headteachers have been appointed, the most recent at the start of the current school year. At the start of this school year, the school was in a vulnerable position, with poor behaviour and weaknesses in teaching having a significant impact on pupils' learning. These issues have been successfully tackled; there is now a strong team spirit in the school and a commitment to improvement. Given these improvements, together with the skills of the headteacher and the assistant headteacher, the school is in a good position to continue to improve.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

The results show that the performance of the school is about the same as that of similar schools¹ in English and science and well below the average of similar schools in mathematics. The results in mathematics place the school in the lowest five per cent of schools nationally. The trend of improvement in the school's results since the last inspection has been below the national trend. This pattern of results is affected both by the proportion of pupils who have English as an additional language, some of whom have very little fluency, and by the mobility of pupils, a number of whom join the school close to the national tests. Pupils currently in Year 6 are reaching standards higher than those recorded above but are still below the national average. In ICT, music and physical education they achieved standards typical for their age and, in all other subjects, they achieve below the expected standard. Interrupted teaching in the past and a shortage of time for some subjects contribute to these lower standards. The performance of seven-year-olds in the national test was in line with that of similar schools in reading and writing, and well below these schools in mathematics. In the teacher assessment in science, the percentage of pupils achieving the expected level was below that of similar schools. In all these subjects, pupils' performance was well below the national average. Pupils currently in Year 2 are achieving in line with the national average in English, due to very good teaching. In all other subjects, except mathematics, science, geography and religious education, they achieve the standard expected for their age. In these subjects they achieve below the expectation for their age. Children in the nursery class make good progress because of the teacher's good planning and high expectations. In reception, they make satisfactory progress. By the end of the Foundation Stage, they achieve the expected level in physical, creative and personal and social development. The progress of pupils with special educational needs is unsatisfactory and too many do not reach the targets set for them. Pupils with English as an additional language make satisfactory progress because of the specialist support they receive and because learning support assistants are trained to help them develop an understanding of the language. The previous headteacher has set targets for the national tests this year, which are not based on the assessment of pupils currently in Year 6, and the school is unlikely to meet these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and the majority are seldom away from school.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and respect the rights of others to learn.
Personal development and relationships	Good. Pupils have good opportunities to develop personal skills and relationships by supporting others.
Attendance	Below the national average and unsatisfactory overall, but the vast

¹ Schools with a similar proportion of pupils who are eligible for free school meals.

	majority attend regularly and are punctual.
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The inclusion of refugees and pupils who join is good, because teachers are careful to encourage supportive relationships between pupils. Attendance figures are adversely affected by pupil mobility and a few families taking extended holidays during term time.

TEACHING AND LEARNING

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

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

The quality of teaching varies across the school. It is consistently good, and often very good, in the infants and in Year 6. In the nursery, teaching is good overall, with some very good teaching seen. In reception and in Years 3, 4 and 5, teaching is satisfactory and, occasionally in the juniors, is unsatisfactory. In English, teaching is satisfactory overall. Where it is very good, teachers have good subject knowledge and make good use of assessment to plan pupils' learning. As a result, pupils achieve well and are keen to work hard. In most of the junior classes, English teaching is only satisfactory and sometimes unsatisfactory. The work set is not well matched to pupils' needs. In mathematics, teaching is good overall, with one unsatisfactory lesson seen. While work set for pupils during the inspection was matched to their different needs, this is not always the case in lessons in Years 3, 4 and 5, where, too often, pupils are set work which is too difficult or does not offer enough challenge. Sound subject knowledge in science leads to good, and sometimes very good, teaching in the subject, with pupils keen to learn. All teachers follow the school's agreed guidelines for behaviour and manage pupils' behaviour well. This ensures that lessons are conducted in a calm and secure atmosphere in which all pupils can learn. In the nursery, very good assessment of children's learning supports the work planned by the teacher and pupils' learning progresses at a good rate. The teaching of children in the reception class is satisfactory, although the use of assessment to support the teacher's planning could be stronger. The assessment of pupils with special educational needs is unsatisfactory, overall. Too many pupils remain on individual learning targets for too long. The teaching of pupils with English as an additional language is satisfactory and these pupils are well supported in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects are taught, but there is not enough time allocated to the teaching of some subjects to cover the programme of study. The school makes good provision for extra-curricular activities.
Provision for pupils with special educational needs	Unsatisfactory. Procedures to identify pupils with special educational needs are not thorough enough. Progress towards learning targets is not fast enough.
Provision for pupils with English as an additional language	Satisfactory. The specialist teacher provides sound advice and resources to teachers and support assistants. Pupils make satisfactory progress in their acquisition of English and they are well integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils have plenty of opportunity to practise the values they are taught. Teachers ensure that pupils learn the diverse nature of the society in which they live through lessons and visits out of school. Pupils quickly become independent and volunteer for responsibility.
How well the school cares for its pupils	Very good. There are very thorough procedures for ensuring the health and safety of pupils and a calm learning environment. Assessment

	practices are not consistent and require improvement in some classes.
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The school makes satisfactory links with parents and provides appropriate information about their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership from the headteacher, who is well supported by the assistant headteacher, is moving the school forward well. The English and ICT co-ordinators give sound support as members of the senior management team. Other subject co-ordinators are relatively inexperienced and need support to develop management expertise.
How well the governors fulfil their responsibilities	Satisfactory. They have a growing knowledge of the strengths and areas for development in the school. All statutory requirements are met.
The school's evaluation of its performance	This is currently being developed by the new headteacher and is satisfactory.
The strategic use of resources	Satisfactory. The headteacher has moved quickly to reduce spending and produce a balanced budget.

There are sufficient teachers to teach the curriculum. Accommodation is spacious and well cared for. Learning resources are satisfactory and appropriately used. The school is careful to get good value in what it buys and in its use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That the school helps their children mature. • That the school is well led and managed. • That the teaching is good. 	<ul style="list-style-type: none"> • That the school does not provide an interesting range of activities outside of lessons. • That their children do not make good progress.

The inspection team agrees with most of the parents' positive views about the school. However, while some of the teaching is good and very good, there are some classes where the quality of teaching needs improvement. The team judges that the school makes better provision for extra-curricular activities than is usually found in a school of this size. Inspectors judge that children make satisfactory progress overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to reception is below that expected of this age group. The curriculum in the nursery is soundly built on the six areas of learning for children of this age. The teaching in the nursery leads to good progress for children, who overall enter the school with well below the expected levels of attainment for their age. In the reception class, children make satisfactory progress and, by the end of the reception year, although children have made good progress overall since starting school, they do not reach the expected standard in any of the recommended areas of learning.
2. In the national tests for seven-year-olds in 2001, the proportion of pupils reaching the expected level in both reading and writing was well below the national average, although it was in line with the average of similar schools². Girls performed better than boys in the reading tests. In the last four years, results have fluctuated and have fallen below the national average. This is due to a lower level of attainment in pupils on entry to the school, the impact of pupils who have English as an additional language and the turn-over in teachers, which has affected pupils' learning. Standards in Year 2 are about in line with the national average in both reading and writing and pupils are achieving well. This is because they have had the same teacher for two years and have benefited from very good teaching during this time. There are also fewer pupils with English as an additional language in the class than there were last year. Pupils' speaking and listening skills are well developed and make a good contribution to their learning. The vast majority read with understanding and higher attainers are fluent readers, who can explain their preferences in reading. Pupils have been well taught the conventions of writing, they punctuate properly and can write simple stories using interesting language.
3. The results for 11-year-olds in the national tests in English in 2001 show that pupils' performance was well below the national average, but in line with the performance of pupils in similar schools. Girls performed slightly better than boys in the tests. In the last four years, results have fallen steadily as the school roll has dropped, teacher turn-over has been high and the proportion of pupils entering and leaving the school after a short stay has risen. For example, of the pupils who sat the tests in 2001, only about half attended the school in the infants and, of the remainder, seven pupils had joined the school during Year 6. Pupils currently in Year 6 are achieving standards that are below the national average but slightly above those of last year's test results. They reach the expected standard in listening and speaking because of the high expectations and good provision for these activities that their teacher makes. In writing, they understand the need to change their style when writing for different purposes and different audiences. However, gaps in their knowledge and insufficient writing practice in the past mean that their writing skills do not reflect what they learn about how to write. Without a good deal of support, the majority find it difficult to sustain the structure of their writing or to generate enough ideas to write at length. Across the juniors, pupils' achievement varies and, in Year 6, it is consistently good.
4. In the national tests for seven-year-olds in 2001, pupils' performance in mathematics was well below the national average and the average of similar schools. Boys' performance in the tests was slightly better than girls'. The trend in mathematics results has fallen steeply in the last four years, from above the national average to well below. This is due to a changing level of attainment on entry to the school and to a high turn-over of teachers, which disrupted the learning for pupils. There is also evidence of little direction in the development of mathematics in the school, with little monitoring of standards and variable quality of teaching in the past. Pupils who are now in Year 2 are achieving standards below the national average, which is an improvement on last year's standards and is due to the very good teaching that they receive. They have a secure grasp of number and are skilled at mental working out with numbers. They know a number of ways of multiplying and dividing numbers and are developing a knowledge of mathematical terms.
5. In the national tests for 11-year-olds in 2001, pupils' performance in mathematics was very low in comparison with the national average, placing the school in the lowest five per cent of schools

² Schools with a similar proportion of pupils who are eligible for free school meals.

nationally. The school's performance was well below that of similar schools. There was no difference between the attainment of boys and girls. In the last four years, the pattern of results has fluctuated and has fallen below the national trend. Pupils in Year 6 now achieve standards below the national expectation for their age. Pupils have a secure understanding of addition, subtraction, multiplication and division. Only a few know multiplication tables to 10. Higher attaining pupils can multiply four digit numbers by two digit numbers. Progress for many pupils is held back by their inability to read and interpret questions independently.

6. The proportion of pupils reaching the expected standard in teacher assessments in science in 2001 was well below average. Standards seen during inspection show that standards are now below average, which is an improvement on the test results. More pupils are reaching the expected standard, due to improvements in planning for science. Pupils currently in Year 2 have a sound understanding of how electricity works and they know the hazards associated with electricity. They are able to conduct investigations and suggest what might happen during these, although the written explanations of many are below the standard expected of seven-year-olds.
7. In the national tests in science in 2001, the proportion of 11-year-olds achieving the expected standard was well below the national average, but was in line with the average for similar schools. Girls' performance was better than boys' in the test. In the last four years, results have fluctuated and have risen, but are below the national trend of improvement. Pupils who are now in Year 6 are achieving standards below the national expectation, despite very good teaching, because of the gaps in their knowledge created by interrupted and weak teaching in the past. They are able to conduct experiments efficiently when investigating how sound travels. However, the standard of their work is hampered by low levels of literacy, which restrict their understanding and interpretation of questions when they work independently. They have a sound knowledge of scientific terms, but do not always use them appropriately.
8. Pupils in the infants and juniors reach the expected standard for their age in ICT and they are achieving well in the subject. They are beginning to make use of the skills they learn in other subjects, especially in presenting their work in English. In religious education, pupils' standards are below the expectation for their age at seven; at 11 they are well below the expected standard. The reasons for the lower standards at the end of the juniors lie in the lack of time for regular study of the subject and the impact of interrupted teaching in the past, leading to gaps in pupils' knowledge and understanding.
9. Pupils in the infants achieve well in the majority of subjects and they reach the standard expected for their age in art, design and technology, history, music and physical education. In geography they do not reach the expected standard, though their progress is satisfactory. Pupils' good achievement in the infants is the result of lively and well planned teaching in both infant classes, which provides interesting and challenging work that the pupils are very eager to do.
10. In the juniors, pupils' achievement is satisfactory overall. In Year 6, pupils achieve well in all subjects, although, because of gaps in their learning, they do not achieve the expected standard in art, design and technology, history or geography. In music and physical education they reach the expected standard. Currently, in the rest of the juniors, there are pockets of under-achievement as a result of lack of time given to some subjects, which means pupils do not make the expected gains in knowledge and understanding.
11. The majority of pupils on the special needs register achieve below average scores in national tests at seven and 11. The quality of the individual educational plans, the majority of which are language based, is variable and unsatisfactory overall. Targets are often not specific, realistic or attainable. Pupils' progress in relation to achieving their targets is frequently not measurable. The most recent review of targets in March 2002 indicated that only one in three targets was fully achieved. All targets and individual plans for pupils with special educational needs are reviewed regularly. Programmes are now being rewritten. Guidance for teachers is currently insufficient to improve the quality of targets set and to establish how success is determined.
12. Progress made by pupils with English as an additional language is satisfactory. Teachers are careful to plan for pupils to work alongside others of similar ability and encourage them to offer support with the work. The specialist teacher, who gives support to pupils with the lowest levels of fluency, gives sound advice on strategies and resources to use to help pupils extend their

understanding and vocabulary. Learning support assistants, who have been trained to work with pupils with English as an additional language, give good support in class and often help pupils make good progress in their fluency as a result of well planned activities and good relationships. More adult support in the nursery and reception classes, to help children learn new vocabulary and the spoken structure of English, would enhance the learning of these pupils considerably.

13. The use of literacy skills across the curriculum is variable. In the infants, pupils are encouraged to write for their work in other subjects, such as geography, history and science. In Year 6, pupils are expected to read for their own research and to use their writing skills in all other subjects. The teacher of Year 6 ensures that there are planned opportunities for this in other subjects. In other classes, there is no planning for the use of skills learned in literacy to be used in other subjects, so that pupils do not see the link between different styles of writing and their own work in science, history and geography. In religious education, there is very little recorded evidence of any kind. In reception, there are too few labels, lists and names for children to read and this is a missed opportunity to reinforce pupils' word recognition skills.
14. Numeracy skills are not being effectively developed within other subjects. Opportunities are missed. Work in geography could be effectively linked to pupils' understanding of co-ordinates and more work in science could be mathematically related. Data handling, which was a training focus for teachers earlier this year, has had little impact upon pupils' work. Little beyond good graph work in Years 1 and 2 was seen.
15. Despite some pockets of lower standards, overall, standards are rising in the school. The main reason for this is the determination of the new headteacher to create a calm and secure environment in which learning can take place. This has been achieved very effectively and has allowed the school to focus on monitoring the quality of teaching and learning in order to bring about improvements. Since the beginning of the school year, planning for learning has been improving steadily in those classes where it was detected as weak. The commitment of the majority of teachers to raising standards is evident in the efforts they are making to improve. The school did not reach the targets set for the national test in 2001 and is unlikely to reach the targets set for the current year, by the previous headteacher, because they do not reflect the current attainment of pupils in Year 6.

Pupils' attitudes, values and personal development

16. Pupils are responding positively to the caring, but firm, ethos the school provides. They have very good attitudes to learning and to their role in the school community. In lessons, even the youngest children are confident when expressing opinions and show tolerance and interest when listening to the views of others. Children are keen to come to school, settle quickly to lessons and are fully involved in their tasks. They sustain concentration and show clear enjoyment in their work and a thirst for learning. There have been no exclusions in the last year.
17. Pupils' behaviour in lessons and around the school is good overall, and it is very good in some classes. In the last year, the school has undergone a number of staffing changes that have had a disruptive effect on pupils' behaviour. Parents feel that there has been a significant improvement since the new headteacher came to the school; this was reinforced by pupils in Year 6 who said they were happier, had opportunities to be involved in making their own classroom rules and had a wider range of rewards, which encouraged good behaviour in the school. Pupils understand and observe the code of conduct and absorb the values transmitted to them by teachers and other staff in the school. No issues of bullying were observed and parents and pupils are confident that any such issues will be dealt with swiftly and sensitively within a no blame policy. The very good behaviour in the school contributes to the improved ethos of learning and is increasing opportunities for pupils' personal development.
18. Attendance is slightly below the national average and is unsatisfactory overall. A number of factors contribute to pupils' absence. A significant number of pupils leave the area each term and it can be some time before those pupils are removed from the school registers. The school is working hard to reduce the rate of unauthorised absence and is able to show an improvement. Measures have been taken to improve punctuality by the older children; the majority of pupils arrive punctually to school. Parents now have to work together with the school to ensure younger

children arrive on time. The school recognises the difficulties for some families and works hard to give them support and guidance, in conjunction with the Education Welfare Officer.

19. Relationships across the school are good. The genuine respect and affection pupils have for their teachers are reciprocated. This creates an environment of care and security, where work and learning can progress. Pupils are confident to question and challenge and to develop good relationships with each other, both through work and play. In a Year 2 lesson, when discussing the meaning of the word 'brave', one pupil said, "I feel brave when you mark my work and say it is excellent". In lessons, pupils work co-operatively in pairs and in groups and collaborate well in practical tasks.
20. Pupils have good opportunities to develop personal skills through their life in the school. For example, Year 6 pupils regularly work with the reception children when they first start school and during the term. Through the school council, representatives are entrusted with running meetings and organising their own fundraising events. They display good levels of maturity and social awareness in the way they exercise their responsibility. Their pride is evident when they explain how all pupils are working together with them to achieve better resources for their school and also to support others who are less fortunate. For example, they have raised money for the local hospice and were very proud to have collected for the poppy appeal.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching was at least satisfactory in all but three lessons. In over six out of ten lessons, teaching was good or better and, in almost a quarter of lessons, teaching was very good. The quality of teaching is slightly better than at the time of the last inspection and this is due to the emphasis that the new headteacher has placed on identifying and correcting weaknesses in the work of some teachers.
22. The quality of teaching in the Foundation Stage is satisfactory overall, with mainly good and very good teaching seen in the nursery. In the nursery, children are presented with a wide range of well planned activities, which match their learning needs well. This is because the teacher in the nursery is very thorough in her assessment of children's learning and has a good understanding of how young children learn. She has established very good routines to enable the children to gain in confidence and become independent in many aspects of their learning. In the reception class, children are provided with different activities to promote their development in all areas of learning. These are not always well matched to the needs of individual pupils, which slows the rate of learning for some, notably the high attainers and pupils who have English as an additional language. By the end of the Foundation Stage, children have made good progress overall in all areas of learning.
23. Teaching in the infants is a strength. In over nine out of ten lessons seen, teaching was good or very good. Both teachers plan very well to meet the needs of all pupils in their classes. They use very thorough methods to assess pupils' progress and know precisely what pupils need to learn next. The teachers have a very clear understanding of how young children learn and provide plenty of repetitive activity alongside new learning to ensure that pupils consolidate their learning in mathematics and English. They provide good opportunities for pupils to gain independence and make decisions, as, for example, in the art lesson in Year 2, when pupils were urged to look closely at the flowers they were painting and decide if the centre was really black.
24. There is wide variation in the quality of teaching in the juniors, both between teachers and in different subjects. In Year 6, teaching is consistently good or very good. The teacher promotes high standards and enthusiasm for learning through her high expectations of pupils and her excellent relationships with them. In response to her high quality teaching, pupils work hard, follow instructions carefully and support each other in their learning. In other classes in the juniors, teaching is mainly satisfactory, with some unsatisfactory teaching seen and further evidence of unsatisfactory learning in some subjects. This is seen in the written work of some pupils in foundation subjects, such as religious education, history and geography. There is an urgent need to ensure that instances of weaker teaching are identified so that teachers can be supported to improve their teaching and the learning of pupils.

25. Teaching in English is satisfactory overall and reflects the pattern of strengths and weakness described above. The school follows the national guidelines for literacy, although some teachers need more training in the use of the strategy to ensure that it has a full impact. Where the teachers' practice is weak, lesson planning is not modified over the week to take account of pupils' rates of learning. Overall, the teaching of literacy is satisfactory. In the infants, it is consistently very good. Here, teachers make very good use of the literacy strategy to plan and organise their lessons. They teach letter sounds and develop pupils' knowledge and understanding about language by well-designed activities that allow pupils to repeat their learning until they have memorised and understood it. These methods work well for all pupils and are especially helpful for pupils with special educational needs and for those with English as an additional language. In the juniors, the best teaching in English is seen in Year 6, where very good teaching challenges pupils' thinking. High expectations from the teacher and a good pace of work have led to very good progress since the start of the school year. As a result of this very good teaching, many pupils have made up the gaps in their learning which resulted from weak or interrupted teaching in the past. In the other classes in the juniors, English teaching is satisfactory overall, with some unsatisfactory teaching seen. Where teaching is unsatisfactory, the teacher does not plan in sufficient detail to meet the needs of all pupils in the class. The resources used are not appropriate to the pupils' level of understanding and the tasks set do not motivate pupils to work quickly and independently. This difference in the quality of teaching has a marked impact on standards, which are higher in Year 6 than in other junior classes.
26. The quality of teaching seen in mathematics was good overall, with one unsatisfactory lesson. In the lesson seen, the work set was matched to different ability groups. This was not reflected in the work in pupils' books for the rest of the year. Only in Years 1, 2 and 6 was there a range of different levels of work set for pupils. In mathematics lessons, teachers make use of the numeracy strategy to engage pupils in mental activity and to encourage them to reflect on what they have learned at the end of the lesson. The teaching of numeracy skills is satisfactory. During mathematics lessons, teachers promote good thinking by asking pupils to explain their thinking. They expect pupils to listen closely to each other's reasoning and learn different methods of working out the same problem. Pupils enjoy this way of learning and show good attitudes to the subject. A weakness in the teaching of mathematics is the lack of time devoted to some aspects of the subject, such as practical investigation and problem solving. As a result, these are areas where pupils' learning is below where it should be.
27. Teachers' management of pupils is a strength of the teaching in all classes. Relationships are generally good and often very good. This means that pupils are eager to please their teachers and persevere well when set to work independently. Behaviour, which had caused parents some concern last year, is now well managed by teachers and instances of inappropriate behaviour are very rare. Because of the good behaviour and the positive attitudes that teachers promote, lessons are able to start promptly and time is well used. The teachers' high expectations of respect for others are well reflected in the way that pupils listen attentively to the teachers and to each other and join in discussion. Because of this settled atmosphere, pupils make at least satisfactory progress in the majority of lessons and, in many lessons, they achieve well.
28. Pupils with special educational needs do not make enough progress overall. The quality of their individual education plans varies from teacher to teacher and many do not set realistic or appropriate targets. In practice, this means that some teachers are not clear about how quickly pupils should make progress towards the targets or which targets should take priority. The result is that too many pupils fail to make enough progress and the focus of their learning is often simply the same as the rest of the class. Where they are supported by a learning assistant, and where the teacher has written straightforward and attainable targets, then pupils make satisfactory progress. There is a need to improve both procedures and teacher expertise in order to raise the achievement of pupils with special educational needs.
29. Pupils with English as an additional language are well supported by teachers' careful planning, leading to their integration in classroom activities. The specialist teacher has a good understanding of the needs of pupils and gives clear guidance to the work of teachers and classroom assistants, which enables them to make at least satisfactory progress. She gives good advice to classroom assistants and to teachers on appropriate activities for these children, based on assessment of their fluency. Teachers ensure that pupils work alongside others who can support and befriend them and, as a result, pupils who join the school in the course of the

year are quickly integrated, both socially and educationally, into the work of the school. While pupils with English as an additional language are supported to learn, the impact that the school has on their acquisition of English is often limited, because, on average, their stay in the school is between six weeks and six months.

30. Teachers' knowledge of their pupils, through the use of assessment, varies. In the infants and in Year 6, sharp assessment ensures that teachers are able to plan work that is well matched to their pupils' needs. The result is that, in these classes, the pupils find their work challenging, but manageable, and this has a positive impact on their self-esteem. In other classes, assessment is not so strong and, as a result, pupils are occasionally set work which is not appropriate, either because it is not challenging enough, or because it provides too many tasks for them to complete in the time allowed. When this is the case, as in a Year 3 English lesson, then pupils are frustrated and lose interest in their work.
31. Pupils are expected to consolidate their learning at home. All are expected to read at home and, as they grow older, pupils are set tasks to develop their independence by doing research for topics they study. Overall, the provision for homework is satisfactory.

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

32. The curriculum meets statutory requirements in that all subjects are taught. However, in some subjects, the time allocated is not sufficient to ensure that the programmes of study are fully covered. This is the case in religious education, where, often, teachers use time allocated to this subject to the teaching of personal, social and health education. Judging from the amount of work done by pupils in some of the foundation subjects, such as design and technology and geography, these subjects do not have enough time allocated by teachers to ensure that pupils' knowledge and understanding in the subject is what would be expected for their age. The school needs to review its allocation of curriculum time to ensure that every subject is able to cover the programme of study and, further, to monitor the use teachers make of their time in all subjects of the curriculum.
33. In the current time allocations, there is an appropriate emphasis on the teaching of English, mathematics and science. In ICT, there have been significant improvements in provision, planning and access to the subject since the last inspection. As a result, standards in the subject have risen.
34. Pupils with special educational needs have full access to the curriculum, but provision for them is not satisfactory, because procedures for identifying their needs are not rigorous enough. As a result, a number of pupils are not recognised as having special educational needs, while others have not made sufficient progress towards their targets, because their needs have not been clearly identified. The class teacher draws up individual education plans for pupils with special educational needs. However, the targets set are frequently unattainable and are often not well focused. Records show that progress towards targets is less than satisfactory across the school. Special educational needs support has recently been reorganised so that support assistants are now deployed where the school feels they are most needed. There are good working relationships between teachers and learning support assistants. Learning support assistants form a knowledgeable and caring team and the school is now beginning to make use of the training they have had in the last school year. Pupils with special educational needs were found to be making good progress at the time of the previous inspection. This is no longer the case. Pupils in Years 1 and 2 make satisfactory progress as a result of the good in-class support they receive. Pupils in the rest of the school make unsatisfactory progress, except in Year 6, where good support is planned by the deputy headteacher. The school urgently needs to improve procedures for assessing and monitoring the attainment of pupils who have special educational needs.
35. Provision for pupils with English as an additional language has improved since the last inspection. Then there was too little support for pupils in the juniors. There is now support for pupils in both the infants and the juniors and pupils make progress which is, at least, satisfactory. Their standards of attainment reflect the wide range of their ability. Pupils with English as an additional

language are supported in improving their fluency in English through well-planned activities provided by the specialist support teacher and the work of class teachers and classroom assistants. Despite this provision, because of the degree of mobility of pupils with English as an additional language, there is little impact on improving standards overall in the school.

36. The extra-curricular activities provided by the school are good. There are opportunities to pursue both sporting and artistic interests, as well as a computer club and a first aid club. The school makes some provision through coaches who are employed to run clubs such as basketball and dance. There is a homework club in Year 6, which is very well attended by pupils of all abilities. There is also a breakfast and after-school club run on site. Experiences beyond the basic curriculum have been curtailed in the current school year, due to budget difficulties. However, almost all children in the school have benefited from visits to museums, theatre and the surrounding neighbourhood, all of which have improved the quality of their learning.
37. The provision for personal, social and health education is satisfactory. Currently, teachers are developing a new scheme of work. They make good use of 'circle' times to engage pupils in discussions on topics such as behaviour in the playground and bullying, to help pupils form their own views and responses to issues arising from these. Drugs awareness and first aid are incorporated in the programme at appropriate times. Sex education is taught in the science programme and is tailored to the age and maturity of the pupils.
38. The school's policies for equal opportunity are those recommended by the local education authority and are effectively implemented throughout the school. Differences in attainment, as a consequence of gender, disability, race or culture are monitored carefully, both by the local authority and by the school. All pupils have full and equal access to the curriculum. Pupils are rarely withdrawn and support is almost exclusively classroom based. All adults promote inclusion well and make good use of opportunities to raise pupils' self-esteem. In a Year 2 music lesson, for example, all pupils had an instrument and all participated fully throughout the lesson. Teacher questioning and allocation of jobs within the classroom showed no bias towards gender, ability or ethnicity. Extra-curricular activities are accessible to all pupils of both sexes from the age of seven. Overall, provision for equality of opportunity is satisfactory.
39. The school has a satisfactory range of links with the local community. Pupils visit two local fast-food outlets to learn about the preparation and serving of food. The police and Fire Brigade make regular visits, particularly to nursery and reception and the infants. The school also has links with the Polka Theatre for drama presentations. Links with the local secondary school are satisfactory and the school makes appropriate provision for pupils at transfer to the secondary school. Links with the French Lycée, which is housed in part of the school, are developing well since the new headteacher's arrival at the school. The school and the Lycée held a joint Christmas Fair, which was very well supported by parents from both schools as well as the community. There are also plans for a joint residential in Year 6, which is intended to foster closer relations between the two schools.
40. The school makes good provision overall for pupils' spiritual, moral, social and cultural development and has made satisfactory improvement since the last inspection.
41. The school makes satisfactory provision for pupils' spiritual development. Through the religious education programme, the "rolling programme" of whole-school assembly themes, the personal and social education curriculum activities and class "circle times", the school provides pupils with knowledge and insight into values and beliefs and enables them to reflect on their own and others' experiences. The school holds appropriate acts of worship each day. Whole school assemblies are held on two days of the week, one of which is a "Merit Assembly"; key stage assemblies are held on one day and class-based assemblies on two days per week.
42. Provision for pupils' moral development is good. There is a strong, clear whole-school ethos and a moral code for good behaviour, which is promoted consistently throughout the school by all school staff, who provide very good role-models. Principles, distinguishing right from wrong, are taught well and consistently by all school staff. Classroom, playground and school rules are clearly displayed, and are well known and understood by pupils. Discussions in PSHE and "circle time" lessons further enhance provision for pupils' moral development.

43. Provision for pupils' social development is good. From the time they enter the school, pupils are encouraged to work co-operatively, to take responsibility for their work and for others and be as independent as possible. Children are expected to collect and return resources from the time of entry to the Foundation Stage. Responsibilities increase appropriately as pupils get older. Opportunities are provided for pupils to engage in the democratic process and participate in community life through the School Council, which consists of elected representatives from each class and which meets regularly. Year 6 pupils have a residential visit with pupils from the Lycée.
44. The provision for pupils' cultural development is good. Pupils are taught to appreciate their own cultural traditions, taking part in a range of local events and visiting local historical and cultural sites. Pupils are given regular opportunities to develop an understanding of the diversity of other cultures through stories from other cultures in literacy lessons and, to a lesser extent, from the study of other religions in religious education lessons. Teachers provide authentic accounts of the attitudes, values and traditions of diverse cultures and extend pupils' knowledge and reinforce the school's cultural values through relevant displays and posters around the school. During the school year, an appropriate range of visitors talk to, perform for and work with the pupils and the school makes good use of the excellent museum resources available locally.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school cares very well for the health, safety, welfare and guidance of all its pupils. Appropriate emphasis is given by teachers and all the staff to provide an environment where pupils' personal and academic development is a priority and is supported by a healthy and safe environment.
46. Pastoral care is provided by the class teacher and supported by the headteacher and the administrative officers. Pupils are well known to all staff and are confident that they will be given help and support if they need it.
47. Procedures for monitoring and promoting behaviour are very good. The school's code of behaviour is understood and effectively and consistently used by teachers. As a result, pupils are well behaved and this helps create an environment in which lessons can progress without interruption. The school has suitable procedures in place to eliminate bullying and other forms of oppressive behaviour. Parents say any such incidents are few, but they are confident that any problems will be dealt with swiftly and sensitively.
48. Procedures for monitoring attendance are very good. Registers are regularly monitored and the system is well run and maintained. Considerable time is given to ensure that pupils who do not arrive at school are safe and accounted for. If parents do not inform the school before 10 a.m. the absence is checked by a telephone call and a home visit if needed. Every possible encouragement for good attendance is made. Punctuality is regularly checked, procedures are good and are gradually becoming effective.
49. Child protection procedures are very good. There is a clear policy that is well known to the staff. The designated officer has good working relationships with all relevant support agencies and, overall, this provides very good protection for all pupils.
50. Health and safety provision is very good, and is monitored by the headteacher for the governing body. The school's policy is comprehensive and provides a good basis for consistent safety provision across the school; the school also has the local authority policy in place. Risk assessment is up-to-date and all equipment is well maintained with recorded checks. During the inspection, no new health and safety concerns were noted to be a danger to other pupils. The very good daily site care and monitoring of health and safety by the premises officer makes a significant contribution to the safe and well cared for environment.
51. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and logged. First aid provision is very good; training is up-to-date, and current first aid certificates are held by a designated officer and a number of other staff. Pupils understand who will help them and how this will happen. All serious accidents and head injuries are reported to parents and recorded.

52. The school promotes healthy and safe living through a programme for PSHE, and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.
53. The procedures for assessing pupils' learning vary from very good to unsatisfactory. In the infants and Year 6, the day-to-day assessment of pupils' learning is very good and makes a marked contribution to the good progress made by them in these classes. Elsewhere in the school, assessment of what pupils know and can do is not so rigorous, with the result that the work provided is not always well matched to their needs and their progress reduces to satisfactory. The quality of marking and consequent feedback to pupils also varies. Where it is very good, pupils are praised for what they achieve and targets are set for further improvement. The impact of this approach contrasts strongly with marking which is infrequent or does not set targets. With the former, pupils' work shows clear improvement; with the latter, pupils show disaffection with their work, which is often incomplete and very poorly presented. The assessment of pupils with individual education plans is not rigorous enough, with the result that, too often, they do not reach their targets in the timescales set. The school needs to identify those teachers who need support to bring the standards of their assessment and marking up to the level of the best in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents' views of the school are good. Since September, when the new headteacher took up post, parents feel confident that the school is well led, that teaching is good, that there have been positive developments and closer involvement between parents and the school. Parents are aware that the school is well down the league tables and, whilst being clear that the children are happy and keen to come to school, they are not yet fully aware of improvements in the standard of education being provided. They know that in the last six months there has been an improvement in behaviour, which is now good, and that it is a happy friendly school, which pupils want to attend. Pupils are well cared for and are given many opportunities to develop independence and confidence. The inspection findings largely substantiate parents' views.
55. There is improving communication between home and school through a range of methods, including the school prospectus, termly curriculum newsletter, termly parents' evenings, end of year reports, regular letters, pupil contact books and daily contact with staff. The school is preparing a range of booklets for parents to support children's learning at home; these will be translated for those families who need it. All prospective parents receive good information prior to the pupils' entry, which contributes to their successful induction to the nursery and to reception class, helping both children and parents to settle quickly into the school community. The governors' annual report to parents gives good information and meets legal requirements. The school prospectus is well presented, with necessary and useful information for parents and pupils. This too complies with legal requirements.
56. Parental involvement in the school makes a satisfactory impact on the standards achieved. However, to make the improvements needed and raise standards overall, parental involvement in home-school learning needs to be developed. Support given for the Christmas Fair was good and helped raise considerable funds for the school. Pupils in Year 6 were very keen to talk about this and obviously felt very proud of their parents. There are few parent helpers in the school at the present time. One parent who came in as a helper is now training to be a classroom assistant; another parent is helping with football club. A number of parents have recently volunteered to be helpers, evidence that parents are feeling more confident that their presence is important. Parental attendance at meetings is still low and only approximately 50 per cent regularly attend. To continue developing the partnership between the school and parents and to develop a real home-school partnership, extending opportunities for children to continue the work they achieve in the classroom at home, both the school and parents will need to work more closely together and parents to attend the meetings offered by the school.
57. The parents and friends association is not a formally constituted committee, but comes together for fundraising. The Christmas Fair, a joint event with the French School, was very successful and well supported by parents. There is an association treasurer and the headteacher is developing the association and hopes to recruit a chairman very shortly to form a formal committee and thus provide another mechanism for parents to be more involved with the school community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher provides very clear and effective leadership for the work of the school. Since her arrival at the start of the school year, she has successfully tackled a number of difficult challenges, which were contributing to low standards and an increasing budget deficit. She has given a strong and purposeful lead in raising standards by monitoring teachers' work and setting targets for improvement. As a result, pupils' work in the majority of classes where weakness was detected, shows some improvement. She has succeeded in establishing a good ethos for learning through her determined efforts to improve behaviour throughout the school. In this she has won the support of teachers and parents. Standards of behaviour are much improved on those seen in the last school year, as reported by parents. They now make a significant contribution to the quality of learning. The headteacher has very successfully tackled the over-staffing in the school, which was causing an increasing budget deficit, and has managed to turn a potential deficit into a small surplus from the start of the new financial year. Her clear-sighted vision for the improvement of the school has ensured that the short-term priorities set were appropriate and manageable, as has been demonstrated by their impact on both standards and staff morale. Issues raised at the last inspection have all been addressed, some since the start of the current school year, although some work remains to be done to fully improve provision in ICT. The headteacher is well supported by the skills and expertise of the assistant headteacher. Together they form a strong leadership team which is managing improvement well in difficult circumstances.
59. The delegation of responsibility to staff is effective, in most cases, and the headteacher is well aware, through monitoring procedures, of where colleagues need support and guidance to enable them to fulfil their duties effectively. The role of subject co-ordinators has been developed since the headteacher joined the school, but there is still some way to go before all co-ordinators meet the full professional expectations of the role. For example, while monitoring of planning is carried out regularly, this is not always done as thoroughly as it should be, so that gaps in learning or inadequate coverage of topics are not identified and remedied. The school's performance management programme provides a useful mechanism for improvements in the role of co-ordinators, as all teachers have targets relating to this role. At present, co-ordinators are not given time away from teaching to monitor standards in the core subjects. Consequently, this is not done with the regularity needed to bring about improvements in a short time. The monitoring of teaching by co-ordinators on a formal and regular programme is planned for later in the current term, after teachers have been trained in procedures.
60. The management of special educational needs has been developing since the appointment of a new co-ordinator at the start of the school year. At present, there are unsatisfactory aspects to the management of provision. The identification and monitoring of pupils with special educational needs is not rigorous enough, with the result that too many pupils are either not receiving the support they need or they are not making sufficient progress towards their targets. The school uses money allocated to special educational needs appropriately and supplements the allocation from its own budget. With a growing number of pupils on the register, the financial gap between specific funding and total expenditure widens. The school's commitment to supporting pupils with special educational needs is reflected in its willingness to continue to meet the difference whenever it can. The quality of provision for pupils with special educational needs had declined since the previous inspection. However, since the arrival of the new head-teacher and the appointment of the special needs co-ordinator in September 2001, strenuous efforts have been made to improve provision on a number of fronts, including identifying pupils and the deployment of classroom learning assistants to those areas of greatest need. However, there is still a need to improve procedures for identifying and monitoring pupils who have special educational needs.
61. The school is now beginning to meet its aims to provide high quality teaching and learning. The quality of teaching has improved since the start of the school year. The school fully meets its aim to provide a calm and disciplined atmosphere in which pupils can learn. Throughout the school, there is a quiet, purposeful atmosphere and, in all classes, there are good relationships supporting pupils' learning. Pupils are very happy to celebrate their own and other's achievements, both in class and in special assemblies. The headteacher's good leadership in

setting an example of respect and high expectation for all who work in the school forms a good basis for raising standards through clear strategies and goals.

62. The effectiveness and involvement of the governing body are developing and, under the headteacher's leadership, governors have become more aware of the weaknesses of the school than they were in the recent past. They learn about the work of the school from a planned series of talks by subject co-ordinators, as well as from detailed reports from the headteacher. Governors have a programme of visits to the school to learn about the work in the classroom. They are growing in confidence, are very supportive of the school and are beginning to play a part in its strategic management. They ensure that all statutory requirements are met.
63. The school has an appropriate number of staff to meet the needs of the curriculum. In the recent past the school was considerably overstaffed and the re-allocation of responsibilities, which has resulted from a reduction in staffing accounts for some of the weaknesses in subject co-ordination, as teachers are learning new roles. There has been a high turn-over in teachers since the time of the last inspection. Since then, the headteacher has been replaced twice, most recently at the start of the current school year. All of the teachers in the school have joined since the last inspection and the majority are relatively inexperienced. This produces considerable challenge for the school in terms of leadership of subjects and in the range of expertise they bring to their teaching. However, there is enough expertise and experience in the leadership team, together with the English and ICT co-ordinators, to overcome the difficulties that the school faces. There is an adequate number of support staff, but, given the high proportion of pupils with English as an additional language, there is a need for more adult support with language development in the Foundation Stage. Learning support assistants have benefited from a range of training and the school is now beginning to make use of this increased expertise by their better deployment throughout the school.
64. The school's accommodation is very spacious. There are three halls, providing good provision for physical education and assemblies. The school has separate rooms for music, a computer suite and art. These facilities allow teachers to make use of specialist equipment with whole classes at a time. Some of the classrooms are small and cramped. However, teachers overcome this well to ensure that activities are not restricted because of lack of space. Teachers make good use of the vast expanse of walls to enrich learning with colourful displays, often of pupils' work, which reinforces for pupils the importance of what they do in lessons. The school has no playing field, but has large hard play areas, which provide good space for games lessons. The school site and buildings are very large and complex and are well maintained and cleaned.
65. Learning resources are adequate in all subjects. There has been considerable spending in the recent past on resources for both mathematics and English, which are not entirely suited to the learning needs of pupils and part of the school's current plan is to replace these as funds become available. Currently resources available to teachers are being used effectively to promote pupils' learning.
66. Financial planning in the recent past has not been efficient and, in the last three years, the school's budget had fallen into a deficit from a strong position of surplus at the time of the last inspection. This was due largely to over-staffing and the impact of falling pupil numbers. This position has been successfully halted by the new headteacher, who has acted decisively to bring spending under control and has managed to establish a small surplus for the start of the current financial year. Current financial planning is appropriately focused on raising standards in teaching and in pupils' learning. The school is now effectively applying best value for money principles in its budgeting and spending. Given the standards achieved and the effectiveness of the school in challenging circumstances, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards further, the headteacher, staff and governors of Wix School should:

- (1) Raise standards in the core subjects of English, mathematics and science, by:

- ensuring that there is an appropriate scheme of work for each subject and that this is followed;
- assessing teachers' subject knowledge and expertise in these subjects and, where necessary, provide training to improve this;
- regularly and rigorously monitor the standards and range of pupils' work in these subjects and take action to address any weaknesses or omissions in learning.
(paragraphs 3-7, 77-80, 87, 87, 94, 96)

(2) Improve the quality of teaching in some classes by:

- establishing a programme to monitor teaching, in order to have a clear picture of strengths and weaknesses in all classes and subjects;
- providing guidance and support to those teachers who need it;
- ensuring that all teachers follow the assessment procedures agreed by the school so that they plan their lessons to match the needs of all pupils and give pupils the high quality of encouragement that, currently, only some are receiving.
(paragraphs 24-26, 82, 90, 102, 109)

- (3) Improve the provision for pupils with special educational needs by:
- establishing more thorough and rigorous procedures for identifying pupils special educational needs and giving teachers training in the use of these;
 - setting appropriate learning targets within realistic timescales for pupils and ensuring that these are pursued;
 - ensuring that the special needs co-ordinator monitors pupils' progress towards their targets and challenges teachers when these are not met.
- (paragraphs 11, 28, 34, 60, 82)
- (4) Review the role of subject co-ordinators to ensure that:
- they each have a clear role for monitoring standards and the quality of teaching in their subject;
 - they have appropriate timescales to undertake regular monitoring activities;
 - they understand that they are accountable for standards in their subject;
 - they are provided with training to enable them to discharge all the responsibilities of their role effectively.
- (paragraphs 59, 60, 85, 93, 108, 112, 116)
- (5) Review the curriculum time that is currently allocated to subjects, especially religious education, and revise this in order to ensure there is enough time for each subject to be taught effectively.
- (paragraphs 10, 32, 33, 108, 112, 137)

In addition, the governors could consider the following less important weaknesses for inclusion in their action plan:

- (6) Improve the quality of planning in reception so that there is consistency of provision in the Foundation Stage.
- (paragraphs 68, 69)
- (7) Improve communication with parents and their involvement in the work of the school.
- (paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	9	17	11	3	-	-
Percentage	-	23	43	28	8	-	-

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	20	169
Number of full-time pupils known to be eligible for free school meals		86

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	53
Pupils who left the school other than at the usual time of leaving	57

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 The infants (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of the infants for the latest reporting year	2001	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	7	8
	Girls	8	8	8
	Total	13	15	16
Percentage of pupils at NC level 2 or above	School	65 (75)	75 (81)	80 (69)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	8	8	9
	Total	14	16	17
Percentage of pupils at NC level 2 or above	School	70 (81)	80 (75)	85 (78)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	21	16	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	14
	Girls	10	4	10
	Total	22	13	24
Percentage of pupils at NC level 4 or above	School	59 (41)	35 (41)	65 (59)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	13
	Girls	10	6	11
	Total	20	14	24
Percentage of pupils at NC level 4 or above	School	54 (38)	38 (64)	65 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	37
Black – African heritage	21
Black – other	22
Indian	5
Pakistani	6
Bangladeshi	0
Chinese	4
White	39
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	16.9
Average class size	24.1

Education support staff: YR – Y7

Total number of education support staff	8.0
Total aggregate hours worked per week	106.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20.0
Total number of education support staff	1.0
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	10.0

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	693784
Total expenditure	705506
Expenditure per pupil	2940
Balance brought forward from previous year	28900
Balance carried forward to next year	17178

Recruitment of teachers

Number of teachers who left the school during the last two years	10.2
Number of teachers appointed to the school during the last two years	8.0

Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	-

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	189
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	62	21	0	0	0
Behaviour in the school is good.	62	29	4	0	4
My child gets the right amount of work to do at home.	62	17	8	8	4
The teaching is good.	71	25	0	0	4
I am kept well informed about how my child is getting on.	75	12	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	25	4	4	0
The school expects my child to work hard and achieve his or her best.	58	29	4	0	8
The school works closely with parents.	50	29	12	0	8
The school is well led and managed.	54	38	4	0	4
The school is helping my child become mature and responsible.	54	38	4	0	4
The school provides an interesting range of activities outside lessons.	33	38	8	0	21

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Only about half of the current reception pupils attended the school nursery prior to entering the reception class. Currently, 20 pupils attend the nursery full time. Children enter the reception class at the beginning of the school year, in September. The nursery and reception classes are known as the Foundation Stage. The children follow a curriculum based on six areas of learning described below. Each area of learning has a series of stages to be reached by children as they progress through the Foundation Stage. These are called *stepping stones*. Children work towards achieving the Early Learning Goals by the time they start in Year 1. Although children currently in the nursery class are making good progress, this is from a level of attainment on entry which is well-below average and children's overall attainment on entry to the reception class is below average for their age, particularly in the areas of communication, language and literacy and mathematical development. There is an unusually high rate of pupil movement in and out of the nursery and reception classes and the current reception class of 29 children contains eight children for whom English is an additional language, several of whom have only recently joined the school, as well as five children who have been identified as having special educational needs. There has been improvement since the last inspection in the quality of provision in the nursery which is now good.
68. Teaching in the Foundation Stage ranges from very good to satisfactory and is satisfactory overall. During the current school year, there have been significant changes in staffing in the Foundation Stage. Positive changes have been made, particularly in the quality of teaching and planning in the nursery class. Although both teachers now base their lessons on the Early Learning Goals for the Foundation Stage, there are significant differences in the quality of planning between the two classes. Planning and assessment are particularly good in the nursery where the teacher has very detailed records of each child's development, whereas assessment in the reception class is less systematic. Where teaching is good or very good, in the nursery, the teacher has quickly developed clear routines for the children to follow, resulting in security and developing self-confidence. She has a very good rapport with the children and is very skilled in building trusting relationships. Her explanations are very clear, and very good use is made of questioning to gauge understanding and guide children's learning. The teacher's planning ensures that good provision is made for the needs of the very youngest children to interact in play activities, to initiate activities for themselves, to become involved in role-play activities and develop independence in their work.
69. All lessons seen in the reception class were satisfactory, with an appropriate balance of formal literacy and numeracy activities, as well as an awareness of the need, where appropriate, to begin to introduce some aspects of the infants' programme of study as the reception year draws to a close. Learning objectives for activities are not always sufficiently clear and the organisation of pupils and expectations of pupils during the "free choice" activities are not made sufficiently clear to the pupils. In addition, the pupils frequently dictated the pace of the lesson during this part of the session rather than being directed by the teacher, leading to some aimless "wandering" as the session progressed. The support assistant in the reception class is not always used to the best advantage and is often directed by the teacher to work outside the classroom, with a small group. This is not always the most efficient or effective use of this valuable resource.
70. Provision for pupils with special educational needs in the Foundation Stage is satisfactory overall, with early identification of pupils with particular learning needs and there is good inclusion of pupils with significant special needs or English as an additional language. Accommodation for the nursery class is good and for the reception class, satisfactory. The nursery children have regular opportunities to work and play in a secure, well resourced and well planned outside environment. However, outdoor facilities for the reception pupils and opportunities for outdoor play are more restricted. At the time of inspection, plans were at an advanced stage to make structural alterations to the classroom to provide direct access to the play area from the classroom. Resources for the Foundation Stage are satisfactory, overall.

Personal, social and emotional development

71. Children are likely to achieve the Early Learning Goals for this area of learning by the time they leave the reception class. Pupils make good progress from a generally low level of attainment on entry to the school. In the nursery, the very youngest children are beginning to show curiosity, feel safe and secure and show a sense of trust. Most separate from their parent or carer with confidence on arrival in the morning, collecting their name card and moving independently to an activity. They show willingness to tackle problems and are beginning to make connections between different parts of their experience. Most are beginning to concentrate for lengthening periods, sitting quietly and alertly on the carpet, for example, during introductions to lessons, and when involved in a task. In the reception class, most pupils respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating, for example, when engaged in role play in the class "Office". Most respond appropriately to group activities, listening and participating as required and responding appropriately to warnings and instructions. They become involved in the classroom routines, such as clearing away after activities, and most demonstrate care, respect and affection for other children. The majority of reception children are able to change and dress independently for a physical education lesson, although a minority require adult assistance. Teaching in this area of learning is very good in the nursery and satisfactory in the reception class.

Communication, language and literacy

72. There is a wide variation in the standards achieved and, by the end of the reception class, overall, most children will not reach the Early Learning Goals. Most children in the nursery are beginning to use simple statements and questions, often linked to gestures, to communicate. They enjoy listening to favourite nursery rhymes, stories and songs and most attempt to join in with repeated refrains, responding appropriately, for example, during the teacher's sung registration activity. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. Although most children in the reception class are writing over the teacher's writing, beginning correct letter formation and copying under their teacher's examples, overall, standards of handwriting are below that expected of pupils approaching their fifth birthday. Many are using simple grammatical structures and gaining the self-confidence to speak to others about their wants and interests and are beginning to use language confidently for an increasing range of purposes. Children make a satisfactory start to reading in the reception class; all have book bags and take home reading books regularly and are heard reading regularly by the class teacher and classroom assistant, although standards of reading are below that expected of pupils by the end of the reception year. Teaching in this area of learning ranges from very good to satisfactory and is satisfactory overall.

Mathematical development

73. By the time they leave the reception class, children are unlikely to achieve the Early Learning Goals in this area of learning. Children in the nursery are beginning to show an interest in numbers and counting and use some number names and number language spontaneously. In the reception class, most children recognise the numbers to 9 and are able to select the correct number to represent 1-9 objects. Although children sometimes show confidence in offering solutions to problems and are beginning to use their developing mathematical understanding to solve practical problems, the majority require considerable adult support and their use of the language of number is below expectations. In the mathematical sessions observed, the teaching ranged from good to satisfactory and was satisfactory overall. In the best cases, activities are well-planned, with purposeful tasks appropriately matched to the pupils' needs and the teacher and support teacher make good use of mathematical vocabulary.

Knowledge and understanding of the world

74. By the time children start Year 1 they are unlikely to have reached the Early Learning Goals in this area of learning, although they make good progress from a low level of attainment on entry. In the nursery class, children are demonstrating curiosity and interest by facial expressions and movement and, for example, in their work on "Fossils" most are showing curiosity and describing simple features of objects. In the reception class, a minority of older children are able to talk confidently and readily to adults and other children about day-to-day life and about events

important to them. They are finding out about and using everyday technology when working at the class computer, using the “mouse” confidently to move the cursor on the computer screen, to “dress Teddy”, for example. They use simple tools and techniques competently, for example, when making “blow paintings” and are constructing with a purpose in mind using a variety of resources. They notice differences between features in their local environment and are beginning to differentiate between past and present. The quality of teaching ranges from good to satisfactory and is satisfactory overall. In the best cases, the teacher plans interesting and exciting activities which motivate pupils and develop their curiosity and leads to good progress.

Physical development

75. Children are likely to achieve the Early Learning Goals before they leave reception. Nursery children are provided with a very good range of activities designed to enhance their physical development and very good use is made of the outdoor resources to provide a stimulating range of activities, with the result that pupils make good progress. In the reception class, in “free choice” activities, children begin to develop their “small-motor skills”, using a range of small equipment with increasing confidence and are beginning to develop their pencil grip and control by tracing letters carefully. Although currently there are limited regular opportunities for children to develop their physical control outdoors due to limitations in accommodation, in a lesson observed in the hall, most children demonstrated an appropriate awareness of their own bodies and control of their own and others' space. Most responded to the activities with enthusiasm, imagination and confidence, making and holding shapes. Teaching in this area of learning is satisfactory overall.

Creative development

76. Children are on course to achieve the Early Learning Goals by the time they leave reception. Children in the nursery are beginning to join in with favourite songs, responding to sound with body movements. They explore media and materials, beginning to describe the texture of materials and are beginning to construct stacking boxes vertically and horizontally. They are learning to sing a range of traditional nursery rhymes and are learning how to line up and “follow the leader”. Creative activities are included in a well-organised range of activities, with all resources readily at hand and available for the children to use. In the reception class, children, with support, are making constructions, collages and paintings and exploring mixing colours. They are beginning to tap out simple repeated rhythms and explore how sounds can be changed. They use available resources for role-play, engaging in imaginative role-play based on their own first-hand experience, playing alongside other children who are engaged in the same theme. Teaching in these lessons was satisfactory overall. In the nursery class, where teaching was very good, creative activities are included in a well-organised range of activities, with all resources readily at hand and available for the children to use independently.

ENGLISH

77. In the national tests in 2001, pupils' performance in both reading and writing at seven was well below the national average, but in line with the performance of pupils in similar schools. In the same tests for 11-year-olds, pupils' performance was well below the national average in English and in line with the performance of pupils in similar schools. These results show a downward trend for seven-year-olds since the time of the last inspection, when they achieved in line with the national average. Standards in the infants have improved in the last year and pupils in Year 2 are reaching higher standards than described above. Standards at the end of the juniors are below the national average, which shows improvement on the test results last year. Improvement since the last inspection has been satisfactory, with the implementation of the literacy strategy and the development of new assessment procedures.
78. The majority of seven-year-olds reach the expected standard for speaking and listening. Those who do not are pupils who have English as an additional language and have recently joined the school. Pupils achieve these standards because teachers in the infants plan good opportunities for pupils to learn through talk and are skilled at promoting discussion amongst pupils. As a result, pupils are able to express their own ideas carefully and listen quietly to follow the ideas of others. In a lively discussion in Year 1, pupils help the teacher to list and explain what was stolen in a story they have heard. Their good recall of detail demonstrates how well they have

listened. By the end of the juniors, pupils are confident speakers and enter well into a debate about whether mobile phones should be allowed in school. This standard is not reflected in other classes in the juniors, where pupils' standards of listening are below the expectation for their age and their ability to sustain and develop each other's ideas is weak. Teachers in the juniors, except for Year 6, do not always make a point of drawing in pupils who have English as an additional language to help them practise and gain confidence in speaking.

79. Pupils in the infants reach standards similar to the national expectation in their reading. However, a smaller proportion than usual read at above the expected level, although all pupils achieve well in their reading and make good progress. They are very well taught in both classes in the infants and learn good strategies for reading as a consequence. They are taught letter sounds and recognition of common words very thoroughly and both teachers ensure that they understand what they read through well planned, guided reading sessions. By the end of the juniors, pupils' standards in reading are below the expectation for their age. Many pupils read fluently and with good understanding, but a similar number have limited strategies for coping with new words and do not fully understand what they read. A number of factors contribute to these weaknesses in reading. One is the impact of weak or interrupted teaching in the past. This is evident amongst those pupils who have been in the school since the infants and have weaknesses in their knowledge of letter sounds and have difficulty in guessing the meaning of a word from the events in the text. Another factor is the large number of pupils who have joined the school in the juniors, many of them recently, have English as an additional language and have either not been taught letter sounds till they arrive in the school, or have low levels of fluency and a very limited vocabulary.
80. Pupils in the infants write well and achieve the standard expected for their age. By Year 2, the vast majority of pupils write with good sentence structure and they usually punctuate their sentences correctly. In a lesson about stories with similar themes, pupils in Year 2 show how well they understand the importance of using the right language when they explore synonyms for such words as 'astonished' and suggest 'astounded', 'surprised' and 'amazed'. They have a sound understanding of the conventions of story writing and know that certain stories, such as fairy stories, begin in a particular way and have a happy ending. Higher attaining pupils know that stories can contain a moral and write stories like this themselves. In the infants, pupils' spelling is at the expected level because they are taught letter sounds very thoroughly and use this knowledge to help them with unfamiliar words. All pupils recognise the need for stories to have a beginning, a middle and an end and use this structure in their own stories. Handwriting is legible and for all pupils letters are correctly formed.
81. By Year 6, pupils are able to write with appropriate structure when they try to persuade the reader of their viewpoint about mobile phones, the use of animals in a circus or whether dogs should be allowed in parks. They use language effectively to connect ideas and to present opposing points of view. For many average and lower attaining pupils and for pupils with English as an additional language, this is done with considerable support from the teacher and classroom assistants. Some average and all higher attaining pupils manage this independently and are achieving well, reaching at least the expected standard. In the written work of all pupils, however, there are weaknesses, which point to gaps in learning in the past. For example, many pupils have weak spelling strategies and do not attempt to spell unfamiliar words by sounding out and using letter sounds. Other weaknesses include inaccurate or omitted punctuation, weak understanding of grammatical structures and a limited vocabulary. Handwriting and presentation vary between very good and poor. Standards in writing in Years 3, 4 and 5 are currently well below the expectation for their age. This is because, in addition to the reasons suggested above concerning weaknesses in learning in the past, there is also the lack of opportunity to write frequently and for different subjects in these classes. Pupils have too few opportunities to write at length and, in many instances, writing begun in literacy lessons is not completed.
82. Not all pupils who have special educational needs are identified and given individual education plans. This means that a sizeable proportion of pupils are not having their needs properly addressed by teachers. Where pupils' special educational needs are identified they are not met consistently from class to class. In some classes, the teachers' very good assessment of their pupils ensures that they provide the correct amount of challenge to help them progress. In other classes, pupils are not well supported in their learning and they make unsatisfactory progress.

83. In both classes in the infants and in Year 6, pupils are achieving well in the subject. This is because the teachers' planning is based on very thorough assessment of the pupils' needs. Teaching in these classes is very good and reflects an understanding of how pupils learn. For instance, in a Year 6 lesson about persuasive writing, the teacher was careful to plan a wide range of activities, which enabled pupils to hear and recognise the use of specific language to introduce and develop an argument. After regular repetition and use of these terms, pupils were confident in using terms such as 'on the one hand' and 'however' and 'furthermore' to present their arguments. Similarly, in the infants, teachers present ideas in novel and interesting ways to make learning memorable. In a Year 1 lesson, the teacher made very effective use of role-play to help the pupils appreciate the importance of both clear recall of details in what they have heard and to organise information in a structured way. In these classes, pupils show a great enthusiasm for the subject and are able to work independently for long periods. Teaching in the Year 3, 4 and 5 classes is satisfactory overall, with some unsatisfactory teaching seen and evidence of more in the work of pupils. Some discernible weaknesses reduce learning over time for pupils. These include a lack of clarity of learning objectives for the lesson, inappropriate starting points for new learning and tasks which do not relate sufficiently to the learning objectives to help pupils consolidate what they are learning. As a result, there are instances in pupils' work in these classes where tasks are not completed, because pupils have not been set realistic challenges for the time available. Pupils' response to the work is often good, but signs of frustration are evident in a declining enthusiasm in some lessons and in the poor presentation in the work of some pupils. Teachers make some use of ICT in their lessons and pupils have the opportunity to present their work in different formats and layouts by using computers.
84. The skills that pupils learn in English lessons are not sufficiently developed in other subjects in the juniors. The lack of emphasis on speaking and writing in subjects such as history, geography and religious education reduces the opportunities for pupils to consolidate their literacy skills through regular practice of them. In the infants and in Year 6, pupils have good opportunities to use their reading and writing for other subjects and, in these classes, the benefits to the pupils' learning is evident.
85. The subject co-ordinator has been in post for one year and is beginning to have an impact on standards and the quality of teaching. She has good subject knowledge and a clear vision for the subject. She provides a good example to colleagues in the quality of her own work and gives clear guidance to colleagues. She has monitored standards of pupils' work in the school through scrutiny of their books and assessment records. Currently, she monitors teaching through weekly planning. Given the weaknesses in teaching in the juniors, it is important that she has the opportunity to monitor teaching and learning through direct observation, so that she can set appropriate targets and give specific guidance to teachers. The headteacher recognises that this is needed and has planned training in classroom observation for teachers later this term. In order to improve standards in the subject quickly the school needs to:
- revise and clearly define the role and responsibilities of the English co-ordinator;
 - establish a regular and rigorous monitoring programme, with time away from the classroom to carry out these duties effectively;
 - establish and develop thorough and rigorous monitoring procedures to track pupils' progress and the standards they achieve;
 - improve the skills and subject knowledge of some teachers in the juniors.

MATHEMATICS

86. Attainment at the time of the last report was said to match the national average at both seven and 11. This is no longer the case. Attainment at the end of both Year 2 and Year 6 is now below the national average and, since 1998, the results in national tests have followed a downward trend. There is, however, evidence of improvement, particularly in pupils aged seven and younger.
87. Many pupils entering the school have poor mathematical skills and limited mathematical vocabulary. They make good progress during the Foundation Stage and the majority maintain this at a satisfactory level until the age of seven. Levels of progress are not sustained through the older classes. Progress here varies considerably from year to year and is unsatisfactory overall. The examination of pupils' work showed a greater than average number of pupils not reaching national standards. Three factors have had an adverse affect on progress - the high rate of pupil

mobility (less than half the pupils in Year 6 have been in school since reception), the failure to identify pupils with special educational needs and the high rate of teacher turn-over. Two of these factors have now been addressed. Since September, the number of pupils identified as having special educational needs has almost doubled and the high rate of teacher turnover appears to have been halted since the arrival of the new headteacher.

88. By age seven, pupils are developing a secure grasp of number and their ability to manipulate numbers mentally is developing well. They can recognise odd and even numbers, know the two, five and ten multiplication tables and can share by two. They are developing a good understanding of the mathematical principles of multiplication and division as, respectively, repeated addition and subtraction. They can partition numbers and are developing an understanding of place value and simple fractions, such as halves and quarters. They can identify many two- and some three-dimensional shapes and explain some of their properties. Pupils understand some basic measures. Mathematical vocabulary is developing well; pupils understand and use words such as '*subtract*', '*minus*', '*length*' and '*width*' correctly. Lower attaining pupils order numbers to 100 and have a basic understanding of hundreds, tens and units. They add coins to a value of ten pence and understand the concept of halves.
89. By age 11, some pupils have developed sound strategies for manipulating numbers mentally. They have a secure understanding of the four mathematical operations and the relationship between them. A minority know multiplication tables to 10 and higher achieving pupils can multiply four-digit by two-digit numbers, add and subtract decimals up to two decimal places and understand the processes of long division and multiplication. Pupils' knowledge of shape and space is sound. Many have a basic understanding of lines of symmetry, rotational and reflective symmetry, area, volume, ratio and proportion. They have a sound knowledge of metric units of measurement. Lower achieving pupils round to one decimal place, use co-ordinates appropriately and multiply three-digit numbers by two-digit numbers. Lower achieving pupils are very often well supported by the class teacher or the well-briefed classroom assistants. Many pupils, however, have an insecure knowledge of computational skills and this slows the progress they make in all areas of the subject. Progress for a number of pupils is additionally impeded by their inability to read and interpret questions or instructions independently.
90. Six lessons were observed. The overall quality of teaching was good, as five of the lessons seen were good or better. One lesson was unsatisfactory. This represents an improvement in the quality of teaching since the last inspection. Although the lesson plan was sound in the one unsatisfactory lesson, it was not adhered to and the majority of pupils did not achieve the learning objective. In the lessons seen, teachers generally adapted work to suit the different ability groups within class. However, this was not consistently the pattern in the samples of pupils' work seen. In some classes, there was evidence of all pupils undertaking exactly the same task irrespective of their differing abilities and this is a weakness. In Years 1, 2 and 6, the range of tasks seen in lessons was well reflected in pupils' books throughout the earlier part of the year. In the lessons seen, planning was consistently good and often lessons were clearly evaluated from day to day on the weekly planning sheets. The majority of lessons were delivered at a good pace and maximised pupils' participation. Teachers are effective in drawing all pupils into oral work by asking a range of open-ended questions, often directed at specific pupils. These are frequently sufficiently well focused to ensure a correct response and thus enhance the pupils' self-esteem. Lessons in Years 1, 3 and 6 were particularly effective in this respect. Activities in Year 2 and 3 lessons were to be completed in an allocated time, ensuring a brisk pace to pupils' work rate. Teachers make good use of the plenary session at the end of the lesson to reinforce or extend learning. In a Year 6 lesson on multiplication strategies, the teacher introduced pupils to the Italian method of working and set pupils the challenge of explaining how they thought this worked the next day.
91. Teachers throughout the school promote good thinking by constantly asking pupils to explain their methods. Quick-fire questions ensure that other pupils are listening and understand the strategy being explained. The teacher in Year 4 asked, "Which operation should I use?" In Year 6 the teacher asked, "Is there anything wrong here?" Teachers frequently ask for alternate solutions. In a Year 2 lesson, a pupil gave an alternative solution to doubling seven by building on the previous question of doubling six by suggesting, "If $6 + 6 = 12$, then seven is one more and this makes two more on the answer". Some teachers promote pupils' confidence well. As a result, pupils have good attitudes to the subject and participate fully in lessons. They answer

questions without fear of being wrong or ridiculed by others for giving wrong answers. Teachers make very good use of resources. In particular, classroom assistants make an effective contribution to teaching and learning. Teachers brief them well and check on the effectiveness of their input during lessons. Marking, however, is variable. Comments, usually encouraging, often relate to the quality of presentation, not to promoting pupils' thinking or mathematical improvement. Regular homework across the school supports work done in class. More practical tasks to promote pupils' use and application of mathematics need to be introduced. Currently, the small amount of work set in this area is in the context of 'pencil and paper' problem-solving tasks and does not pose genuine investigation.

92. Computers are used increasingly to support learning in mathematics. However, numeracy skills are not being effectively developed within other subjects. Opportunities are missed. Work in geography could be effectively linked to pupils' understanding of co-ordinates and more work in science could be mathematically related. Data handling, which was a training focus for teachers earlier this year, has had little impact upon pupils' work. Little beyond good graph work in Years 1 and 2 was seen. Assessment is generally not used effectively to inform future planning. This is a weakness. Resources are good and frequently used; equipment is classroom based. Less regularly used resources are accessible, but stored centrally.
93. The co-ordinator, has been in post since September. She monitors planning and runs booster classes funded by the local authority to raise standards for targeted pupils in Year 6. However, she does not scrutinise pupils' work regularly enough, nor monitor associated target setting and curriculum coverage rigorously enough to ensure that the subject is effectively delivered in all classes and this is a weakness. The current action plan introduced by the new headteacher is well focused on raising standards in the subject. The sharp decline in standards since the last inspection makes improvement overall unsatisfactory. However, there has been improvement since the last inspection in the quality of teaching and planning and in the adoption of the National Numeracy Strategy. In order to improve standards quickly the school needs to:
- revise and clearly define the role and responsibilities of the mathematics co-ordinator;
 - establish a regular and rigorous monitoring programme, with time away from the classroom to carry out these duties effectively;
 - establish and develop thorough and rigorous monitoring procedures to track pupils' progress and the standards they achieve;
 - improve the skills and subject knowledge of some teachers in the juniors.

SCIENCE

94. Attainment in science is below expectations at the end of both the infants and the juniors. Although pupils are now making satisfactory progress as they move through the school, due to recent improvements to the curriculum, these changes have not been in place for sufficient time to fully overcome the gaps in pupils' knowledge caused by historic weaknesses in the curriculum and in the teaching of the subject. The changes put in place, with science lessons now timetabled on a weekly basis and more time given to investigative science, have improved the quality of teaching and learning in the subject. Progress since the previous inspection has been satisfactory.
95. In the infants, Year 1 pupils studying sound understand at a simple level that there are many types and sources of sound and, with considerable support and guidance, are grouping objects into those that you pluck, bang, shake or blow. They are using first-hand experience and basic information sources to provide answers to questions and are investigating through the appropriate use of their senses. In Year 2, pupils learning about electricity recognise the hazards inherent in using electricity and know that electricity can make things move and work. Pupils' ability to write and explain what they know and understand, however, is below expectations. Nevertheless, throughout the infants, pupils are beginning to ask questions about their science work and are learning to use focused exploration and investigation to acquire knowledge, skills and understanding. They are making good progress from a low level of attainment on entry to the school.

96. In the juniors, Year 3 pupils learning about shadows, demonstrate weak knowledge and understanding, with several pupils offering “The Sun goes away” to explain what happens when clouds cover the sky and only one child suggesting that the shadow would move relative to the position of the Sun. Year 4 pupils, undertaking an investigation into which materials are better insulators, are slow to make connections between the teacher’s very lively exposition – arriving in the classroom dressed in several layers of clothing – and the investigation they were carrying out. No science lesson was observed in Year 5 and the volume and quality of the limited work that was available for scrutiny, on water, was below expectations for Year 5. Pupils in Year 6, investigating how sound travels and the factors involved when pitch and volume are changed, are hindered significantly by their lack of experience of investigative work in previous years and the generally low level of their literacy skills. Although, due to the very good quality of teaching in Year 6, pupils are making good progress in overcoming these shortcomings, the breadth and depth of their understanding remains below expectations for pupils at the end of the juniors.
97. The quality of learning in both lessons observed in the infants was good. In the juniors, the quality of learning ranged from very good to satisfactory and was good overall. In the best cases, particularly in the infants and in Year 6, pupils made good progress due to well-planned and well-paced lessons with opportunities for practical tasks. Pupils’ attitudes and behaviour in the infants varied between very good and good. In the juniors, where attitudes and behaviour ranged from very good to unsatisfactory, they were satisfactory overall. Most pupils enjoy their science lessons, work together appropriately and try their best, although pupils in the Year 4 lesson observed found it difficult to work co-operatively and maintain their concentration, despite good support and encouragement from the teacher.
98. The quality of teaching in science lessons in the infants was good and very good. In the juniors, teaching ranged from very good to satisfactory. Most teachers give clear explanations and are confident in their subject knowledge. They plan lessons well, with clear links to the National Curriculum Programmes of Study, and have good links with other curriculum areas, such as English and mathematics. Most teachers have appropriately high expectations of pupils’ work and behaviour and provide appropriate work and support for the range of abilities within their classes, although there was limited evidence of different work being undertaken by pupils of differing ability in the scrutiny of previous work.
99. The enthusiastic and effective subject-co-ordinator has developed a very good overview of science, has improved the quality of science provision by introducing a well structured scheme of work and holds a bi-weekly, well-attended Year 6 after-school Science Club. She has analysed test results very carefully to pinpoint areas of weakness and monitored teaching in the subject. The development of investigative and experimental work has been made a priority and scrutiny of pupils’ work demonstrates that regular opportunities are now provided for pupils to undertake investigative work in most classes. Significant improvements have been made in both the quality and quantity of resources and there is now a satisfactory range of resources for science.

ART AND DESIGN

100. Three lessons were observed during the inspection. The one lesson observed in the infants provided insufficient evidence on which to make secure overall judgements on pupils’ attitudes or the quality of teaching and learning. However, additional evidence was gained from a survey of work undertaken during the current school year and on display in classrooms and around the school. Overall, attainment in art at the end of the infants is in line with expectations for their age, due to enthusiastic and well-informed teaching in both classes. However, pupils’ attainment at the end of the juniors is below expectations for their age. The scrutiny of work indicates that, although currently a broadly appropriate range of work in a variety of media in two- and three-dimensions is planned, pupils in the juniors have insufficient opportunities to develop their drawing and observational skills, or to develop an understanding of artists’ work and apply it to their own. Progress in the key skills, particularly observational drawing, is unsatisfactory in the juniors.
101. In the infants, Year 1 pupils have drawn faces and made pencil portraits. These samples show a wide range of developmental stages, with some pupils demonstrating immature drawing development. Year 1 pupils produced paintings of a satisfactory standard in the style of Mondrian and could explain that he used only primary colours in his work. In a Year 2 lesson, pupils were

making satisfactory observational drawings of flowers and were carefully painting these, using watercolours and fine brushes. In the juniors, Year 3 pupils have drawn and painted plants and flowers and made pencil observational drawings of shells, twigs and feathers. In a Year 4 lesson, pupils are making paper "mosaics" in a link to their work on the Romans. The resulting artefacts demonstrate sustained effort and response, but are of a quality below that expected for their age. Limited evidence was available of pupils' artwork in Year 5 and, in the lesson observed, it was not possible to make a judgement on the attainment of pupils due to the unsatisfactory teaching. During the current year, Year 6 pupils have practised drawing a figure, looking at the correct proportions, have studied the work of Matisse and Van Eyck. There is only very limited evidence of ICT being used for art activities – pupils were using a CD-Rom art package in the Year 2 lesson, for example.

102. The quality of learning was good in the Year 2 lesson. In the juniors, learning in the two lessons seen varied between satisfactory in Year 4 and unsatisfactory in Year 5. In the best cases, pupils enjoy their art activities, responding well to practical guidelines and showing pride in their achievements. The quality of teaching was good in the lesson observed in the infants and varied between good and unsatisfactory in the juniors, but was satisfactory overall. Where teaching is good, the teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, resource lessons appropriately and motivate pupils well. Where teaching was judged to be unsatisfactory, in a Year 5 lesson, this was because no demonstrations or examples were provided to support the pupils, there was no direct teaching of key skills and learning objectives were unclear.
103. Resources for art are unsatisfactory, particularly in the provision of posters and prints to support pupils' study of artists' work. The subject co-ordinator is new to the role and is currently re-writing a scheme of work for the subject and reorganising resources to support teachers.

DESIGN AND TECHNOLOGY

104. At the previous inspection, pupil attainment at seven and 11 matched national expectations. This is still true for pupils aged seven, but not so for those aged 11. Their standards are now below national expectations. No lessons were seen during the inspection, so judgements are based upon discussions with the co-ordinator and pupils, the scrutiny of work and teachers' planning. It was clear from the evidence of work done earlier in the year that insufficient curriculum time is given to the subject. The school, however, values the work that has been done, as was shown by a number of good quality displays of design and technology work around the school. A large display on air and flight in the entrance to the school includes work by all year groups and reflects a number of subject areas, including design and technology, with parachutes designed and constructed by the pupils. Progress in the subject since the last inspection has been unsatisfactory.
105. By the age of seven, pupils are developing their ability to use simple tools to cut and shape materials such as fabric, paper and card. In a Year 2 class, pupils had made glove puppets and they talked enthusiastically about these. They showed a good understanding of the three stages of production – design, construction and evaluation -- and had a good understanding of subject-specific vocabulary. They defined such terms as 'sketching' and 'design briefs' with clear understanding. They also spoke graphically about problems they had encountered and how their work might be improved. There was clear evidence of written evaluations and the work they had produced was well displayed.
106. By the age of 11, current pupils have had few opportunities to produce designs for a particular purpose. Year 6 pupils had no recall of design and technology projects prior to the current year. They are now making slippers and, so far, have addressed the design brief. It is planned that they will evaluate the choice of materials before construction and then evaluate the finished products. Pupils are clearly enjoying this work and attitudes towards the subject are very positive. Pupils in Year 4 have focused on lever actions and have designed, produced and evaluated pop-up cards and pictures. Year 5 pupils have made bread, but, whilst there was evidence of the process, there was none of evaluation. This is, in part, a result of the time allocated to the subject being half that allocated by schools nationally. Consequently, the development of skills and understanding is limited.

107. No judgements on teaching can be made as no lessons were observed.
108. The subject co-ordinator has overseen the introduction of a new scheme of work based on national guidelines. She monitors planning and is working towards a whole school approach to this, as well as better evaluation procedures throughout the subject. She recognises the need for school-based training to improve her own and other teachers' design skills. She recognises that recording attainment is an area that still needs development. The school has begun to address the issues relating to design and technology. However, if the subject is to develop fully, more curriculum time must be found for it.

GEOGRAPHY

109. Only one geography lesson, in the infants, was observed during the inspection. A scrutiny of pupils' work in topic books and on display around the school suggests that pupils, particularly in the juniors, have insufficient opportunities to develop their geographical understanding. Attainment in geography is below expectations at the end of the infants, largely due to the low level of attainment on entry to the school but pupils at this age are making appropriate progress. However, in the juniors, pupils' attainment is unsatisfactory by 11, due to very limited opportunities to develop their geographical skills, particularly in Year 4 and Year 5. Pupils make unsatisfactory progress in geography.
110. Year 1 pupils following the adventures of "Barnaby Bear" and his visit to Dublin were beginning to identify and describe what places are like. They were talking about the differences and similarities between London and Dublin and, with support, writing "Postcards from Dublin", listing key places seen in the video. Year 2 pupils have looked at towns and seaside places and yearly climate changes. In the juniors, Year 3 pupils have undertaken a road survey and looked at improvements in the local area. Year 4 pupils have looked at the Indian community of Chembakoli, although a surprisingly limited amount of work was available for scrutiny from this term-long topic. Year 5 pupils have conducted a local traffic investigation and Year 6 pupils have looked at features within a community, the importance of the "water cycle" to the environment, the parts of a river system, the science of "tectonics" – using the Internet to gather information - and have undertaken exercises designed to develop their map-reading skills.
111. The quality of teaching in the one geography lesson seen was good. However, it is not possible to draw any firm conclusions about the overall quality of teaching from this one example. In this lesson, questioning was used well, allowing pupils to put forward their own ideas, but not allowing this to deflect from the learning intentions for the lesson. The good quality of teaching motivated pupils well and led to good quality of learning and progress.
112. There is a scheme of work in place for the subject, but this is not adhered to by all teachers. Scrutiny of pupils' work suggests that in some classes not enough time is allocated to teaching the subject. There is a need to develop the role of the co-ordinator so that she has the opportunity to monitor both teachers' planning and the standards of pupils' work and give feedback to colleagues on the strengths and weaknesses in their provision for the subject.

HISTORY

113. By the time they are seven, pupils' knowledge and understanding in history are in line with the expectation for their age. They recognise some differences between the past and present and can give examples of how things have changed overtime. They know for, example, that transport has changed and that the power to drive motor vehicles comes from advances in technology. In the infants, they learn about important events, such as the Great Fire of London, and about famous people, such as Florence Nightingale.
114. By the time they are 11, pupils do not reach the standard expected for their age. This is because, despite good teaching and high expectations from the teacher in this class, pupils have too many gaps in their learning to develop the breadth and depth of understanding usually found in pupils of this age. Their factual knowledge of different eras and notable people is derived mainly from

teachers' explanations and descriptions and pupils have not had sufficient opportunity to discover about the past for themselves. As a result, in classes outside of Year 6, pupils have weak enquiry skills. By Year 6, pupils are not able to link different eras in history and draw comparisons in a way that is expected of pupils of this age. In Year 3, pupils' study of Ancient Egypt is not well planned. The work on the pyramids, begun in the spring term, is not complete and, this term, they revisited the topic by looking at Egyptian writing. In Years 4 and 5, pupils' study of invaders and the Tudor regime also lacks coherence, so that pupils do not gain a perspective on the different eras. In Year 6, the study of the Victorian era shows a clear focus on contrasts between the rich and poor and on how the growth of factories affected people's lives. It is clear from the work in pupils' books and in discussion that they have a view of the era and are able to recall factual detail.

115. Teaching seen during the inspection was good in the infants and satisfactory in the juniors. In the infants, good questioning by the teacher about what pupils saw on a video helped them to develop an understanding of the ways in which transport had changed over time. Higher attaining pupils were able to reason that road surfaces had to change with the introduction of motor cars and that petrol would produce pollution. The very good planning for the subject allowed pupils to make links with other areas of learning, as well as to use their literacy skills to record their learning. Because of the teacher's lively approach and high expectations, pupils were enthusiastic and worked hard throughout the lesson. In Year 3, where teaching was just satisfactory, pupils lacked enthusiasm for the task of writing their names in hieroglyphics. They made some gains in understanding about the Egyptian way of life and could recall that girls were not taught to write, but overall, lack of good planning and use of interesting resources led to only satisfactory progress.
116. The co-ordinator is not aware of standards in the subject throughout the school and needs to monitor the work done by pupils and teachers' planning more rigorously and to take action when the agreed scheme of work is not followed. Since the last inspection standards have fallen in the juniors. This is the result of interrupted and weak teaching in the past and a lack of adherence to the current scheme of work in some classes in the juniors. Improvement since the last inspection is unsatisfactory in the juniors and the role of the co-ordinator is central to reversing this.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

117. At the time of the last inspection ICT was identified as a weakness of the school. Since then the school has acquired a suite with fifteen computers linked to the web. Attainment is now close to national expectations for pupils aged seven and 11. The timetable enables each class to have a block of time there. Few teachers make use of these non-timetabled slots and this is weakness. Over the inspection week, only one in every five computers was in active use at any given time. This makes insufficient use of class-based computers.
118. Word processing and computer-generated artwork are now very strongly featured in displays across the school. Links with other subjects are beginning to develop well, especially as access to the Internet enables pupils to gather information. As yet, apart from work with the 'Roamer', a programmable toy, control technology is under-developed and this is a weakness.
119. By the age of seven, pupils access programmes with ease and confidence and use the mouse competently. They are beginning to develop typing skills - identifying letters, capitalising, use of space bar, delete and insert. Pupils use a variety of fonts and generate pictures, which they print out, as well as controlling and plotting the direction of a 'Roamer'. They change colours and font size and know how to access the printer.
120. By the age of 11, pupils are able to load and save material, insert clipart and organise information in different forms. They talk with understanding using terms such as "format", "edit", "website" and "download" with confidence. They sustain concentration well and demonstrate good skills in engaging search engines. They enjoy modifying their work. Pupils in Year 6 worked on constructing a web page using saved work from the last lesson. They were encouraged to experiment with colour, fonts, clipart and down loading material from the web. They responded very enthusiastically to the opportunity. All pupils were able to save their work ready for the next week.

121. Pupils' attitudes to working with computers are good. They listen attentively to instructions and act upon them enthusiastically. They greatly value the time spent on computers and work very hard. Pupils throughout the school are very well behaved whilst on task and show great interest in their work, sustaining concentration well. They help each other very well and those with special educational needs benefit from the support of their peers as well as that from the teacher or helper. Pupils treat equipment with respect. As a result of pupils' positive attitude towards the subject, they make at least satisfactory progress.
122. Two lessons were observed during the inspection. One was a good lesson and the other satisfactory. Both lessons were well planned. In both, the learning objectives were precisely stated and achieved by the majority of pupils, key vocabulary was identified and the activities clearly outlined. Pupils worked hard and remained on task well.
123. Displays, both in the classroom and around the school, use ICT. These show that ICT is being used to support work across the curriculum. The strongest link at present is with literacy, but its use in other areas is also developing. The display showing bread making by Year 5 included such advanced word processing skills as the use of borders and columns and the ability to rotate text boxes.
124. There was no scheme of work when the subject co-ordinator came to the school two years ago. She is knowledgeable and leads the subject effectively. She has adapted the latest national guidance, but has yet to formalise this in writing. She monitors pupils' work and teachers' planning, but has no opportunity to observe others teaching. She keeps a file of samples of pupils' work, but has yet to annotate and moderate these. In September 2001, she introduced assessment sheets. These have yet to be evaluated.
125. Resources are good and improving, including an extra adult to support classes using the computer suite. The school has made significant improvement in this area since the time of the last inspection. The co-ordinator recognises that much still needs to be done in order to raise pupil standards to match national expectations.

MUSIC

126. At the last inspection, standards in music matched national expectations at both seven and 11. Pupils were seen to be making sound progress. The school is working hard to maintain this standard, despite having no specialist musician on the staff since July 2001. Standards in classroom music match national expectations across the school, as a result of the introduction of a new scheme of work at Christmas that has proved to be effective for use by non-music specialists. This was well reflected in the lessons seen.
127. During the week of the inspection, only two music lessons were seen. These were both in the infants. One was very good and the other good; both being well-planned and delivered. The headteacher, who now co-ordinates the subject, has introduced a commercial scheme designed for non-specialists that has been enthusiastically implemented by the staff as a whole. All classes spend between twenty and thirty minutes each week following the music curriculum. No peripatetic specialist music teachers visit the school, so there is no instrumental tuition for individual pupils.
128. Pupils are given opportunities both to listen to recorded music and to play instruments themselves. A CD plays as the pupils enter and leave assembly. There is a well-equipped music room that houses a good collection of both tuned and un-tuned percussion instruments, as well as a growing collection of CDs. Pupils listen carefully, both to commercial recordings and to each other, and handle instruments with respect. By the age of seven, pupils can clap simple rhythms, model simple notation and perform for other pupils in the class. Lessons are a good balance of listening and performing and develop both skills effectively. All pupils were fully involved in the lessons at all times. Their behaviour was excellent throughout the lessons and reflected their enjoyment of the subject.

129. No lessons with pupils aged seven to 11 were seen so no judgements about teaching these year groups can be made. Discussion with Year 6 pupils showed that pupils continue to enjoy music throughout the school, especially instrumental work. This was obvious from the pupils' enthusiasm and keen anticipation of the summer production, which will include instruments to accompany the singing.
130. The headteacher has been the music co-ordinator since the part-time teacher who previously co-ordinated the subject left the school in July 2001. She is planning training for the whole staff to endorse and build upon the good start made to the new scheme she has introduced. She monitors planning twice each half term and also monitors teaching, giving informal feedback to those she has seen. As yet, there are no formal assessment procedures in place. The current policy document dates from 1997. It is to be updated to reflect the changes already in practice. The school is working hard, without the help of specialist musicians, to achieve standards that match national expectations. On the basis of the evidence seen, this is being very successful.

PHYSICAL EDUCATION

131. Standards in physical education, including those of pupils with special educational needs, are in line with national expectations, as they were at the time of the last inspection. During this inspection, it was only possible to see two games lessons, but a meeting with the physical education co-ordinator confirmed that all aspects of the National Curriculum are comprehensively covered. An all-year swimming programme is in place for pupils in Years 3, 4 and 5 at the local leisure centre. Suitably qualified instructors from the pool give all swimming instruction. More than 90 per cent of pupils achieve national expectations for 11-year-olds during these sessions. The school provides good levels of supervision, both during the coach ride to and from the pool and whilst pupils are changing. Pupil behaviour is good.
132. There are extra-curricular clubs for basketball, football and athletics run by school staff, including the headteacher. Surrey County Cricket Club provides coaching for pupils in Year 4. These clubs and activities make a very good contribution to pupils' attainment and are very well attended. Pupils' attitudes to physical education are generally very positive throughout the school.
133. Gymnastics and dance are not taught during the summer term, so the teaching of these aspects could not be observed. Two satisfactory lessons were observed during the inspection. Both teachers include appropriate warm-up exercises (the class teacher warms up alongside the pupils) and cool-down sessions. They discuss the reason for including these and help pupils to understand the effect of exercise on their bodies. They make good use of praise to encourage pupils to try hard. Teachers often demonstrate techniques, but good use is also made of pupil demonstration. Lessons are carefully planned to provide a variety of activities so that most pupils are able to make progress. Teachers provide good opportunities for pupils to work co-operatively in pairs and in small and large groups. The enthusiasm demonstrated by teachers rubs off on pupils who respond positively with obvious enjoyment.
134. The subject is currently led by the headteacher, as there had been no co-ordinator for some time before her arrival in September 2001. She is keen to promote sport within the school and has now rewritten the policy document, basing it upon the latest national guidance. This has now totally replaced the previous commercial scheme. She monitors planning twice each half term and observes teaching across the school, giving informal feedback to staff. Assessment of pupils' attainment beyond swimming and gymnastics has yet to be addressed.
135. Resources are good. There are two well-equipped halls for indoor work and various hard surfaces for work out of doors. An all-weather hockey pitch compensates, in part, for the lack of any grassed area within the school grounds. The school has access to a local leisure centre for swimming. The common is used when grass is necessary. The athletics club and sports day, for example, are based there.
136. The variable elements of the physical education programme reported at the time of the last inspection are no longer evident. Attitudes of pupils, in particular, are consistently positive and all

pupils participate fully in the school's physical education programme. There has been satisfactory improvement since the last inspection.

RELIGIOUS EDUCATION

137. One religious education lesson was observed during the inspection and samples of pupils' work available in exercise books and on display around the school were scrutinised. From this evidence it was possible to judge that standards are below the expectation for pupils aged seven and 11. It was also clear from the evidence available that, in some classes, not enough time is allocated to the subject for the locally Agreed Syllabus to be covered properly.
138. In the lesson observed, in Year 1, pupils remember from the previous lesson the key points in the story of "The Prodigal Son" and discussion reveals a broadly satisfactory understanding of the meaning of the story, with pupils responding in the light of their own experience. A scrutiny of work provided from the current year – two terms' work – shows that Year 2 pupils have undertaken some work on Judaism during the current year. In Year 3, pupils have described Jesus and considered "Why people didn't trust him". Year 4 pupils have discussed the Easter Story and the Hindu religion, although no examples of written work were available for scrutiny. Year 5 pupils have looked at the origins of the Harvest Festival, at Buddhism and at the Bahai faith, which is not one of the religions specified in the LEA Agreed Syllabus for religious education. During the current year, Year 6 pupils have looked at places of worship, at Muslim beliefs and the Qu'ran.
139. The quality of teaching in the lesson seen was good. The teacher demonstrated good subject knowledge and used questioning well to test pupils' understanding and recollection, sensitively encouraging all pupils to offer their own ideas and contributions to discussions. The quality of learning in the lesson observed was good, as were the pupils' attitudes and behaviour. It was not possible to make secure judgements on the overall quality of teaching and learning and of pupils' attitudes and behaviour in religious education lessons on the basis of one observed lesson.
140. At the time of the inspection, the headteacher, was overseeing the co-ordination of the subject until a new co-ordinator is appointed. She is aware of the urgent need to review provision for religious education throughout the school.