

INSPECTION REPORT

BARNFIELD PRIMARY SCHOOL

Edgware, Middlesex

LEA area: Barnet

Unique reference number: 101258

Headteacher: Mr Paul Wiggins

Reporting inspector: John Ayerst
3832

Dates of inspection: 10th – 14th June 2002

Inspection number: 196075

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Silkstream Road
Edgware

Postcode: Middlesex
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Appropriate authority: Governing Body

Name of chair of governors: Mr Alun Turner

Date of previous inspection: 16th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3832	John Ayerst	Registered inspector	Music	<p>The characteristics of the school</p> <p>The school's results and pupils' achievements</p> <p>How well pupils are taught</p> <p>Leadership and management of the school</p> <p>What the school should do to improve further</p>
11575	Catherine Fish	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>The school's care for its pupils</p> <p>The school's partnerships with parents</p>
1963	Sibani Raychaudhuri	Team inspector	<p>English</p> <p>English as an additional language</p> <p>Equal opportunities</p>	
30705	Graham Stephens	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>Physical education</p>	<p>Curricular and other opportunities offered to pupils</p>
18638	Chris Shaw	Team inspector	<p>Science</p> <p>Art and design</p> <p>Design and technology</p>	
24805	Alison Cogher	Team inspector	<p>Children in the Foundation Stage</p> <p>History</p> <p>Religious education</p>	
15600	Colin Richardson	Team inspector	<p>Information and communication technology</p> <p>Special educational needs</p>	

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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

Barnfield Primary School is larger than average with some 435 boys and girls of three to 11 years of age. Most of the pupils come from the surrounding multicultural area of Burnt Oak in North London, which is recognised as an area of social disadvantage. The percentage of pupils eligible for free school meals (38.6 per cent) is well above average. A high proportion of pupils are refugees, whose prior experience of education is very mixed and a high number of pupils come to, and move on from, the school during their Primary years. There is also a high proportion of pupils from ethnic minorities and of pupils who speak English as an additional language (40.4 per cent). The percentage of pupils identified as having special educational needs (30.3 per cent) is above average. The number of those with a Statement of Special Educational Need has increased this year as the school has introduced effective assessment systems and is now above average (two per cent). Several pupils have dyslexia, a number have moderate learning difficulties, some pupils have emotional or behavioural difficulties, some need support with speech and communication problems, some pupils have visual impairments and a few have physical disabilities. Taken together, pupils' attainment on entry is well below average.

HOW GOOD THE SCHOOL IS

The headteacher has been in post for one year, after a short period as acting headteacher. Following the last inspection in 1997 the school went through a period of significant instability. Standards declined during that period. Since the arrival of the headteacher, and his senior team, staff have worked hard to raise standards, particularly in the core subjects of English, mathematics and science. The school now makes good provision for its pupils across a very wide range of attainment. It is very effective in promoting an inclusive society for all of its diverse races, languages and creeds. Pupils with special educational needs and those for whom English is an additional language make good progress and most of the pupils achieve well in the core subjects. In the past year the staff have also re-established good standards of behaviour and positive attitudes to learning, which the records and parents tell us were poor just a short time ago. It is to the teachers' credit that the inspectors were impressed by the good standards of both during their visit. The headteacher has chosen well his strategies for improvement and the school is moving forward significantly in the short time that he and most of the staff have been in post. The school is now effective and, at this stage, provides satisfactory value for money.

What the school does well

- Under the good leadership of the headteacher and the senior team the quality of teaching and learning is improving.
- Pupils are achieving well and standards are rising in English, mathematics, science, and in information and communication technology.
- The enthusiasm and commitment of staff make a strong contribution to pupils' achievement, and to their good behaviour and positive attitudes to learning.
- This is an inclusive school, where there is very good racial harmony; pupils value and show respect to all cultures. Pupils who come to the school from many diverse backgrounds are warmly welcomed and set to learn.
- The provision for pupils with special educational needs is very good, and these pupils make good progress as a result.
- The provision for children in the Nursery is very good and is a strength of the school.

What could be improved

- Standards in English are not yet high enough in Years 1 and 2 and in writing across the school.
- The quality of teaching in Years 1 and 2 is satisfactory, but could be improved to match the good quality seen in Years 3 to 6.
- Assessment of learning, and its use for planning, could be further improved in all subjects apart from English and mathematics.
- A strong, and appropriate, focus on English, mathematics and science means that leadership of other subjects has not yet developed sufficiently to provide for effective monitoring and development.
- Attendance is poor.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the 1997 inspection most of the key issues have been successfully addressed and the quality of teaching has improved. Following the 1997 inspection standards in national test results fell to well below average in all tested subjects at the end of both Years 2 and 6. This was largely due to a period when the school had four different headteachers in a short time, and to an increase in the proportion of pupils coming to the school with English as an additional language. The school is now moving forward once again and standards are improving. Overall, the school has made satisfactory progress since the last inspection.

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	D
Mathematics	E	D	E	C
Science	E	E	E	D

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

In national tests for pupils at the end of Year 2 in 2001, pupils' attainment was well below average in reading and mathematics and very low in writing, where it was in the lowest five per cent nationally. The national test results for 2001 for Year 6 pupils also show that standards were well below the national average for English, mathematics and science. In comparison with schools with a similar economic background, standards in mathematics were average, but those in English and science were below average. These comparisons do not, however, take into account the large proportion of pupils with special educational needs, the large proportion of pupils with English as an additional language or the considerable number who come to the school late.

From the evidence of work seen during the inspection, standards have improved in the core subjects of English, mathematics and science over the past year. Although pupils' attainment at the end of both Year 2 and Year 6 is still below national expectations in most subjects, the majority of pupils are achieving well over their time at the school. Pupils who have been at the school since the Reception class achieve well and, in comparison with similar schools, attain standards that are above average in mathematics and science, and average in English.

Teachers' assessments indicate that, in general, children's attainment on entry to the Nursery class is well below average. Although only a minority of children are likely to attain the levels expected in all the areas of learning by the time they enter Year 1, this represents a good level of achievement during their early years. The school has worked hard over the past year to raise the quality of its provision in English, mathematics, science and information and communication technology and has been most successful in Years 3 to 6. In response to teaching that is often good or very good, pupils make better progress in lessons at this stage, although the achievement of pupils in Years 1 and 2 is satisfactory.

Pupils with special educational needs make very good progress and those for whom English is an additional language make good progress. Literacy and numeracy skills are developed well in literacy and numeracy lessons, but the use of these skills across the curriculum is inconsistent. Even so, literacy and numeracy skills are improving. Current targets set for the school are challenging, in terms of the attainment of individual pupils in each year group, but there is every likelihood that the targets will be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good and they are keen to learn. They like coming and enjoy being involved in all the school has to offer.
Behaviour, in and out of classrooms	Behaviour is good overall. Most pupils behave well and show consideration for each other and for the staff.
Personal development and relationships	Good. Relationships across the school are good; pupils value and respect each other. Racial harmony is very good.
Attendance	Poor. Despite the schools' best efforts, there are too many absences for which no acceptable reason is given.

The very good relationships between all people in the school have a significant impact on the good achievement made by pupils. Parents were anxious to point out that behaviour has improved markedly over the last year.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Satisfactory	Good

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

The quality of teaching is good overall. As a result, pupils' learning is also good; they make good progress in most lessons and they achieve well over their time in school. Standards of teaching are generally higher in the core subjects of English, mathematics and science, and in information and communication technology. Literacy and numeracy skills are taught well across the curriculum.

In very good and excellent lessons, teachers plan with clear learning aims that focus precisely on the different needs of all pupils in the class. Consequently, in these lessons learning is very rigorous and challenging, and teachers have very high expectations of pupils. In good lessons teachers are confident in the subject matter. Pupils know what is expected of them, they rise to the challenges and learning is good. A good variety of strategies are used, which match the content of the lessons and support learning well. In satisfactory lessons, planning for progress is less successful and lacks focus on the needs of the different attainers in the class, so that the learning is less well directed. On very few occasions the lack of specific aim for learning leads to restlessness, which not all teachers have sufficient strategies to control. This leads to unsatisfactory teaching,

The quality of teaching by the specialist special educational needs staff is very good. The quality of teaching for pupils for whom English is an additional language is sound overall, but good in the Foundation Stage. When the pupils learn in lessons alongside their peers, the teaching and learning are good, due in no small amount to the very effective support provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are sound overall, but provision for children in the Foundation Stage is good.
Provision for pupils with special educational needs	Very good. Pupils work closely towards good personal targets that are reviewed frequently.
Provision for pupils with English as an additional language	Satisfactory overall, with strengths in the Foundation Stage. The induction and integration of new pupils into classes, and into the life of the school, is good.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for pupils' moral, social and cultural development. Pupils know the difference between right and wrong and they learn to take responsibility. Planning for spiritual development is underdeveloped, but provision is sound.
How well the school cares for its pupils	The school takes good care of its pupils and sets an atmosphere in which they feel valued and safe. Assessment procedures are good in English, mathematics, information and communication technology and the Foundation Stage. They are not yet sufficiently developed in most other subjects.

Parents make a good contribution to the children's' learning, both at home and in school. The school works hard to promote and maintain its good links with parents and provides sound information for them. The school's links with its community and with partner schools are good. The requirements for a daily act of worship are not always met in class assemblies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher and senior team. The quality of subject leadership is mixed; it is excellent for mathematics, good for English and science, and very good for information and communication technology, but leadership for other subjects is not yet fully effective.
How well the governors fulfil their responsibilities	Good. Governors monitor the work of the school well and have a good awareness of its strengths and weaknesses.
The school's evaluation of its performance	The school has a clear and accurate view of its strengths and weaknesses, particularly of the effectiveness of its strategies to improve standards in English, mathematics, science and information and communication technology.
The strategic use of resources.	Good. The school uses its funds well.

The school has an enthusiastic staff who are highly motivated and committed to raising standards. There are sufficient staff and they are used well. Accommodation is good and provides an attractive environment for learning. Resources are satisfactory. The school applies the principles of best value satisfactorily and, overall, has very good potential to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The good teaching. Teachers set high expectations for their children. Their children enjoy school and like coming. They consider that their children make good progress. The school is approachable and provides them with good information. 	<ul style="list-style-type: none"> Some would like more activities outside lessons.

Inspectors agree with most of the positive comments from parents, but consider that teachers do not always set sufficiently high expectations. Reports to parents are variable in quality and do not clearly indicate pupils' achievements in all subjects. The inspectors consider that the school provides a good range of activities outside the classroom when extra-curricular activities, trips out and visitors to school are taken into account.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the last inspection in 1997, standards were judged average. Following that inspection standards fell during a time of disruption due to staff changes, increases in the number of refugee pupils and those for whom English is an additional language. The results over the last three years have been well below average in all tested subjects for both Years 2 and 6. Over the same period the relative performance of boys and girls in the tests has been similar to the national picture.
2. From the evidence of pupils' current work, attainment in mathematics, science and most other subjects is below national expectations at the end of both Year 2 and Year 6. Attainment in English is well below expectations for both years. The evidence also indicates improvement in attainment in English and mathematics during the current year. The school has worked hard to raise the quality of its provision in these areas. This has been most successful in the classes for pupils in Years 3 to 6 and, in response to often good and very good teaching, pupils make good progress in English and mathematics lessons and achieve well at this age.
3. A considerable proportion of the pupils tested at the end of Year 6 arrive at the school after the Year 2 tests. Often these are pupils for whom English is an additional language. Teachers are very concerned to include all pupils, whatever their level of attainment or background, in the learning process and to ensure that they make good progress. Consequently, the pupils are well integrated and supported and all are achieving well in relation to their prior attainment in English and mathematics. Of particular note is the achievement of those who have been at the school since the Reception class. For these pupils attainment at the end of Year 6, in comparison with schools with a similar economic background, is above average in mathematics and science, and average in English. Overall, when prior attainment is taken into account, the school has reinstated the good achievement reported at the last inspection.
4. Teachers' assessments indicate that, apart from their average physical development, children's attainment on entry to the Nursery class is well below average. A significant number of children have English as an additional language and are at the early stages of language acquisition in English. By the end of the Foundation Stage, most children are likely to attain the levels expected in physical development, and many attain the expected levels in personal, social and emotional development and mathematics. However, only a minority of children are likely to attain the levels expected in the areas of communication, language and literacy, knowledge and understanding of the world and creative development. Overall, this represents a good level of achievement during the Foundation Stage for all children, including those with special educational needs and those with English as an additional language.
5. Pupils enter Year 1 with well below average attainment in spoken English, which is also constrained later by the number of pupils at an early stage of English speaking from refugee families, who join the school in Years 1 to 6. Pupils' achievement in speaking and listening is satisfactory in Years 1 and 2 and good in Years 3 to 6, where teaching is good. By the time they are in Year 6, pupils' speaking and listening skills are broadly in line with national expectations.
6. Overall, the achievement of pupils in reading is satisfactory in Years 1 and 2, although the standard in reading is well below that expected for their age in the current Year 2. Pupils achieve well in reading in Years 3 to 6, where standards overall have improved to below average for their age. By the end of Year 6, higher-attaining pupils read fluently and accurately with expression and understanding and reach a secure standard for their age.
7. In writing, pupils make satisfactory progress in Years 1 and 2, and good progress over Years 3 to 6, so that, although standards are still well below national expectations by the end of Year 6, this represents good achievement for pupils in relation to their prior attainment. In Years 1 and 2 pupils write in grammatically correct sentences with punctuation appropriate for their age, but

opportunities to write different types of extended writing are limited. In Years 3 to 6 pupils write for a range of purposes. They write poems, stories, book reviews, character descriptions, letters and diaries.

8. In mathematics, standards are below national expectations at the end of Year 2 and Year 6. However, most pupils achieve well by the time they leave school. The tracking of individual pupils shows that those who remain in the school throughout make good progress. In the infant classes pupils develop their mental recall of number facts through regular practice. By Year 2 most pupils work confidently with numbers to 20 and a few with numbers to 100. They identify two and three-dimensional shapes and work on direction. By Year 6 most pupils are competent in the four rules of number to 100 and some to 1000. They solve problems involving money and work at an appropriate level with mathematical shapes.
9. Standards attained by current Year 2 pupils are below average in science. This represents sound achievement. Most pupils observe and record the results of simple experiments, but where the pupils have limited English, they are constrained in their ability to communicate their understanding. Standards attained by current Year 6 pupils are below national expectations, but this is good achievement considering the high levels of mobility of pupils and the well below average starting point of most. Nearly all pupils know that they can test scientific ideas using experiments and know whether the test is a fair one.
10. In information and communication technology, geography, history and physical education, standards are broadly in line with national expectations by the end of Year 6. In the case of religious education, standards are in line with the expectations of the locally agreed syllabus. In Year 6, in information and communication technology, pupils design a multi-media presentation that includes sound files and scanned or digitised pictures. In physical education they show good co-ordination in their ball skills. In religious education, pupils know about significant events in the life of Jesus and in older classes they show appropriate knowledge and understanding of world faiths.
11. In other subjects, pupils' attainment by the end of Year 6 is broadly below national expectations, but, because they start from a low base and many have to overcome language difficulties, their achievements overall are satisfactory.
12. Over a quarter of the pupils has special educational needs, which is above average, and two in every five pupils speaks English as an additional language. Consequently, a significant minority of pupils finds considerable difficulty with literacy and numeracy and has to be taught how to learn. In addition, the school population changes frequently with pupils coming into the area as refugees. Across the whole school, achievement is good. The provision for pupils with special educational needs is very good and they make good progress. While new staff become established, the specialist provision for pupils for whom English is an additional language is satisfactory. Even so, many make good progress. Younger pupils learn to speak, read and to count, which aids progress in all their schoolwork. Pupils rapidly improve social skills, and learn to listen more effectively.
13. Literacy and numeracy skills are developed well in literacy and numeracy lessons. The use of these skills across the curriculum is inconsistent and is not yet well established. Even so, literacy and numeracy skills are improving and there are examples of good practice.

Pupils' attitudes, values and personal development

14. The attitudes, behaviour and personal development of pupils are good. Similar judgements were made at the time of the previous inspection, but parents' comments and school records show that in the intervening period there was a marked deterioration in pupils' behaviour and in their attitudes to school. It is to the school's credit that a calm, caring and positive ethos has been established, and that relationships across the whole school community are good and racial harmony is a strength.

15. Parents say that their children like coming to school and this was borne out by inspection findings. Pupils enjoy school and taking part in all it has to offer them; attendance at after school clubs is good. In nearly all lessons seen, pupils' attitudes and behaviour were satisfactory and they were at least good in nearly seven out of ten lessons. Pupils are eager to learn, and as they grow older they grow in maturity and attitudes improve. In many lessons pupils listen with interest to each other and to the teacher. They are often very eager to answer questions, although the younger pupils sometimes call out. As they get older, and where the teaching is particularly good, pupils become fully engrossed in lessons and show real enjoyment. For example, in a Year 6 English lesson, the teacher caught the pupils' interest at the start of the lesson by the reading of a well chosen text that promoted a good discussion and maintained their interest throughout the lesson.
16. Behaviour in lessons, around school and outside is good for most of the time. This supports the parents' positive views of good behaviour in school. There are a very few occasions when pupils are not managed well in lessons and then the behaviour of some slips below an acceptable level. Pupils understand the expectations of behaviour and strive hard to meet them. The majority of the pupils behave well all the time. The involvement of the school council in drawing up the school rules means that they are relevant to the pupils.
17. There is a rich mix of different cultures and backgrounds within the school and the racial harmony that prevails is a great success. Whilst comments of a racist or sexist nature are not totally absent, there are very few. Pupils are expected to talk through misbehaviour or any form of harassment with a member of staff; more serious matters are handled well by either the headteacher or the deputy headteacher. If problems persist, parents may be involved; most are supportive of the school in these cases. Exclusions are rare.
18. Pupils' personal development and the relationships in school are good overall. Pupils are generally polite and courteous; they help each other without being asked. Pupils work with each other when required and co-operate well together. For example, they work well together when setting out and putting away physical education equipment. Their confidence is fostered well by the school. In an assembly for older pupils, four, who had been refugees when they arrived at the school, gave moving accounts of what they had left behind and what they missed. They spoke confidently in front of their peers. The others showed very good respect for their difficulties and many showed a good understanding of how the situation might have arisen. In the same assembly a member of the choir sang a solo very well and with poise. Relationships across the whole school community are good. No individual or groups of pupils stand out from the rest, and the cultural and racial mix of friendship groups is an example to everyone that is to be greatly celebrated.
19. Attendance at school is poor. It falls well below the national average. The levels of both authorised and unauthorised absence are above those expected. Many of the authorised absences can be attributed to pupils returning to their home lands for extended visits. However, the level of absences for which no acceptable reason is given is too high. Whilst some can be attributed to some parents not initially understanding the system in schools in this country, there are a number of parents who persistently keep their children away from school without good reason. The school has initiated procedures to tackle this, through selective first day contact, which is to be supplemented by the further action of the educational welfare service in the near future. Most pupils arrive in school on time; the school keeps records of all those who arrive late and appropriate letters are sent to parents.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good overall; it is good in the Foundation Stage and for pupils in Years 3 to 6, and satisfactory for those in Years 1 and 2. In over half of the lessons seen during the inspection the teaching was good or better. It was very good, and occasionally excellent, in a fifth of lessons. There were very few unsatisfactory lessons in Years 1 and 2. This is an improvement on the last inspection when there was more unsatisfactory teaching and none of the highest quality. Pupils' learning is also good; they make good progress in most lessons and they achieve well over their time in school. The standard of teaching is generally higher in the core subjects of

English, mathematics and science, and in information and communication technology. In other subjects, it is generally satisfactory. Literacy and numeracy skills are taught well in English and mathematics lessons, but strategies to promote the skills across the curriculum are not yet firmly established. Similarly, the use of information and communication technology in other subjects varies from subject to subject and from class to class. It is good in English, mathematics and history, but there is little evidence of its effective use in other subjects.

21. In very good and excellent lessons, teachers have very good knowledge and understanding of the subject matter and of the learning processes in the subjects. They plan lessons with clear learning aims that focus precisely on the different needs of all pupils in the class. Consequently, in these very good lessons teachers have very high expectations of pupils, who respond with a very high level of mental and creative effort to their learning. In an excellent mathematics lesson for Year 4 pupils, where the learning was very good, the pupils were sharpening their number skills by responding to rapid, searching questions. They then used their skills to recognise patterns and to solve ever more challenging mathematical problems. The teacher's positive responses to their efforts gave pupils a good awareness of their own learning.
22. In good lessons teachers are confident in the subject matter. They use assessment from previous work well in their planning, so that tasks match pupils' attainments. Pupils know what is expected of them, and they rise to the challenges and acquire skills and understanding well. A good variety of strategies are used, which match the content of the lessons and support learning well. For example, in a lesson with the Reception class focusing on language, the children worked on a variety of tasks. They sang a song about their story, they used pictures to tell the story and the pupils with English as an additional language were extended their English vocabulary by naming items from the story. In the lessons where teaching and learning are good or better, pupils across the ability range, from the highest to the lowest attainers, are challenged effectively and achieve well.
23. In all lessons, relationships are very good and teachers have high expectations of the pupils' behaviour. Staff are caring and considerate of their pupils and value their contributions, so that pupils feel confident in their learning. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, but the quality of marking is variable and does not always inform pupils how to improve.
24. In those lessons that are less than good, but still satisfactory, planning for progress is less successful. This happens mostly in subjects where assessment does not give sufficient information about pupils' achievements for teachers to plan for the next lesson. In some subjects teachers plan their lessons over a period of weeks without detailed weekly planning. Consequently, the lessons then lack focus on the needs of the different attainers in the class and the learning is less well directed. Pace is more pedestrian and teachers are insecure about the level of challenge to set. This happens in some music lessons, for example, where guidance to help teachers plan has still to be fully developed. Even so, teachers are experienced and the lessons satisfactory, and pupils generally make satisfactory progress. On a very few occasions in Years 1 and 2, the lack of specific aims for learning leads to unsatisfactory teaching, because pupils become restless and not all teachers have sufficient strategies to control the resulting inattentiveness. Consequently, pupils cease to make progress in the lesson and learning is unsatisfactory.
25. Pupils with English as an additional language (EAL) who are at an early stage of learning are well supported by EAL staff and classroom assistants in literacy and numeracy. The quality of EAL teaching is sound overall, but good in the Foundation Stage. There is a clear focus on developing pupils' speaking and listening and literacy skills. The EAL teachers used suitable methods and visual resources, which enable pupils to develop understanding in English. However, specific vocabulary and language structures necessary for EAL pupils feature neither in EAL teachers' nor in class teachers' planning. In other subjects support is less well focused.
26. The quality of teaching by the specialist special educational needs staff is very good. Assessment is thorough so that teachers know their pupils well and plan carefully to meet the

targets outlined in each pupil's individual education plan. The school works hard to pursue a policy of inclusion for all its pupils. Pupils with special educational needs work in their classrooms alongside their peers with good support. They have two literacy, two numeracy and one science lesson each week with the rest of their class. The teaching and learning in these lessons are good, due in no small amount to the very effective support provided.

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

27. The school's curriculum includes all the subjects, and meets the requirements of, the National Curriculum and is broad and balanced. Sufficient time is allowed for the teaching of science and physical education in the infant classes, and the school day is to be extended from September to meet national recommendations. Religious education is taught according to Barnet's Agreed Syllabus. The curriculum in the Foundation Stage provides a good range of experiences in accordance with the recommendations of the Early Learning Goals. These experiences ensure that children make a strong start to their education and help them make effective progress. Overall, the school has made good progress in resolving the curriculum issues raised from the last inspection.
28. In Years 1 to 6, in line with its policy to raise standards in the core subjects, the school has implemented, with good effect, national strategies that support the teaching of English and mathematics, and increased the amount of time for science, as recommended in the last report. This has included setting pupils into attainment groups in Year 6 for mathematics for three days a week.
29. The school has also has also adopted national schemes of work for all subjects in response to a key issue from the last inspection. However, with the exception of music and physical education, these have not yet been adapted to create schemes of work based on the particular needs of the pupils at the school. Neither do they take into account their diverse backgrounds, the number for whom English is an additional language and the need to use time to best effect. For example, teachers rarely plan to teach aspects of history, science or geography through the literacy programme. Also the quality of medium term planning is not consistent and does not always reflect the necessary progression of skills, knowledge and understanding. Consequently, learning in these lessons is not always as effective as it could be in these areas and progress is constrained. The school is aware of this and is already working with the local authority advisor to produce an overview of the curriculum that will ensure that it is presented in a coherent way that takes into account local needs. The installation of a suite for information and communication technology and the purchase of additional computers have improved the computer/pupil ratio and placed the school in a strong position to raise standards in information and communication technology still further.
30. An aspect of the school's policy to promote inclusion is that pupils for whom English is an additional language and those with special educational needs are taught with their classmates whenever possible. This provides equality of access and opportunity. The curriculum is planned to meet the different needs of pupils in each class and pupils work in ability groups in mathematics and English. Very effective provision is made for pupils with special educational needs. The school has begun to identify its gifted and talented pupils. The good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. The provision for English as an additional language is satisfactory overall.
31. Numerous after school clubs and visits to places of interest are organised and the provision for extra-curricular activities is good. Clubs including English and gardening, that are run by parents, are well attended. The school has recently started playing matches against other schools in netball, football and cricket and also takes part in the annual athletics tournament despite having no school field on which to practise. Year 6 pupils visit 'Cuffley Camp' in Hertfordshire for an annual residential trip and visits to local places of worship, the library and parks, together with museums, the zoo and the National Gallery in central London all contribute much to pupils' learning.

32. The contribution of the local community to pupils' learning is very good. Numerous visitors come to the school; for example, visitors from local firms visit the school regularly to listen to pupils read. Good links are also maintained with local schools and other institutions. The school, along with seventeen other local primaries, is taking part in the 'Excellence in Cities Scheme,' that is intended to support gifted and talented pupils and becomes effective in September 2002. It also has good links with Hendon College that holds classes for English as an Additional Language for parents in the school each week.
33. Provision for personal, social and health education is good. Plans to teach older pupils sex education are being implemented and the school is a member of the Barnet Healthy Schools' Scheme. This is impacting positively on the physical education programme with pupils involved in increasing their fitness and becoming aware of the need to care for their bodies and eat healthily. Parents sell fruit every morning at break-time and visitors such as the school nurse and an ex-member of staff with her new born baby contribute to pupils' understanding. Appropriate guidance is given to pupils on the dangers of drugs and substance misuse. Assemblies with either a moral or social theme make a good contribution to good behaviour and social development, as does the school council. This is well established and was fully involved in the formation of the rules governing behaviour around the school and on the playground. The council also makes a positive contribution to the overall good provision for pupils' spiritual, moral, social and cultural development.
34. The approach to pupils' spiritual development is not systematic, but overall, spiritual development is satisfactory. Displays value pupils' work and weekly 'Achievement Assemblies' encourage pupils to reflect on achievement, success and the importance of 'trying their best.' Pupils are encouraged to be considerate of the needs of others by raising money for various charities. In assembly many pupils have empathy with the plight of refugees and share their own experiences with the rest of the pupils. The candle is lit and pupils are encouraged to reflect on all they have heard and experienced. Not all assemblies have a corporate act of worship, however, and statutory requirements are not met on these occasions.
35. Provision for pupils' moral development is good. The staff have worked hard to improve behaviour and develop positive attitudes over the last year and the strategies put in place have been successful. Parents and pupils, through the school council, were consulted when school rules were formulated and most classes list them on their walls. Staff provide very good role models and good relationships permeate all relationships between pupils and adults throughout the school. The headteacher and deputy head ensure a 'presence' during lunchtimes and during the inspection pupils related and played well with each other. Successful strategies are in place to reward good behaviour not just for individuals in class and at lunchtime, but also for group efforts; for example, the best-behaved class in assembly.
36. Provision for social development is good. Pupils enter the school from a wide range of cultures and a significant number from low socio-economic backgrounds. Through encouragement to work in groups, for example in history when listing events in chronological order and in mathematics when solving number problems, and because of the high expectation of teachers, pupils are polite and co-operative. The school council initiated a 'buddy system' when pupils who are lonely or troubled at lunchtime can seek support from a member of the council and older pupils regularly assist during the infant lunchtime or help with pupils in the Foundation Stage. Two learning support assistants run a 'nurture group' at lunchtimes supporting a total of twelve pupils who find relating with others difficult and need guidance to develop the necessary skills. Circle time (when pupils sit in a circle with their teacher and share experiences, troubles and concerns), helps pupils come to terms with problems they are experiencing.
37. Provision for cultural development is good. Through experiences in lessons such as religious education teachers skilfully draw on the wide range of cultures and religious beliefs represented in the school and pupils enjoy learning from each other, often asking pertinent questions to gain further information. Maps of the world illustrate graphically where many pupils come from and the school values their writing about their families and their diverse backgrounds. Visits to the school

from Christian, Hindu and Jewish church leaders are arranged and an 'International' evening attracted many parents including those for whom English is an additional language. During the inspection arrangements were being made to celebrate the Queen's Golden Jubilee with a red, white and blue day involving musical activities and parties. The school also celebrates pupils' culture through dance; for example, maypole and 'Egyptian' dancing, and through music; for example, when the choir sings 'Kum Ba Ya' or African music is played at the beginning of assembly.

38. The community is used very well to support the curriculum. After the school's harvest celebrations, hampers are distributed to older members of the local community. Last year, some pupils in Year 6 decorated a 'Santa's Grotto' for a local shop. Very good links exist between the school and various churches in the area; members of one took assemblies during the inspection that were spiritually uplifting, encompassing all pupils. Personnel from the police, fire service and ambulance service come in to school to talk to the pupils about aspects that are important and relevant to them. Very good use is made of people within the community who are willing to come and talk to pupils; for example, a grandmother who talked about life in the Caribbean and others who talk about specific aspects of their faith; for example, the Muslim naming ceremony. To brighten up the school environment a local artist is preparing to produce a giant mural on one of the school walls, with all pupils involved by painting individual bricks. The local college runs English language courses at the school for adults; these attract good numbers of parents, particularly mothers, eager to learn. The school's 'Friends' association works hard to raise funds for the school and is generally well supported by local firms and businesses through, for example, the provision of raffle prizes. Very generous support was provided by a local company when the school set up its computer suite. All these good links help to enrich the curriculum offered to the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Although the situation as regards the health, safety, welfare and personal support provided for pupils is similar to that at the time of the previous inspection, it does not reflect the turbulence, particularly over behaviour, that has occurred between the two reports and the good action taken by the school in the past year to rectify the matter. The staff all work hard to create a calm and supportive atmosphere in which the pupils feel safe and valued. Consequently, good relationships exist across the whole school community. The good personal support provided for individual pupils enables them to concentrate on their learning, because they feel secure and know they can trust the staff. The arrangements for support and guidance for pupils with English as an additional language are good, as are those for pupils with special educational needs. Overall, the good quality of the school's support and guidance for its pupils is an important factor in the raising of standards of achievement over the past year.
40. The school has good procedures for ensuring the pupils' health, safety and welfare. Health and safety considerations are taken into account when planning lessons and trips out. Fire drills take place regularly and appliances, alarms and equipment are tested as required. Supervision throughout the day is good. Child protection procedures are very secure with the school taking its responsibilities in this area very seriously. An appropriate member of staff attends any necessary meetings whenever possible and the school works closely with the outside agencies involved.
41. Although the issue of poor attendance could not be the first priority for the headteacher on his arrival, the school has now introduced sound procedures to address its poor attendance levels. Since February a close watch has been kept on the attendance of those who appear to have more than the occasional absence for which no legitimate reason is provided. As a result, a list of pupils who have the most persistent problems has been drawn up and these families are contacted as soon as the pupil is absent. It is too early to assess whether this is having a positive effect, but the attendance of some appears to have improved. Absence figures have been analysed by the school to look for any patterns relating to particular groups of pupils, but there appear to be none. The school has recently insisted that the local education authority provides it with consistent support from the educational welfare service; discussions have already taken place about the action that will be undertaken jointly to improve attendance. The educational

officer is attending the school soon after the inspection to discuss targets for individual pupils and the support the service will provide for the school.

42. The procedures for promoting and monitoring good behaviour and eliminating any form of harassment are very good, and reflect the strong emphasis the school places on these issues. Parents feel that behaviour at school is good and this was confirmed by inspection findings. However, this current positive position has only been achieved since the current head has been at the school. At the time of his arrival eighteen months ago, parents tell us that discipline was at a low level. The headteacher rightly concentrated on improving this situation by introducing new procedures and ensuring they were used. One of the most effective measures is the presence of the head and his deputy around school during breaks and playtimes, so that any problems can be tackled immediately. This is backed up by very good records kept, mainly by the deputy head, who details any problems, particularly of a racist or sexist nature. The school council drew up the school and playground rules with teachers so that the pupils feel they are relevant to them.
43. The school promotes personal development well through activities such as circle time and the school council. Issues for the school council are discussed in class and all pupils have the right to make any suggestions for it. No formal procedures are in place to record or monitor pupils' personal development, but the annual reports that teachers write about their pupils show that they know them well; this is confirmed in discussions with staff. Good personal development is celebrated weekly in assemblies with the awarding of stickers to pupils; for example, for trying hard and being a Good Samaritan. Numerous occasions were observed during the inspection when teachers were talking to pupils about a whole range of topics. The good relationships that develop between staff and pupils contribute positively to pupils' personal development.
44. All key issues relating to assessment in the last report have been successfully addressed. Improvement has been good. The school has rigorously implemented a whole school policy for assessment, and procedures are systematic and thorough.
45. Procedures for assessing pupils' attainment and progress in English, mathematics, information and communication technology and in the Foundation Stage are comprehensive and firmly embedded. They include all the legally required assessments, half-term assessments organised by the school, and ongoing assessments, which are the result of observations of pupils at work. Science is assessed to ascertain what pupils have learned, but this information is not yet used to provide information about pupils' attainment in terms of National Curriculum levels. However, procedures for assessing pupils' attainment and progress in the non-core subjects of the National Curriculum have yet to be established.
46. Analysis of teachers' assessments and test results is systematic, thorough and well documented in English, mathematics, information and communication technology and the Foundation Stage. The information gained from this analysis is used to identify areas for whole school improvement and to set targets for year groups. The setting of targets for groups of pupils is currently being piloted in Year 4. Although these procedures are in the early stages of implementation they have already had a positive impact on the quality of teaching and pupils' learning. A good example of this is the improvement in pupils' mental maths scores, which became a focus for the school after being identified as an area in need of improvement last year. The school tracking system considers gender and background differences, and records pupils' progress over time. This information is used effectively to identify pupils who may require additional support. The school has begun to use assessment information to identify gifted and talented pupils and plans are well advanced to ensure that their needs are appropriately met.
47. The assessment arrangements for pupils with special educational needs, to identify and diagnose needs, are good. From these assessments realistic individual education plans are written and these are used effectively for further assessments as the pupils progress. Where necessary external expertise is arranged. The special educational needs co-ordinator takes great care to ensure the accuracy of assessments. Pupils with English as an additional language are assessed on arrival. The school analyses pupils' performance data by ethnicity and by language

development effectively, and makes appropriate provision for these pupils, according to their needs.

48. Pupils' records of achievement provide a useful reference for teachers, pupils and their parents. They clearly illustrate pupils' progress over time. The school has rightly focused attention on the key areas of the curriculum and now has very good models on which to base future developments in assessing and monitoring pupils' academic progress in other subjects.
49. The school's marking policy is not consistently implemented across the school. The best marking clearly indicates to pupils what they have learned and what they need to do next to improve. However, marking of this quality is not a common feature throughout the school. Some teachers make good use of day-to-day assessment based on pupils' responses in lessons. A good example of this was observed in a mathematics lesson, where as a result of assessments made in previous lessons, the teacher altered the planning to ensure the learning needs of all pupils were met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The positive picture at the time of the previous inspection has been maintained. The partnership with parents makes a good contribution to pupils' achievement. The school works hard to establish, nurture and maintain good relationships with parents, and these have a positive effect on pupils because they see the school and home working together. At the previous inspection the return of questionnaires was low, but at this inspection it was much higher, giving a broader picture of parents' views of the school. Analysis shows that, except for the provision of activities outside lessons, parents are very happy with all aspects about which their views were sought. They expressed the confidence of all sectors of the community in the school. Inspectors looked at the provision for extra-curricular activities and judged it to be good. The school provides a good range of activities after school. It also organises trips and outings for pupils as well as arranging a number of visitors to school, all of which support and enhance what the pupils are being taught. Two aspects that inspectors judged to be sound rather than good were the expectations set for the pupils and the information the parents receive, especially about how their children are doing.
51. Overall, the information sent to parents is satisfactory. The general and more targeted letters provided for parents about the school and its activities, including the 'Friends', are good. They keep parents well informed and involved because the letters are clear and give the necessary information. Whilst parents are happy with the reports they receive on their child's progress, they are inconsistent across the school. In all classes, more detail is given in the core subjects of English, mathematics and science. In most cases the details in these subjects give parents a clear idea of what their child knows, understands and can do. However, targets set for English and mathematics are not always specific enough for the individual and are often more to do with what they will learn next, rather than what they could do to improve. The reporting of other subjects is variable; in some subjects and in some classes it is little more than what has been covered, although, in other classes, children's specific achievements are well reported. Reports are sent in the spring term, thus there is no mention of the results of optional testing undertaken during the summer term. Where appropriate the school arranges translations, so that all parents have access to the information.
52. The school tries hard to work closely with parents so that they are included in their child's education. Teachers and other staff are available at the start and end of the day and, particularly in the younger classes, are frequently to be observed talking to parents. This informal contact helps to build good contact and bridge the gap, especially for children coming from abroad, between home and school. Parents also have two formal opportunities to talk with teachers about how their child is getting on in school, although appointments to discuss any concerns and problems can be made at any time. The head and the deputy head are generally in the playground at the start and end of day, and are available to talk to parents. Parents agree that they feel welcome in school and are comfortable to come into school; this was borne out during the inspection. The school takes parents' views into account both through the informal daily contact and from an annual questionnaire that gives them clear indications of how the parents

view the school. It strives to involve parents in its work by encouraging parents to hear their children read at home and by sending information about what the children will be learning, giving parents the opportunity to support them if they wish. Parents of pupils who have a Statement of Special Educational Needs are always invited to the annual review. For these, and other pupils with special educational needs who do not have statements, the headteacher and special educational needs co-ordinator are freely available for meetings. The school's links with ethnic minority parents, including those with English as an additional language, are satisfactory and these parents are successfully involved in the life of the school.

53. A few parents volunteer to help in school and this is much appreciated by the teachers involved. Parents generally help out on specific occasions such as trips or visits out, ensuring good levels of supervision. The school has a hard working 'Friends' association that tries hard to involve as many parents as possible. Events such as the Christmas and May Fayre are well supported by parents. Considerable sums of money are raised at these events and are used to buy, for example, furniture for the infant library and shelter in one of the playgrounds and to support activities such as the toddlers' group. The 'Friends' also run the daily stall where pupils can purchase a piece of fruit. The school organises an International Day annually; this function is particularly well supported by parents from all backgrounds.
54. The school goes out of its way to be sensitive to the diverse needs of its parents. This has enabled it to build a good partnership with its parents and its reputation as a caring school to grow.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership provided by the headteacher and his senior team is good. Since his arrival the headteacher, the deputy headteacher, who was appointed at the same time, and staff have worked hard to raise standards from a low base, particularly in English, mathematics and science. Attainment is improving, although still below national expectations. From the evidence of this inspection, however, the majority of pupils achieve well in relation to their prior attainment by the end of Year 6. This is a considerable achievement when account is taken of the large proportion of pupils who come to the school with English as an additional language, those who come as refugees and the large number of pupils with special educational needs. It is to the credit of his staff that they have a very strong commitment towards raising the quality of the school's provision and that they have worked with their headteacher to improve all aspects of the school. Strategies are in place to improve standards further.
56. The headteacher provides a very strong and clear educational direction for the school. The immediate priority for the past year has been to raise standards in the core subjects of English, mathematics and science, and this has been achieved. The monitoring and evaluation of the school's performance in these subjects are good and have led to effective action for improvement. For example, pupils' assessments in English and mathematics are analysed in detail to show particular areas for improvement and action taken, either by the class teachers or by management when appropriate, to focus on and strengthen those areas.
57. There is a strong sense of teamwork amongst staff and relationships are good. The senior team, consisting of the deputy headteacher and the senior teacher, supports the headteacher as well and effectively as time allows, but both have a heavy teaching timetable. Together the team monitors teaching and pupils' work, mostly in English, mathematics and science. In these areas management information systems are used well. The monitoring, evaluation and development of teaching is good, but there is room to develop teaching further by improving the consistency of good teaching across the curriculum.
58. The improvement of standards in the core subjects, and of behaviour across the school, was rightly a priority of the new headteacher and these aims are being achieved. Plans exist to focus on other subjects in the curriculum, but these need to be firmer and included in longer term development planning. For example, the school uses assessment and other indicators very well in

English and mathematics, and now that improvement has been achieved in those subjects it would be appropriate to move on to develop other subjects on a rolling programme.

59. The headteacher and staff create a very positive, and inclusive, ethos where pupils come to school to enjoy learning and the aims of the school are reflected very well through its work. All staff, under the strong leadership of the headteacher, take care to value all pupils and to ensure that every opportunity is taken to include them all in the full life of the school. Pupils are valued and they in turn value each other. The governing body is very supportive of the school and governors understand its strengths and weaknesses. The governors are mindful of their responsibilities and fulfil their statutory duties well. They regularly review the school's performance and work closely with the headteacher and staff to improve the provision the school makes and the standards it achieves. A number of governors regularly visit the school to work with pupils and a couple of parent-governors work as part-time support assistants.
60. The delegation of management responsibilities and the contribution of staff with responsibilities to the work of the school have strengths and weaknesses. Both the deputy headteacher and the senior teacher make significant contributions to the good running and development of the school. Subject leadership, however, is of variable quality. The co-ordinators for English and science are new to their posts. At present English is led well by the headteacher. The leadership of science is satisfactory as the new co-ordinator becomes established. The leadership of mathematics is excellent. Information and communication technology is also being led well. Because the school's priorities have been on these areas, opportunities for the co-ordinators of other subjects to take initiatives have been constrained. Little monitoring of teachers' or pupils' work in the subjects has taken place and assessment generally awaits development. Even so, teachers plan to have schemes of work set out in all subjects by the subject co-ordinators and the co-ordinators have all contributed to the school's development plan with their aims for improvement. The senior management is aware of the need to develop further the role of subject co-ordinators as the school moves on to improve the provision for subjects across the curriculum.
61. Development planning is good and comes from a rigorous appraisal of the strengths and weaknesses of the school. The school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan identifies the needs for professional training and development, and effective provision is made.
62. The school seeks successfully to set the best value when purchasing goods and services. Financial management is good and resources are used well to support development. All monies provided for specific purposes, such as those provided for pupils with special educational needs, and for pupils for whom English as an additional language, are used well.
63. Over their time at the school, pupils of all levels of attainment achieve well. The quality of teaching is good and pupils make good progress in most lessons. The money that the school receives is above average for each pupil. Overall, the school provides satisfactory value for money.
64. There are more pupils on the school's register of special educational needs than in most schools, but the very good management of the experienced and very effective support staff by the special educational needs co-ordinator ensures that the needs of the pupils are very well met. The management of the school has established an ethos of inclusion, which supports the learning of pupils for whom English is an additional language well. Although recent staff changes have disrupted this provision, it is well managed overall.
65. Staffing levels are good. Due to the school's positive policies for recruiting staff there are sufficient teachers to meet the needs of the curriculum. The number of support staff is above average. Teachers are well matched, through their qualifications and experience, to meet the demands of the curriculum. Provision for staff development, through the monitoring and training of both teachers and support staff, is effective, and the school has established the process of performance management well. Good arrangements are in place for the induction of newly qualified teachers and for teachers new to the school.

66. The school provides good accommodation for its pupils to learn in. They come to work in a welcoming environment. Examples of pupils' work are displayed on corridor walls, together with pictures and information celebrating their cultural diversity. The building is in a mostly good state of repair and there is an ongoing programme of repair and refurbishment. A computer suite and infant library have been added since the previous inspection. Good use is made of the available accommodation with the school benefiting from two halls, one for infants and the other for juniors. A priority of the school's development plan, the lack of outside play facilities, will be redressed this summer with the provision of a sand pit and raised garden, together with an outside large climbing frame with a safety surface surrounding it.
67. Resources are satisfactory overall and very good in information and communication technology. A recent priority has been to install a computer suite and to increase the number of computers available to pupils. This has been successful, the new equipment is being utilised well and is having a positive effect on the standards being achieved by pupils. Both individual and group reading materials to support the school's literacy strategy have been updated, although the book stock in the junior library needs further development. Resources across the school are well organised and accessible; they are used well to support learning.
68. The day-to-day administration of the school is good and good use is made of technology. The nature of the school and the diverse backgrounds of its pupils bring a heavy bureaucratic demand, particularly in the keeping of records and in preparing bids for additional financial resources. The administrative staff meet these demands well and they make an effective contribution to the smooth running of the school. The school is well organised and orderly and pupils are safe and secure. Relationships between pupils and all adults are very good and contribute to the purposeful working environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To continue to raise the standards of work and improve further the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:

- (1) Improve standards further in English in Years 1 and 2 and in writing across the school by:
- Providing more opportunities for pupils to write more imaginatively and in greater length;
 - Developing strategies to encourage pupils to use their literacy skills across the curriculum;
 - Planning specific vocabulary and language structures to support pupils for whom English is an additional language.

(This weakness is mainly discussed in paragraphs 5-7, 13, 73 and 99-100.)

- (2) Seek to extend the very good practice seen in many classrooms, so that teaching in Years 1 and 2 matches the predominantly good quality seen in Years 3 to 6.

(This weakness is mainly discussed in paragraphs 20-2.4)

- (3) Improve assessment so that teachers have enough information for to plan the next stage of learning in all subjects.

(This weakness is mainly discussed in paragraphs 20-24 and 45.)

- (4) Improve subject leadership in the foundation subjects so that:

- Co-ordinators ensure that teachers plan their lessons week by week with due attention to the different levels of attainment within the class;
- Co-ordinators frequently and systematically monitor pupils' work in their subject.

(These weaknesses are mainly discussed in paragraphs 24 and 60)

- (5) Work more closely with outside agencies to improve attendance.

(This weakness is mainly discussed in paragraph 41.)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- a) Ensure that report to parents give clear indications about how well their children are achieving. *(This weakness is mainly discussed in paragraph 51.)*
- b) The school should make arrangements to comply with requirements for daily worship. *(This weakness is mainly discussed in paragraph 34.)*

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

70. The school has over two-fifths of its pupils who speak English as an additional language (EAL). The main home languages spoken by these pupils are Gujarati, Yoruba, Somali and Arabic. In addition, over a quarter of the school population is from refugee backgrounds and most of them are at early stages of English acquisition. Many of them enter the school at different times during the school year and have disrupted prior education or not have been to school at all. Consequently, many of the EAL learners start from a very low base.
71. The provision for EAL is satisfactory overall. The school was without an EAL teacher for the last two terms because of long term sickness. During the inspection, a full-time overseas trained teacher had been supporting EAL pupils for the previous eight weeks. In addition, two part-time staff had just started to give EAL support one day per week. One of them was temporary and had been appointed to make up for the lost time in the past. However, the good management and co-ordination of support and guidance for EAL by the senior management has helped the school to work effectively towards raising the achievement of these pupils. The school carefully considers the needs of early stage EAL pupils and EAL pupils who arrive in the middle of the school year. Most support is given to the Foundation stage, but there is an arrangement of support for later admissions to other year groups.
72. The standards of work produced by the early stage EAL pupils are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age. However, they make good progress in language acquisition, given that they are beginners in English on entry to the school. The pupils achieve well in literacy skills, particularly in speaking and listening. This progress continues and towards the end of Year 6, the majority have acquired the necessary language skills to participate actively in lessons and achieve well in the national tests. This is reflected in the school's analysis of pupils' progress. EAL pupils achieve well and perform in line with other pupils due to the hard work of classroom assistants and teachers. Although the attainment of different groups of EAL learners in English is generally lower than that of the rest of the pupils, they are achieving well in mathematics. This is a significant achievement for the school.
73. All EAL teaching consists of in-class support through joint planning with class teachers. In the lessons observed, the quality of teaching was good in the Foundation Stage but satisfactory elsewhere. There was a clear focus on developing pupils' speaking and listening and literacy skills. The EAL teachers use suitable methods and visual resources, which enables pupils to develop understanding in English. However, specific vocabulary and language structures necessary for EAL learners neither feature in EAL teachers' nor in class teachers' planning. The school has planned to introduce the Qualification and Curriculum Authority's scale for EAL assessment in September 2002. Due to the staff absences the assessment records of EAL pupils have not been updated recently. However, their progress in English is monitored through the whole school monitoring.
74. The whole ethos of the school is one of inclusion. Cultural diversity is recognised, valued and celebrated to raise self-esteem and confidence of different ethnic groups. There is good support for refugee children and other new arrivals to help them settle into the school. They are well integrated into the life of the school. Although the links with EAL parents are satisfactory, the school acknowledges the need to develop further links with these parents.
75. The current level of specialist EAL staffing is not adequate to meet the forecast needs of pupils and the school is aware of this. In order to improve the provision further, the school needs to develop the skills of class teachers in addressing the needs of EAL pupils. The school has already identified this as a priority and has recently introduced EAL training for whole school staff.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

72

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

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	26	30	2	0	0
Percentage	3	14	37	42	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	366
Number of full-time pupils known to be eligible for free school meals	0	132

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	5	108

English as an additional language

	No of pupils
Number of pupils with English as an additional language	172

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.6

Unauthorised absence

	%
School data	1.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	30
	Girls	17	18	20
	Total	42	42	50
Percentage of pupils at NC level 2 or above	School	70 (57)	70 (62)	83 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	30	31
	Girls	19	20	25
	Total	44	50	56
Percentage of pupils at NC level 2 or above	School	73 (64)	83 (86)	93 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	32	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	14
	Girls	19	18	25
	Total	27	27	39
Percentage of pupils at NC level 4 or above	School	53 (57)	53 (69)	75 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	11
	Girls	20	20	23
	Total	26	28	35
Percentage of pupils at NC level 4 or above	School	52 (52)	56 (64)	67 (57)
	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	5
Black – African heritage	43
Black – other	27
Indian	26
Pakistani	10
Bangladeshi	3
Chinese	6
White	179
Any other minority ethnic group	70

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	20.7
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	377

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	50
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	11
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/2002
	£
Total income	1,146,169
Total expenditure	1,141,765
Expenditure per pupil	2,792
Balance brought forward from previous year	27,588
Balance carried forward to next year	31,992

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	391
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	4	0	0
My child is making good progress in school.	73	23	3	0	1
Behaviour in the school is good.	51	45	2	0	2
My child gets the right amount of work to do at home.	49	40	8	1	2
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	61	35	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	2	1	2
The school expects my child to work hard and achieve his or her best.	59	38	1	0	2
The school works closely with parents.	56	36	5	2	1
The school is well led and managed.	54	39	2	2	4
The school is helping my child become mature and responsible.	64	31	3	0	2
The school provides an interesting range of activities outside lessons.	38	34	16	3	9

Other issues raised by parents

No additional issues were raised.

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

76. The last inspection identified the need to improve the curriculum provision in the Nursery as a key issue. This has been fully addressed; provision in the Nursery is now very good and a strength of the school.
77. Children are admitted into the Nursery and Reception classes, which make up the Foundation Stage, in line with locally agreed procedures. They are assessed regularly, in both classes, to find out what they can and cannot do. The results of these assessments show, that in all areas of learning, except physical development, children's attainment on entry to the school is well below the levels expected for their age. Children's physical development is comparable with the levels expected nationally. A significant number of children have English as an additional language and are at the early stages of language acquisition in English. The learning environment in both the Nursery and Reception classes is colourful and stimulating. Children feel safe and secure, and settle quickly to the daily routines. They respond enthusiastically to activities and the help they are given by teachers and support staff. All children, including those with special educational needs and those with English as an additional language, make good progress in all areas of learning. By the end of the Foundation Stage most children are likely to attain the levels expected in physical development, and many attain the expected levels in personal, social and emotional development and in mathematics. However, only a minority of children are likely to attain the levels expected in the areas of communication, language and literacy, knowledge and understanding of the world and in creative development.
78. Teaching is good overall, in all areas of learning in the Foundation Stage, and consistently very good in the Nursery. Teachers have a good understanding of the curriculum for children of this age, and of how young children learn. Planning has improved since the last inspection. It comprehensively covers all six areas of learning of the Foundation Stage and identifies clearly what the children are expected to learn. However, planning in the Nursery and Reception classes is not yet fully co-ordinated to ensure continuity of provision as children move through the Foundation Stage. A strong emphasis is placed on children learning through actively engaging with their environment. Adults provide positive role models and work together well. Teachers are competent in teaching basic skills and use a good range of teaching strategies. Good support from teachers, and teaching assistants, ensures that children remain focused, and learn well. All adults are skilled at asking open-ended questions and encouraging children to think for themselves. Most sessions move at a good pace, activities are well matched to the children's learning needs and children make good progress. In the Nursery, sessions are very well organised, children are very well managed and activities are particularly well matched to children's interest levels. A strong emphasis is placed on developing children's personal, social and emotional development, and their communication and language skills. As a result children develop positive attitudes to learning, act responsibly, work hard and behave well. In the Reception classes children continue to experience a good range of activities to support learning in all areas. However, where the pace of sessions slows, or children's behaviour is not managed effectively, learning is not as good as it could be. Differences exist between the Reception classes in the approach taken by teachers in their organisation of learning activities and management of children's behaviour. In the most productive sessions there is a clear focus for the activity, children clearly understand how they are expected to behave, and they are well managed and supported by adults. Where unsocial behaviour of a few children is not effectively managed, time is lost and the learning of all children is not as good as it could be. Children are actively encouraged to access and put away their own resources and as a result most children develop good levels of independence.
79. Teachers continually assess children to monitor and track their progress. They use this information to guide their planning to ensure they meet the learning needs of all children. These assessments are comprehensive because they are informed by direct observations of children at

play, and focused assessment activities. Accommodation and resources are good and used effectively to support children's learning.

80. Children enjoy school. They respond well to the activities planned by their teachers. Children's response is especially good when they clearly understand what is expected of them, particularly in terms of their behaviour. The majority of children actively take responsibility for their learning and confidently make decisions when involved in a range of activities.
81. Parents are provided with good support. The induction programme for the Nursery and Reception includes a home visit. Parents are provided with good information, translated into their first language, about the routines of the school day, and the activities their children will be engaged in. They receive regular reports on their children's progress, and communication on a daily basis is good. Parents support their children's learning in a variety of ways. They accompany their children on visits, help in the classrooms, provide materials to support their children's work in school, and share books with them at home.
82. The Foundation Stage co-ordinator is knowledgeable and has successfully brought about significant improvements to the overall provision. Of particular note are the improvements in assessment, information for parents, provision for outdoor play and aspects of planning. She provides good leadership and support and has a well-defined vision for the further improvement of the provision.

Personal, social and emotional development

83. Many children start school with underdeveloped skills in this area of learning. The organisation of daily activities in the Nursery provides children with many opportunities to work in small and large groups. All adults are skilled at helping children to develop co-operation skills and to consider the needs of others. Adults are consistent in their high expectations and management of children's behaviour and as a result children learn to work in harmony. In the Reception classes, expectations of children's behaviour are equally high, but variation exists between the classes in its management. When children clearly understand what is expected of them, and teachers' management is consistent, children behave well. In contrast, when what is expected of children is not communicated or managed effectively, a minority behave in an unacceptable manner and this has a negative impact on the quality of the learning experience for all children. Relationships with each other and adults overall are good and often very good in the Nursery. Most children develop levels of self-control that enable them to work and play together constructively. For example, in the Nursery they act out the roles associated with running a fire-station, and in the Reception classes they take on the roles of café owner and customer. By the end of their time in the Reception classes most children concentrate for extended periods of time, in both adult directed activities and those of their own choosing. The activities provided on a daily basis in both the Nursery and Reception classes support the development of children's self-help skills. Most children seek the assistance of adults only when they really need it, confident in the knowledge that they will be well supported.

Communication, language and literacy

84. When they start school the skills of many children are well below the levels expected in this area of learning. A significant minority of children have English as an additional language and are at the early stages of language acquisition in English. When they start in the Nursery many children use a limited vocabulary and speak in short phrases. All children make good progress overall. Extra support is provided regularly by a teacher for children with English as an additional language. The good quality of this support and the well-planned daily activities ensure that children learn to speak English quickly. However, despite the quality of teaching and support all children receive, and the good progress they make, most children are unlikely to attain the levels expected for their age, in all aspects of this area of learning, by the end of their Reception year.
85. A good range of activities is provided throughout the Foundation Stage to develop children's skills in speaking and listening, and to encourage them to learn about books and the sounds that

letters make. Children have regular opportunities to take part in conversation. Every opportunity is taken by all staff to help children develop and use appropriate vocabulary. For example, through their role-play in the Nursery children learn the vocabulary associated with going on holiday. In the Reception classes, children learn the vocabulary associated with ordering objects by size when retelling the story of "Goldilocks and the Three Bears". Adults are skilled at sustaining conversations with children. As a result children's confidence and skills in this area develop well.

86. Effective use of structured schemes and focused, stimulating learning opportunities ensure that children achieve well in the areas of reading, knowledge of letter sounds and writing. For example, in the Nursery they develop their confidence as writers through activities such as making their own passport. These skills are further developed in the Reception classes as they make books when retelling stories. Many children attempt to spell words for themselves, using their knowledge of the sounds that letters make. Children's skills in this area are well supported by adults, who help them to write individual letters correctly, and spell simple, frequently used words. Children listen very well to stories and ample opportunities are provided for children to handle and explore books. By the end of their Reception year most children understand that print conveys meaning, and that the title of the book is printed on the front cover. They are enthusiastic about reading and talk confidently about stories that are well known to them. Despite the good progress they make, only a minority of children are likely to fully attain the levels expected for their age in reading and writing.

Mathematical development

87. The skills of many children in this area of learning are below the levels expected when they start in the Nursery, but the very effective provision in the Nursery ensures that children achieve well. In the Reception classes, children continue to build on their achievements and most are likely to reach the expected levels by the end of their Reception year. A wide variety of activities provide opportunities for focused learning of skills, solving problems and independent exploration. In the Nursery, children sort, match and order objects. Adults are skilled at teaching the vocabulary associated with mathematics in range of situations. For example, in the outdoor sandpit children in the Nursery are helped to count the number of small buckets of sand it takes to fill a large one. They also learn comparative vocabulary such as full and empty, and more and less. Good resources and interactive displays in all classrooms encourage children to recognise and order numbers. The development of children's mathematical skills is well supported in the Reception classes through the playing of games. For example, they learn to correctly identify an unknown number by asking questions such as, 'Is it more than five, or less than nine?' Children in the Reception classes can identify and describe common two-dimensional shapes and begin to understand addition through combining two groups of objects.

Knowledge and understanding of the world

88. Many children start school with very limited experience and knowledge of the world around them, and are unlikely to reach the expected levels for their age by the end of their time in the Reception classes. However, the activities planned for this area of learning, and the skilled support from adults, have a positive effect on the development of children's knowledge, understanding and skills and most children achieve well. They have many opportunities to explore the natural and man-made world using all their senses. Children in the Nursery explore the properties of dry and wet sand, and observe plants they are caring for, as they grow. In the Reception classes, children observe how ingredients used for making biscuits look, feel and smell before and after cooking. They note how the ingredients look different when they have been mixed and how cooking changes their texture. Children develop the ability to confidently select materials when making models and, with help, they successfully join them in a variety of ways. Children are skilled at using everyday technology. By the end of their Reception year they are able to use a range of programs to support their learning. The provision for outdoor play fully supports children's developing knowledge and understanding of the environment. Visits are used well to help children understand their locality further. Through investigating how they have changed since they were babies, children develop a very simple understanding of how things change over time. Children have a very well developed sense of community and learn about the rich and varied cultures and

beliefs represented within it. The recently introduced 'Foundation Stage Assembly' is well used as a time for children to reflect on the way they, and others, live their lives.

Physical development

89. Most children are likely to achieve the expected levels in this area of learning by the end of their Reception year, and all children make good progress. Provision for outdoor play has improved since the last inspection, and is now firmly embedded as an important element of children's daily experiences. This improvement has ensured that children develop good co-ordination skills; they learn to move safely by becoming more aware of space and people around them. The outdoor play area for the Nursery is well equipped to promote children's physical development. It also fully supports children's learning in all other areas. Children use their imagination, they learn to co-operate in role-play activities and they learn about the needs of plants by growing them in specially constructed beds and containers. The development of the area outside the Reception classes is underway and, when finished, will provide the same level of provision. The area is already well used and makes a positive contribution to children's learning. Good resources ensure that children have many opportunities to develop their control over objects. They build with small equipment, and handle a range of drawing, writing and painting equipment with increasing skill. They have access to tools from the beginning of their time in the Nursery, and learn to use them safely and effectively.

Creative development

90. The majority of children are unlikely to reach the expected levels in this area of learning by the end of their Reception year. However, they make good progress and achieve well because they experience a wide range of activities to support their learning. Adults are skilled at using questioning to encourage children to talk about what they can see, feel and think. Many children work co-operatively in their role-play and use their imagination to enact a story. For example, children in the Nursery help each other to put out an imaginary fire, and children in the Reception classes act out the role of café owner and customers. Such activities successfully promote children's imaginative and social development, as well as their communication skills. Children have regular access to musical instruments and sing songs and rhymes from memory. A wide range of art media is provided to enable children to express their ideas and work in two and three dimensions. They explore texture when making collages and manipulating malleable materials. Using found materials they create imaginative models based on their own experiences.

ENGLISH

91. In 2001, the National Curriculum test results for pupils at the end of Year 6 were well below average for all schools, and below average for schools with a similar economic background. In comparison with all schools, the results for pupils at the end of Year 2 for reading were well below average and they were very low for writing, where they were in the lowest five per cent of schools. Compared with similar schools, the results were average for reading and well below average for writing. The proportion of pupils reaching higher levels was below the national average in Year 2, but it was in line with the average in Year 6. Indicating that higher attainers achieve well in Years 3 to 6.
92. Pupils' work indicates that the proportion of pupils presently attaining nationally expected levels is well below average at the end of both Year 2 and Year 6. A wide range of evidence from the Year 6 classes shows that, while overall standards are below average, a small number of high-attainers achieve at higher levels and there is evidence of good gains over time in Years 3 to 5.
93. Standards in English have dropped since the last inspection due to the high mobility of pupils, many of whom have English as an additional language or special educational needs, and frequent changes in the leadership of the school. Under the current headship, standards are improving, as the provision for English is now good.

94. Improving standards in all aspects of English has been a major focus of the school, and the strategies introduced have met with much success. The introduction and full implementation of the National Literacy Strategy during the last two years, “booster” classes in Year 6, additional literacy support in Years 3 and 4, and early literacy support in Year 1 are having a positive impact the pupils’ learning in lessons. In addition, learning support and teaching assistants, and parent and voluntary helpers also make a positive contribution to pupils’ learning.
95. Pupils enter Year 1 with attainment in English that is well below average, and standards are further depressed by a significant number of pupils from refugee families, who are in the early stages of English acquisition, and who join the school during Years 1 to 6. Pupils show satisfactory listening skills in Years 1 and 2, but many lack sufficient confidence and fluency to speak in English; consequently, standards of speaking are still below average by the end of Year 2. As pupils move up the school, however, they develop these skills satisfactorily. Overall, pupils’ achievement in speaking and listening is satisfactory in Years 1 and 2 and good in Years 3 to 6, where teaching is good.
96. By the time they are in Year 6, pupils’ speaking and listening skills are broadly in line with national expectations. In the lessons observed in Year 6, pupils in role-play spoke confidently to an audience. The role-play was based on Jacqueline Wilson’s novel, *The Suitcase Kid*, where two stepsisters argued and fought relentlessly, adapting their speeches to suit the purpose and the audience. In this session, they also used well-prepared questions to interrogate the class teacher who took the role of Andrea, a stepsister in the novel. In another lesson, when comparing characters as seen through the authors’ eyes, the pupils used appropriate words for descriptions- “Roxanne is an orphan, solitary child ...” or “Kensuke is old, very thin, scruffy...”
97. The standard of pupils’ reading in the current Year 2 is well below that expected for their age. Pupils sound out unfamiliar words, but many have limited understanding of what they read. Higher-attaining pupils can read with some fluency and talk about authors, titles, events and characters. They know the distinction between fiction and non-fiction books. Average and lower-attaining pupils show enjoyment towards reading, but find it difficult to talk about the books they read. Overall, the achievement of pupils in reading is satisfactory in Years 1 and 2.
98. Pupils achieve well in reading in Years 3 to 6, where standards have improved to below average for their ages. In Year 6, where the teaching is often very good, the teachers frequently check pupils’ understanding by asking a range of questions. The higher-attaining pupils read fluently and accurately with expression and understanding. They discuss the main points and themes of the books they read. They compare the styles of different authors such as J.K. Rowling, Jacqueline Wilson or Tolkein. One of the high attaining pupils very eloquently compared the plots and characters in “*Railway Children*” with those of “*The Secret Garden*”. The pupils generally acquire sound library skills for finding information from books and other sources.
99. The school has placed a considerable emphasis on improving pupils’ writing skills and has identified it as a major focus for development next year. There are now planned opportunities for the development of different kinds of writing. Although pupils are achieving well and standards in writing are improving in Year 3 to 6 because of the good teaching of basic skills, they are still well below national expectations by the end of Year 6. The impact of the initiative is seen better in Years 3 to 5 than in Year 6, which has not had sufficient time to benefit from it. In Years 1 to 2, where teaching is satisfactory, work seen in Year 2 shows that pupils mainly produce short pieces, or a sequence of sentences based on what they read. Pupils write in grammatically correct sentences with punctuation appropriate for their age. However, there is not sufficient evidence of different types of extended writing appropriate for their age; even the higher-attaining pupils do not write imaginatively.
100. Given the relatively low standards in Year 2, pupils make good progress in writing in Years 3 to 6, so that basic skills are well established for most by Year 6. In the current Year 6, just over a half of the pupils are reaching the expected level and a small number beyond. Work seen in pupils’ books in Year 6 shows that the pupils write at length, sustaining ideas and using complex sentences to extend meaning. The pupils in Years 3 to 6 learn to write for a range of purposes

and achieve well. They write poems, stories, book reviews, character descriptions, letters and diaries. They enjoy writing poetry using rhyme patterns, similes and metaphors; for example, 'The Orchestra of the sea' by a Year 4 pupil:

"The sea is like an orchestra,
Where the echoes of the waves,
Sound like chiming of the triangle"

Or, 'Weather poem' which is simple but effective in word play:

"It is sunny today
It was sunny yesterday
And the day before
The children are hot
Everyone is looking for a shady spot.
....."

101. Systematic teaching of handwriting has contributed to good standards across the school. Pupils in Years 1 to 2 write using well-formed letters and handwriting is joined up for most pupils in Years 3 to 6. Spellings are taught regularly and, by Year 6, pupils have a sound knowledge of useful strategies to help with spellings. Consequently, many words are spelt correctly.
102. The quality of teaching is good overall. This is an improvement since the previous inspection when it was mostly satisfactory. Learning is also good overall. Now, teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6, with examples of very good lessons in Year 6. The good lessons are very well planned and teachers demonstrate very secure subject knowledge. Pupils understand what they are going to learn and the learning is purposeful. Teachers draw effectively on pupils' previous learning, which promotes pupils' own knowledge of their learning. The pupils are keen to show what they remember and are ready to learn new things. Satisfactory lessons do not have the same degree of rigour as the good lessons in developing pupils' understanding of new words or texts. Much of the teaching in Year 3 to 6 is dynamic and teachers maintain a brisk pace through well-planned and timed activities. As a result, the lessons demand a high level of intellectual and creative effort from the pupils. Teachers have high expectations of work and behaviour of their pupils and manage them effectively. Consequently, their behaviour is good. English makes a good contribution to pupils' spiritual, social, moral and cultural development.
103. Pupils with special educational needs have individual education plans with clear targets in language and literacy, which are followed carefully, and they make good progress. Pupils who are learning English as an additional language also make good progress, because of the clear focus given to developing their language skills.
104. Good improvement has taken place since the last inspection as the subject is led well by the headteacher. Information and communication technology is used well to support learning in English. The systematic monitoring of teachers' planning and their lessons, good assessment procedures and the use of test data to set targets for pupils have helped to improve teaching and standards. The school has effectively implemented the National Literacy Strategy and introduced planned opportunities for speaking and listening in lessons. This is having a beneficial impact on the quality of teaching and pupils' learning across the school, mostly in Years 3 to 6. Although teachers are using other subjects to develop reading and writing satisfactorily, they are not using them creatively to extend reading, writing and research skills. Reading and writing remain major weaknesses across the school and quite rightly the school has identified them as priorities for development next year.

MATHEMATICS

105. In the 2001 national tests at the end of Year 2, pupils' results were well below the national average and below the average of similar schools. The test results for Year 6 pupils also show

standards that are low compared to schools nationally, but broadly in line with schools with pupils from similar backgrounds. From the evidence of pupils' work, present standards of attainment in mathematics at the end of both Years 2 and 6 are below national expectations. Pupils enter Year 1 with standards below expectations. A significant number of pupils join the school between Years 1 and 6 and many of these are also lower attainers. Consequently, in relation to their prior attainment, pupils' achievements are satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils with special educational needs and those with English as an additional language also make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. The tracking of individual pupils also shows that those who remain in the school throughout make good progress. The standards presently evident in pupils' work show a small improvement on last year's test results.

106. At the time of the last inspection standards in mathematics were in line with national expectations at the end of Years 2 and 6. Shortly after that standards declined and, in infant classes, standards were below national expectations, but have been improving. In junior classes standards have improved consistently since 1998 and nearly reached national expectations in 2000 before declining in 2001. Scrutiny of work across the year groups and discussions with pupils indicate that standards are improving throughout the school because of the successful introduction of the National Numeracy Strategy, the good teaching, especially in the Years 3 to 6 classes, and excellent leadership from the co-ordinator. Extra classes for pupils in Year 5 and 6, and the placing of pupils in Year 6 in ability groups for some lessons, has also helped to raise standards.
107. Effective assessment is illustrated, for example, by identifying pupils that need to improve both the rapid recall of number facts and the application of mathematical knowledge and understanding to solve problems. As a result teachers have given both of these aspects additional emphasis in their planning. In addition, the performance of pupils is monitored closely by the co-ordinator to ensure that the focus on this aspect of the subject is being effective.
108. In the infant classes pupils devote much time to developing their mental recall of number facts through regular practice. In the best lessons pupils are encouraged to explain their answers and teachers consolidate learning from the previous lesson. In these good lessons teachers make the learning fun and pupils respond very positively, such as in the Year 1 class when they were encouraged 'to spot the teacher's mistake,' or in Year 2 when they had to identify shapes by feeling them in a bag. By Year 2 most pupils are confident in working with numbers to 20 and a few with numbers to a 100. They know that multiplication is repeated addition and complete sequences of numbers. They calculate the answers to 'shopping' problems and learn to tell the time to half past, quarter past, quarter to and half past the hour. They can identify two and three-dimensional shapes and complete some work on direction but do not reinforce this work with a programmable toy, a reasonable expectation for this year group.
109. By Year 6 most pupils are competent in the four rules of number to 100 and some to 1000. Most have worked with decimals and understand the relationship between decimals, fractions and percentages. They complete problems involving money and investigate the relationship between area and perimeter. They construct angles and compare metric and imperial measurements. They complete tally charts, bar graphs and line graphs and complete multi-step problems. There is some evidence to show the application of mathematics in other subjects across the curriculum. For example, in Year 6 pupils draw bar and line graphs to show how long Henry VIII was married to each wife, and in Year 4 graphs show the quantity and type of litter dropped around the school. Information and communication technology is used well in mathematics. However, the school's numeracy strategy is still under development and pupils' number skills could be better exercised across the curriculum.
110. Teaching is satisfactory in the infant classes and good overall in the junior classes where one excellent lesson was observed. No unsatisfactory teaching was seen. The quality of learning follows a similar pattern and improves in the junior part of the school. In the excellent lesson observed for a Year 4 class, planning was detailed, it met the needs of pupils and took account of previous teaching. The lesson proceeded at a good pace, pupils were alert, interested and

appropriately challenged. Consequently, the learning was rigorous and pupils were intellectually stretched. Teaching was less successful where teachers underestimated the ability of the pupils; expectations were low and the pace of learning slower. The scrutiny of pupils' work showed a very acceptable standard of presentation but marking lacked consistency. In some books work was marked right or wrong, but in others teachers wrote helpful comments that helped ensure future learning or asked questions. For example, in a Year 6 book the teacher writes 'Well done – you have used your knowledge of rounding to give close estimates. When could you estimate?'

111. The subject co-ordinator provides excellent leadership and, working with colleagues, is having a very positive impact on standards in mathematics throughout the school. Pupils' achievement in mathematics is improving because the subject is supported by her very good knowledge and understanding of mathematics, the effective monitoring of teaching and the clear analysis of tests and other assessments that lead to the setting of key objectives.

SCIENCE

112. In the school's teacher assessment of Year 2 pupils in 2001, almost all gained the nationally expected level or higher. This result is in line with the national average and well above average compared with similar schools. This is an improvement over previous years and a marked improvement since the previous inspection. In the national tests of pupils at the end of Year 6 in 2001 the number gaining the nationally expected level was well below average. However, pupils who had attended the school since the infants attained much better results, coming out at below average. Overall standards are steadily improving at a rate that is higher than the national trend.
113. Standards attained by current Year 2 pupils are below average. This represents sound achievement since pupils begin Year 1 with below average knowledge and understanding in this area of the curriculum. Most pupils observe and record the results of simple experiments, such as melting chocolate or making toast, using drawings and words. Higher attaining pupils explain why some materials, like the toast, cannot be returned to their original state. In some cases, such as where the pupils have English as an additional language, the lack of reading and writing skills limits pupils' ability to communicate their understanding. Standards attained by current Year 6 pupils are below average. Overall, the school has a lower proportion of pupils reaching the higher levels than is found nationally. However, this is good achievement considering the high levels of mobility of both pupils and teachers during the past few years and the well below average starting point of most of the pupils. Nearly all pupils know that they can test scientific ideas using experiments and know whether the test is a fair one. For instance, in a Year 6 experiment on burning, pupils predicted that covering a burning candle with a jar would starve the candle of the air that it needed and that the flame would eventually go out. Higher attaining pupils suggested that it was the oxygen component of the air that the burning required, although they could not suggest ways to measure the proportion of this. There was no evidence during the inspection to show that boys do less well than girls or that any particular ethnic group stood out in terms of attainment.
114. Teaching is satisfactory in the infants and good in the juniors. Overall, teaching is having a positive effect on standards. This is a good improvement since the previous inspection when teaching was largely unsatisfactory. Pupils enjoy science and are keen to learn and show what they know. In a good Year 5 lesson, pupils enthusiastically 'brainstormed' what they knew about the parts of a plant and used their knowledge and understanding to find out about the structure and function of parts of a flower. The teacher had planned the lesson well and had a clear idea of what she wanted the pupils to know by the end of the lesson. She set time limits and a brisk pace to which the pupils responded well. Teachers are usually clear how pupils with special educational needs will be supported. Classroom assistants and support teachers provide help with writing and understanding, so that they learn well alongside their peers. Teachers use classroom assistants and peer support satisfactorily for pupils with English as an additional language, so that all pupils are included. Teachers also insist on high standards of behaviour and enjoy good relationships with the pupils. In less successful lessons, teachers do not provide work at different levels for pupils of differing ability. This is particularly so for the higher attaining pupils in Years 1 and 2. Both infant and junior teachers make satisfactory day-to-day assessment of

pupils' progress. This enables the teacher to know who is moving ahead or falling behind, but they are not always aware of the National Curriculum levels at which pupils could be working. Infant teachers are generally less clear about what pupils will learn in lessons and this slows learning. In Year 2 lessons pupils explored the differences between different types of plant and had the opportunity to observe and draw the wide range of plants in the school grounds. Clearer objectives and more practice in the classroom would have enabled the teacher to see where pupils needed help in making their observations, and help focus the attention of the higher attaining pupils on more carefully observing and recording the differences.

115. Leadership and management of the subject are satisfactory. The new co-ordinator has rationalised the resources and improved the scheme of work so that they are matched to the National Curriculum. These steps have given teachers more confidence and enabled pupils to develop across the full range of knowledge and skills. This is a good improvement since the previous inspection, when these aspects were unsatisfactory. However, the use of information and communication technology is in its early stages and has yet to play a useful part in research and investigation. The co-ordinator has not had the opportunity to monitor teaching directly and although the checks on pupils' books provide valuable information for planning, good practice in teaching needs to be developed and shared, particularly for Years 1 and 2. The system used for assessment is not yet satisfactory and the co-ordinator recognises the fact that the process needs to be more closely linked to National Curriculum levels, so that teachers are aware of the levels at which particular pupils are working. This will help in planning the term's work as well as in challenging the more able pupils. The headteacher has made a start on analysing performance data, but the co-ordinator needs to be involved in this process, which will help make planning and target setting more effective. Given the commitment and enthusiasm of the staff, the school has a good capacity to make further improvements.

ART AND DESIGN

116. Standards in art and design are below average at the end of Year 2 and the end of Year 6. This is sound achievement, since pupils enter the school with below average knowledge and skills. By Year 2 pupils paint pictures using variations of the same colour, such as their work studying Van Gogh's "Sunflowers". They print patterns using simple blocks, such as potato prints. Drawing and painting skills generally are less well developed and three-dimensional work is confined to constructions with scrap materials. By Year 6 pupils have developed skills in collage, ceramics and drawing and painting. Year 4 pupils produce some good imaginative work on the theme of "journeys", based on both Aboriginal paintings and the work of Paul Klee. Higher attaining pupils attain sensitivity in the use of line and colour and understand the use of symbols. Year 6 pupils have a below average knowledge of the work of artists and designers.
117. It is not possible to make a judgement on the quality of teaching because it was possible to see only one lesson. The school was concentrating on design and technology during the week of the inspection, which it alternates with art and design. However, judging from the pupils' sketchbooks and the work on display, the teaching is not consistent. Some of the most stimulating work was seen in the Reception classes and in Years 4 and 6. Teachers are not consistent in the way that sketchbooks are used. The books are not used in Years 1 and 2. In Years 3 to 6 some are used for design and technology as well. Few provide a record of exploration, imagination or homework. The themes tackled are often linked to history, geography or religious education, which extends the range of cultural influences. Not all teachers follow the formal aspects of the National Curriculum and the use of information and communication technology in art is not consistent. Formal aspects of the subject are tackled better in Years 3 to 6. In a Year 6 lesson on the study of landscape painting, for example, pupils made a personal analysis of reproductions by well-known artists. Year 5 pupils produced some colourful and well-made vessels in decorated clay, based on Thai designs, but otherwise three-dimensional work is underdeveloped. The school is beginning to recognise that the great cultural diversity found amongst its pupils can be used to advantage through the media of art and design and is keen to develop these aspects more.
118. The co-ordinator is new to her post and is still establishing her leadership role. She has developed and consolidated the resources and improved access for all teachers. The artwork in her

classroom is both exciting and relevant. These evident skills need to be shared and developed with the whole staff. A system of assessment needs to be devised so that teachers know at what levels pupils are working and can challenge them to further improve attainment. Improvement since the last inspection has been unsatisfactory, but given the enthusiasm and commitment of the current staff, the school has a sound capacity for improvement.

DESIGN AND TECHNOLOGY

119. Standards in design and technology are below average at the end of Year 2 and at the end of Year 6. This is broadly in line with the previous inspection and represents sound achievement, since pupils enter the school with below average knowledge and skills. By Year 2 pupils can make pictures with moving parts and well-finished puppets from scrap materials. There is little evidence of the pupils developing design skills through drawing and analysis of problems. In Year 6, pupils investigate how everyday objects, such as torches or pizzas, are made and design their own versions. Higher attaining pupils can reflect on their finished designs and suggest improvements although they are not able to evaluate and modify their designs as they progress.
120. Teaching in Years 3 to 6 is satisfactory. It was not possible to observe teaching in Years 1 and 2. Pupils enjoy design and technology as teachers provide interesting practical tasks and clear objectives. In a Year 4 lesson pupils investigated how torches worked and then devised and tested circuits prior to designing and making their own torch. Pupils are involved and keen to learn. Most communicate their understanding through simple labelled drawings, but have insufficient instruction on more formal methods that would help to clarify their ideas. Teachers manage lessons effectively so they run smoothly, although in some cases the teachers do not plan enough work and pupils became fidgety. For instance, Year 3 lessons on pneumatics were not sufficiently challenging for higher attaining pupils and did not offer opportunities for investigating or suggesting improvements. Teachers take care to include pupils with learning difficulties or special educational needs by employing classroom and teaching assistants well to provide support and guidance.
121. The leadership and management of the subject are satisfactory. Whilst some aspects of design and technology, such as the range of resources and the scheme of work, have been improved since the last inspection, other areas remain underdeveloped. The new co-ordinator has rationalised the resources and brought the scheme of work into line with national guidelines. There is a sound range of designing and making activities. She has not been able to observe teaching directly, but does monitor the pupils' work and the teachers' planning. However, with no formal assessment system teachers are not clear how to judge pupils' attainment against national levels so that they can plan lessons to move pupils on. This almost always results in all pupils following the teachers' own design, with few opportunities for learning from failure or comparing, say, one group's designs with another's. This is less true, however, in food technology where pupils can vary the ingredients in a biscuit recipe and judge the effects for themselves. Another inconsistency is in the use of sketchbooks. Some teachers combine these with artwork. Consequently, pupils are not building up a record of their development of design skills or using them to bring together source materials for their designs or for homework. The use of information and communication technology, both as a source of ideas or for controlling events, is also underdeveloped. Sometimes the rather cramped classrooms inhibit the scale or scope of work that can be done. When the recently opened large practical room comes fully into use this should provide greater freedom and better storage. Work is, at present, stored in corridors.
122. Given the commitment and hard work of the teachers and the sound start made in improving the curriculum, there is satisfactory scope for the raising of standards in design and technology.

GEOGRAPHY

123. Only two lessons were observed during the inspection, so teaching cannot be judged. Consequently evidence has been gained from pupils' work, teachers' planning and discussions with pupils. This shows that standards are below national expectations at the end of Year 2, compared to in line at the time of the previous inspection. Standards are in line with national

expectations by the time pupils reach the end of Year 6 and therefore junior pupils, including those with special educational needs, achieve well.

124. The school has appropriately adopted the Qualification and Curriculum Authority's scheme of work. Time is allowed in timetables to ensure that the subject is taught although not enough time was allowed in the infant classes initially and this is reflected in the amount of recorded work in books. Scrutiny of books shows that junior pupils have completed more work. Teachers have been allowed to select topics from the national scheme but there is no overall plan to ensure continuity, progression and consolidation with regard to the development of skills, knowledge and understanding.
125. Scrutiny of pupils' books in Year 2 shows little recorded work, although it was noted in teachers' medium term planning that more is to be completed later in the term. Pupils have listed different places in the world visited by 'Barnaby Bear' (a toy that accompanies pupils on holidays and visits) and pasted a map of the United Kingdom in their books. In Year 6, all pupils have completed a project on mountains using the Internet to source some information. Many have taken a pride in their work producing folders that contain illustrations, explanations, descriptions, contents pages, indexes and glossaries containing a full range of appropriate language. Pupils have also studied rivers and visited a local reservoir that they talked about with enthusiasm. They recapped how they had been shown a working model to show the impact of rivers on the environment, and could describe and explain the water cycle in some detail.
126. The co-ordinator accepts that geography has 'been left on the back burner' as the school has concentrated on raising standards in English and mathematics. However, both the co-ordinator and the senior management team have now made the raising of standards in geography a priority, and have involved the local authority advisor in supporting them in this quest. The raising of standards also features in the current school development plan.

HISTORY

127. It was only possible to observe one history lesson. Judgements have been made by looking at pupils' work, displays around the school, talking to staff and pupils, and analysis of teachers' plans and school documents. History teaching has not been a priority for the school for some time as there has been a whole-school focus on raising standards in the core subjects; however, improvement since the last inspection is satisfactory.
128. Standards reflect those found at the time of the last inspection. By the end of Year 2 they are below average, and by the end of Year 6 they are average. Pupils in Years 1 and 2, including those with special educational needs and those for whom English is an additional language, do not achieve as well as they could, and their progress is unsatisfactory. In Years 3 to 6, all pupils make satisfactory progress and their achievement by the end of Year 6 is satisfactory. Pupils in Years 4 and 6 make good progress in some aspects of the history curriculum.
129. By Year 2, pupils place events in their own lives, and those of their family, in chronological order. They use a few common words and phrases relating to the passage of time. Pupils in Year 2 develop a limited understanding of the lives of people in the past, by looking, for example, at the differences between old and new forms of transport and how clothing has changed. They have very little knowledge and understanding of significant events and people in history. Pupils have a very basic understanding of the different ways in which the past is represented and their historical enquiry skills are limited.
130. By Year 6 pupils understand that the past can be divided into periods. However, they do not have a secure understanding of chronology when talking about events in history. Pupils have a satisfactory knowledge and understanding of the history they have studied. For example, pupils in Year 3 study the life of Mary Seacole as part of their investigations about the Victorians. They know about her life and generate questions they would like to have asked her. In Year 4, pupils make good progress and achieve well because they are provided with an interesting and varied range of opportunities to support their learning. The development of pupils' enquiry skills is well

promoted, and links to other areas of the curriculum are effectively used. While studying the lives of the Ancient Egyptians, for example, they create pictures of wall carvings to depict the lifestyle of farmers, and make simulated brass plaques to represent people from Egyptian society. They learn Egyptian dances with a visiting specialist. Year 4 pupils studying World War II use a variety of information sources to support their learning. They visit the Imperial War Museum, study artefacts and photographs and support their research through the use of information and communication technology. Pupils write about the war from the viewpoint of Winston Churchill and Adolph Hitler, and design Anderson shelters.

131. The achievement of pupils in Years 5 and 6 is satisfactory overall, with some good features. They continue to develop their research skills, including the use of information and communication technology. Pupils have a secure knowledge and understanding of the history they have studied. For example, pupils in Year 6 talk confidently about Henry VIII and his wives. They understand what life was like in this period in history and know which people had most influence at the time. Their studies were well supported by a visit to Hampton Court, which provided pupils with very good first hand experience of life in Tudor times. Links to other curriculum areas are pursued well. For example, pupils work collaboratively to design and make Tudor houses, and include instructions on how to build them.
132. Pupils enjoy history and talk enthusiastically about the times they have studied. Overall, they present their work well and enjoy using a variety of sources of information, including information and communication technology to support their learning.
133. It is not possible to make an overall judgement on the quality of teaching in history. It is clear from pupils' work, however, that while the school has adopted the nationally produced scheme of work to guide teachers' planning, the use that teachers make of this guidance is variable, and is reflected in the quality of the planning and the work produced by pupils. In Years 2 and 3, insufficient emphasis is placed on teaching pupils about significant people and events, and the use of enquiry as a way of learning about the past. These aspects of teaching are satisfactory for pupils in Years 3 to 6, with some good features in Year 4. There are no assessment systems in place to record pupils' achievements or to track their progress, and assessment relies on the experience of each teacher. Consequently, teachers' planning is not always accurately informed by their knowledge of pupils' past learning. Marking of pupils' work is also inconsistent across the school. The best marking helps pupils to understand what they have learned and guides them towards what they need to do next to improve. However, examples of this quality of marking across the school are rare. Often all pupils in the class are set the same pieces of work, and there is little evidence to suggest that the needs of pupils of differing abilities are fully considered by teachers in their planning. However, in lessons pupils with special educational needs and those with English as an additional language are supported effectively by their peers and adults.
134. History has not been a priority for the school in the recent past. Recent monitoring has highlighted history as being an area the school needs to improve. The co-ordinator has sought the support of the local authority adviser and has mapped out the features of the subject to be taught in each year. As this becomes more established it will ensure that all aspects of history are taught, and provide a framework for assessing pupils' achievements and tracking their progress. Resources for history are barely adequate, but visits and visitors are used well to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Pupils' attainment in information and communication technology is in line with national expectations at the end of Years 2 and 6 and their achievement and progress in skills, knowledge and understanding of the subject is good throughout the school. This is good improvement since the last inspection.
136. By Year 2, pupils appreciate that there must be some form of control over machines and devices. In one observed lesson, pupils learned the advantages of using CD-ROM-based information over paper-based versions. In Year 6 pupils design a multi-media presentation that includes sound files and scanned or digitised pictures. They understand that information might have to be changed

when writing for different audiences. In another project, pupils programme a control device to simulate the sequence of traffic lights.

137. Pupils also use their skills well in information and communication technology to support their learning in some other subjects. In a mathematics lesson, for example, they use a program that assesses their understanding of money to select the correct value in coins to purchase given toys. In English, history and on some other occasions they use word processing and graphic presentation well. However, in most other subjects there is little evidence of successful work with information and communication technology.
138. Pupils' attitudes to their learning are mostly good. They are usually attentive in lessons, participate well, work well in pairs and are keen to answer questions. A common feature of most lessons observed is the good rapport the pupils have with their teachers.
139. The teaching of information and communication technology is good overall, and occasionally excellent. Consequently, the quality of learning is also good and pupils work to a good balance of skills, knowledge and understanding in the subject. This is an improvement over the findings of the previous inspection when teaching was sound. Teachers are generally confident and competent in their use of information and communication technology so that the learning is efficient and pupils are well supported in acquiring new skills and using their skills to carry out their ideas. Teachers know their pupils well and use appropriate questioning to guide their pupils' learning. Where teaching is good or better, teachers challenge their pupils, and the learning is productive throughout the lesson. Where teaching is less than good, the pace of lessons is not judged well and, on occasions, pupils have insufficient time to consolidate new learning.
140. The subject co-ordinator provides very good leadership and management of the subject. A good scheme of work is firmly in place. The assessment and recording of pupils' learning of discrete information and communication technology skills takes place at the end of each module. The assessments are not yet cross-referenced to the National Curriculum level descriptors to obtain a clearer view of pupils' learning in comparison with national standards.
141. Resources for information and communication technology are very good and promote well the good achievement that pupils make. There is a modern suite of some 15 multi-media computers with a 'Smartboard' to support whole class teaching and a modern computer in every classroom. Additionally, there is a good range of subject specific CD-ROMS in the classrooms.

MUSIC

142. The provision for music is improving, but at present standards are below expectations at the end of both Year 2 and Year 6 and, while pupils make satisfactory progress in some lessons, their achievements over the years are unsatisfactory. In some classes, where the quality of teaching is good, pupils' achievements are higher, but many teachers lack sufficient knowledge and understanding in the subject to sustain consistent progress.
143. In all years pupils sing willingly and with a good tone. In a Year 5 lesson, for example, pupils sang with obvious pleasure and were able to hold independent melodic parts in round singing. Similarly, the choir of about fifteen 15 pupils sings with a very good and confident tone, and performs to a good standard. In other respects, however, skills of pitch, pulse and rhythm are not developed consistently and higher attainers, in particular, are not sufficiently challenged. In a number of lessons, for example, most pupils found it difficult to pick up the speed of the beat and to understand the difference between 'beat' and 'rhythm'. Many lessons focus on performance; consequently, in Year 6 composing skills are limited. When pupils were asked to set rhythmic accompaniments to songs they had been learning, they had few ideas to offer and little experience of musical structures to support their work.
144. The quality of teaching is satisfactory in the subject, but most teachers have limited knowledge and understanding of music and, understandably, tend to teach to those aspects of the subject that they can manage successfully. Consequently, expectations in terms of developing all round

musical skills in pupils are limited. Even so, in many cases they have sufficient general teaching skills to provide a satisfactory lesson in which pupils make satisfactory progress in the areas under focus. Many teachers accept that their skills in the subject are limited, however, and that this has a cumulative effect on pupils' achievements over time. Assessment is not developed and not all teachers understand how or what to assess. Few use assessment to inform planning. Relationships and class management are good in all lessons and pupils enjoy their music. They come to the lessons eager to take part and are consistently encouraged by positive responses to their efforts from teachers.

145. Overall, little progress has been made in music since the last inspection. The school has given priority to the development of other subjects in the recent past and there has been little focus on music. Consequently, opportunities for professional development in the subject have not been available. The subject leader has recently taken the responsibility for the subject and has clear ideas for the development of music. Recently, a commercial scheme of work has been introduced to give teachers more support. There are firm plans for a series of training courses next term for all the staff, to improve teaching expertise in the subject.
146. The curriculum provided meets the requirements of the National Curriculum, but opportunities to use information and communication technology in music are very limited. Resources are good and the accommodation for music provides ideal opportunities for teachers to use a variety of organisational strategies. The school also spends a considerable amount on resources each year to support pupils who have instrumental lessons. About thirty are taught a good variety of instruments by visiting teachers. At present the school does not provide opportunities for these pupils to play in ensemble.

PHYSICAL EDUCATION

147. Pupils attain standards in line with national expectations at the end of both Years 2 and 6. Achievement for all pupils, including those with special educational needs, is satisfactory. This is a similar outcome to the last inspection.
148. Only one lesson was observed in the infant classes, but discussion with pupils and an interview with the co-ordinator confirm that teachers are successfully encouraging an interest in gymnastics, games and dance for these pupils. In the lesson seen, pupils were clearly familiar with the 'warm up and cool down' routines and understood why they are important, but their ball skills lacked appropriate focus and precision. In the junior classes, in a very good lesson for a Year 4 class, pupils learned how exercise affects the pulse rate. They measured their pulse before carrying out a series of timed exercises, recording their performance and trying to improve on their previous best. They measured their pulse again at the end of the lesson. In a lesson observed for Year 6 pupils, they demonstrated appropriate skills in throwing and catching exercises.
149. Too few lessons were seen to make an overall judgement on the teaching of physical education. The lesson observed in the infant class lacked pace and a minority of pupils failed to listen well to the teacher's instructions. Consequently, learning was not fully effective and progress limited. The teacher was, however, well supported throughout the lesson by the learning support assistant, who was not only supporting one pupil with special educational needs, but was also a positive influence on the pupils close to her. In the two lessons observed in the junior classes, the standard of teaching was good overall. The pupils worked very hard and were responsive to the teacher's instructions. Teachers had sufficient knowledge and understanding and pupils were appropriately challenged. The lessons moved at a good pace and pupils acquired physical skills and understanding well.
150. The co-ordinator has only recently been appointed to her post. She has identified a need to improve resources, and funding has been made available for the purpose. Several extra-curricular activities take place including netball, football and cricket and the pupils have recently had the opportunity to play competitive matches against other schools for the first time in several years. The statutory requirement with regard to swimming is met and pupils in Years 4 and 5 attend the

local swimming pool for lessons, with most being able to swim the expected 25 metres before they leave the school. The school has adopted a national scheme of work that has been adapted to meet the needs of the pupils and the resources available. Although pupils' progress is monitored and assessed during lessons, there is no overall record to show progress over time other than the annual report to parents. Consequently, teachers do not have clear information about the progress that pupils make over time or measurement of the success of the provision for the subject.

RELIGIOUS EDUCATION

151. The standards of pupils at the end of Years 2 and 6 are in line with the expectations of the locally agreed syllabus for religious education. The achievement of all pupils, including those with special educational needs, and those for whom English is an additional language, is sound. Pupils make good progress as they develop knowledge and understanding of different faiths, many of which are represented in the school population. The school has recently adopted the scheme of work to support the locally agreed syllabus and this has been fully resourced. Improvement since the last inspection has been satisfactory.
152. By Year 2, pupils know about significant events in the life of Jesus. They identify special people in their own lives and within the main world faiths. They explore the reasons for having rules, and identify rules that are important in their own lives. Pupils are beginning to consider how they fit into, and contribute to the society in which they live. Through stories and celebrations, pupils learn about the Muslim, Jewish, Hindu and Sikh faiths. They can identify the main characteristics of each faith, and know about the special buildings and books associated with them.
153. Pupils' knowledge and understanding of world faiths develops well in Years 3 to 6. They become increasingly knowledgeable and confidently share their personal experience with their peers. They demonstrate respect for each other's beliefs and contribute well to discussions. In Year 3, pupils identify the importance of showing appreciation for people who care for them. They express their views and opinions confidently, and clearly understand the importance of not taking things or people in their lives for granted. Pupils learn the importance of particular festivals and celebrations in different faiths. Year 4 pupils understand the importance of Pesach to people of the Jewish faith. They eat the food prepared for this celebration and appreciate the symbolism of each item. Pupils in Years 5 and 6 have a secure understanding and knowledge of a range of world faiths.
154. It is evident in assemblies and lessons that pupils are interested in learning about different faiths. They enjoy religious education lessons and show high levels of respect and tolerance for faiths that are different from their own. Pupils are keen to contribute to discussions, confident in the knowledge that all will value what they say.
155. Teaching throughout the school is satisfactory with some good and very good features. Teachers use a variety of strategies and activities to help pupils understand and appreciate the world they live in, and the people and places that are special to them, or people from different faiths. Opportunities to promote pupils' speaking and listening skills are frequently pursued. Good use is made of visits and the recently purchased resources are used well. All of these factors are having a positive effect on standards. Teachers pay particular attention to ensuring that all pupils are included and involved. They make good use of pupils' expertise in lessons. The marking of pupils' work is variable in quality across the school. A significant amount provides pupils with little indication of how well they have achieved or what they need to do to improve. Teachers make no assessments of pupils' work to enable them to plan work to meet the needs of all pupils.
156. The schools aims and values are reflected well in religious education lessons. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. This was illustrated in nearly all the lessons observed, through the quality of interaction and discussion pupils engaged in.
157. The religious education co-ordinator is very knowledgeable and committed to improving the provision made for the subject further. She is aware of the need for further monitoring of the

subject to investigate how it can be linked more effectively with other subjects, and for the need to establish an assessment procedure. She provides good guidance and support for teachers. Resources are good and used well in lessons.