

# INSPECTION REPORT

## **BARING PRIMARY SCHOOL**

Lee

LEA area: London Borough of Lewisham

Unique reference number: 100673

Headteacher: Mrs Daryl Glaze

Reporting inspector: Mr C Ifould  
20962

Dates of inspection: 11 - 14 June 2001

Inspection number: 196175

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 (with nursery)
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Linchmere Road Lee London
Postcode:	SE12 0NE
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Appropriate authority:	Governing Body
Name of chair of governors:	John Hilliger
Date of previous inspection:	07 July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20962	Chris Ifould	Registered inspector	English Art and design Music Physical education	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9724	Brigid Quest-Ritson	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10140	Rajinder Kaur Johal	Team inspector	Science Information and communication technology Design and technology Equal opportunities English as an additional language	
20877	David Pink	Team inspector	Mathematics Geography History Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
15236	Morag Thorpe	Team inspector	Areas of learning for children at the Foundation Stage	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Baring is an average sized community primary school for children aged from 3 to 11. It is in an ethnically diverse area on the outskirts of the London Borough of Lewisham. The school has significant minorities of black African, black Caribbean and Turkish origin. There are currently 222 pupils on roll, including 19 full-time and 12 part-time children in the nursery. Last year, 20 pupils left the school and another 20 joined at times other than those expected. This affects older classes in particular, where up to a third of pupils have joined the school in the juniors; the current Year 6 class has only 17 pupils who have attended school since the Reception class. The proportion of pupils having special educational needs (SEN) is broadly in line with the national average, although the number with statements is below this. Fifty-three pupils are learning English as an additional language (EAL), which is higher than the national average: only two are at an early stage of acquiring English. Attainment on entry to the school is broadly in line with that found nationally.

### **HOW GOOD THE SCHOOL IS**

Baring is a good and improving school where, despite significant numbers coming and going in the juniors, pupils aged 11 attain standards that match national averages and generally exceed those of similar schools. The quality of teaching is good overall. The headteacher and deputy headteacher, subject co-ordinators and governors provide very strong leadership and management. Staff share a great determination to raise standards. The school has very high expenditure per pupil and provides satisfactory value for money.

#### **What the school does well**

- Very good relationships, among both pupils and adults, with a noticeable lack of poor behaviour such as bullying or racism; good attitudes and behaviour are promoted
- Very effective links with parents in sharing the education of their children: good links with the community also exist
- The headteacher, key staff and governors provide very good leadership and management firmly and successfully aimed at raising the standard of pupils' attainments and personal development
- Teaching is good; the school has effective strategies for teaching literacy and numeracy skills
- A good range of extra-curricular activities and the involvement of specialist tutors enhance opportunities for learning

#### **What could be improved**

- Recording and reporting of pupils' academic achievements and personal development
- Use of assessment information in short-term planning for foundation subjects to meet the learning needs of all pupils
- Provision for information and communication technology and design and technology to meet the requirements of the National Curriculum
- The amount of authorised and unauthorised absence

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made substantial improvements since its last inspection. This was in July 1997 when it was found to have serious weaknesses in the quality of education provided, in standards achieved by pupils and in its management and efficiency, though the school's climate for learning was good. A report by HMI in June 1998 noted some improvements but found that there were still serious weaknesses.

Three years later, all of these weaknesses have been overcome and the leadership and management of the school are now a strength. Long-, medium- and short-term planning give a secure basis for providing a broad and balanced curriculum. Overall standards match national expectations and are above those of similar schools; the DfEE gave a School Achievement Award to Baring in Spring 2001 in recognition of the improvement in SATs results between 1997 and 2000.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	C	B
Mathematics	D	C	E	D
Science	D	D	C	B

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

Standards at the end of Key Stage 2 are broadly in line with those found nationally and above those of similar schools. The exception is the drop in standards in mathematics last year, attributable to a slight dip in attainment in a small cohort of pupils. There has been steady improvement over time since 1997 when standards were well below those found nationally in all three subjects tested at the age of 11. Standards are consistently higher at the end of Key Stage 1 where last year they were well above those of similar schools and were in the top 5 per cent for similar schools in mathematics. Standards on entry to the school are broadly in line with those found nationally. The school has already exceeded the targets it set to achieve in English and mathematics by the end of Key Stage 2 in 2002 and has now set more challenging targets. Pupils achieve well at Baring because of the close attention paid to their learning needs and the ethos of raising achievement for all.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy being at school and strive to do their best at all times. They concentrate well and are industrious.
Behaviour, in and out of classrooms	Good: pupils are polite and friendly. No instances of poor behaviour, such as bullying, were seen.
Personal development and relationships	Very good: all ages and groups mix readily. Pupils work and play well together. They have good relationships with each other and adults.
Attendance	Unsatisfactory: improving overall and approaching the national average but the rate of unauthorised absence has risen.

Pupils are clear that they come to school to learn and that they are expected to give their best efforts at all times. They try hard to do these in the great majority of lessons. They pay close attention to their teachers and each other, share equipment and materials happily, and move sensibly around classrooms, corridors and the playground. A minority of pupils in the juniors sometimes let themselves down when they stray from what they have been asked to do. Pupils overwhelmingly take responsibility for their own actions and behaviour, and resolve conflicts or problems in a sensible manner. They co-operate well in lessons and play happily together.

The school is keen to promote better attendance and is rigorous in following up unexplained absence and lateness. While overall attendance now nearly matches the national average, unauthorised absence is rising. Given that Baring is an effective and improving school, it is surprising that not all parents get their children to school regularly and on time.



## TEACHING AND LEARNING

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

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

Most teaching of English and mathematics is good throughout the school. Planning for these subjects is more focused on pupils' learning needs than for other subjects and the structure, strategies and materials from the national frameworks for literacy and numeracy are used well and consistently. Physical education is well taught in the juniors and very well taught in the infants, with specialist instruction making a strong contribution to this. Drama and music benefit similarly. There is good teaching of religious education, geography and history throughout the school and of science in the infants. Teaching of all other subjects is sound.

Teaching is satisfactory or better in 94 per cent of lessons. It is good in 44 per cent of lessons and very good or excellent in 16 per cent. Teachers and support staff work hard and productively to meet the needs of all pupils. Interesting and stimulating tasks are set. Pupils know what they are expected to do, and many teachers use an effective range of questions to check on prior learning, set fresh challenges and confirm that objectives have been met. Most pupils are aware of their individual targets and this helps focus them on learning more effectively. The majority make good progress in their learning and personal development. This is particularly true of SEN and most EAL pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: a secure framework for planning and teaching the Foundation Stage and National Curriculum is extended through good extra-curricular provision.
Provision for pupils with special educational needs	Good: close attention is paid to meeting targets in their individual education plans.
Provision for pupils with English as an additional language	Satisfactory: stronger in the infants and for those at an early stage of acquisition where better planning and levels of support meet the needs and targets for pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: good provision for pupils' moral, social and cultural development and satisfactory provision for their spiritual development.
How well the school cares for its pupils	Good overall: particular strengths in promoting good behaviour and eliminating poor behaviour balanced by a need to develop more consistent procedures for recording and reporting pupils' academic and personal developments.

The school has a secure long-term curriculum framework underpinning its planning and teaching. It has made effective use of the early learning goals for the Foundation Stage, the National Literacy and Numeracy Strategies, the QCA model schemes of work and selected commercial schemes to map out what it intends to provide. A good range of educational visits, visitors and extra-curricular clubs for sports, drama, chess and music make the overall provision good. Within this, there is insufficient teaching as yet of information and communication technology and design and technology to meet requirements by the age of 11. The school makes a real effort to work in partnership with parents and to

make use of community links to promote learning. Effective home learning packs and good opportunities for involvement through formal and informal meetings and events contribute to close and productive co-operation between homes and school.

All staff are good role models for pupils and display a quiet and consistent approach to discipline. There is good use of praise and celebration of achievements. Staff know pupils well and are committed to helping them improve in all areas of school life. School and class assemblies and circle time also help promote good development of pupils' social, moral and cultural development; their spiritual development is satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: focused and determined leadership by the head and deputy headteacher team, with good support from senior and middle managers, is driving forward the raising of standards.
How well the governors fulfil their responsibilities	Very well: the governors are very supportive, and carry out their statutory responsibilities well. The chair and other key governors show a strong commitment to developing the work of the school.
The school's evaluation of its performance	Very good: strengths and weaknesses are clearly identified by a very systematic school self-audit and a thorough programme of monitoring.
The strategic use of resources	Good: the school's very appropriate educational priorities are supported well through good financial planning.

The headteacher and deputy give very robust leadership and management to the school. They are strongly supported by the work of the Raising Achievement co-ordinator and other co-ordinators. There is a cohesive staff team that creates a good ethos for learning in the school. Committed and knowledgeable governors work closely alongside the staff, supporting their efforts and making sure that resources are allocated and used well. The school is well staffed overall and this promotes pupils' progress; accommodation and resources are adequate. Both the strategic and day-to-day managers of the school take care to seek best value in acquiring and using resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The amount and quality of communication to and from the school, particularly the willingness and availability of the head and staff to meet parents</li> <li>The attitudes and values the school promotes and the rewards it gives</li> <li>Opportunities to get involved in, and find out about, their children's learning</li> <li>The new computer suite</li> <li>The quality of teaching staff and the contributions made by newly-appointed staff.</li> </ul>	<ul style="list-style-type: none"> <li>More clarity about the expectations and provision for homework</li> </ul>

The inspection team agrees that what pleases parents most are effective aspects of the school's work. The provision for homework promotes the intention to involve parents as fully as possible in their children's learning. The school has invested a lot of time, effort and expenditure in putting together good home learning packs and publicising their use. Older pupils are also asked to do more traditional homework. The inspection team found the provision for homework to be good. Staff and information are available to explain the school's approach to home learning.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### *Standards in national tests*

1. National tests in the year 2000 for eleven year-olds showed attainments in English and science to be similar to national averages while those in mathematics were well below. When compared to similar schools, results in English and science were above average while in mathematics they were below. Results in English, mathematics and science represent improving attainments over the past four years. The drop in mathematics standards in 2000 is attributable to a slight dip in attainment from one year to the next in a small cohort of pupils. There are no significant differences in girls' and boys' attainments over time. Results of tests in 2001 were not available at the time of the inspection.
2. In national tests for seven year-olds in the year 2000, pupils' attainments were close to national averages in reading and writing and well above them in mathematics. Results in all three were well above those found in similar schools. From a high point of being well above national averages in 1997, results in reading and writing slipped to being close to them but have maintained that position for the past three years. Results in mathematics have improved from being close to national expectations for the past three years to well above them last year. Over the last three years, the performance of pupils has exceeded the national averages for their age group in reading, writing and mathematics, and there have been no significant differences between boys and girls in their attainments.

##### *Standards of work during the inspection*

3. Children enter the school with attainments broadly similar to those found nationally and consolidate these during the nursery and reception. The majority have met all the early learning goals for the Foundation Stage and exceed them in their personal, social and physical development. Good relationships between adults and children inspire confidence. Children enjoy coming to school and follow routines well. They share equipment and develop independence, particularly in personal hygiene and when changing for physical activities. Good use is made in the nursery of a book encouraging sharing and being fair, and snack time to encourage conversation. Children recite and retell familiar stories, and listen well to adults and each other. By the end of the Foundation Stage they begin to blend sounds to form words with the majority reading simple sentences accurately. The majority write short sentences usually with capital letters and full stops. Children know addition and some subtraction facts to ten and count to thirty. They recognise simple shapes such as circles, squares and triangles. They can name parts of their body and know the dangers of too much sun. Children know about many characteristics of plants and animals. They show a high level of agility in dance and handle pencils, brushes and scissors deftly. Children sing nursery rhymes and counting songs tunefully.
4. Standards in listening, reading and mathematics exceed national expectations by the end of Key Stage 1. Pupils listen very carefully to adults and to each other. Many read familiar books fluently and with expression, and work out unfamiliar words using sound and pictorial cues. Pupils count accurately in 2s and 3s, calculate simple fractions and measure accurately in standard units. In other aspects of English, and in science, information and communication technology and religious education, standards meet expectations for seven year-olds. Pupils speak readily and appropriately to adults and one another, and their writing includes stories, poems, letters, diaries and recounts. In both speaking and writing, many need encouragement to give more than a simple response. Pupils have well developed scientific enquiry skills. They can connect a simple electrical circuit to light a bulb. Pupils are familiar with use of a computer keyboard and mouse, and can open and close programmes and manipulate data. They know about special days in the Christian, Jewish and other faiths. They know about the holy books and creation stories from some of the major religions.

5. Standards in all other subjects also meet national expectations by the end of Key Stage 1. For example, pupils make notes and labelled drawings to record their study of different shapes and makes of car in design and technology. This is linked to study of local traffic in geography and travel patterns of pupils in the class, from which they draw wider conclusions about road use. They know about features of a seaside town in Victorian times and compare these to the present. Pupils have good control of large balls using different parts of their feet and bodies and improve their teamwork in competitive games.
6. At the end of Key Stage 2, standards in most subjects, including English and mathematics, are in line with what is expected. The exceptions are information and communication technology and design and technology. Insufficient teaching has taken place to cover the programmes of study for these subjects. Pupils speak confidently in class and listen well, as when working collaboratively to get the meanings of dialect words. Many read fluently and with expression, and locate information readily in books. They write in many genres and for different audiences with increasingly good use of vocabulary. Pupils solve numerical problems involving two stages and have a good foundation for algebra work. They have a good grasp of independent enquiry and a wide range of scientific knowledge. They visit and know about buildings where different faiths worship. Pupils are aware of the importance of family life in major religions.
7. Pupils know about and recreate artwork in the style of major artists of the twentieth century. They study a local town centre and issues connected with motor traffic and pedestrians. Pupils know about the Blitz and evacuation in World War II through looking at contemporary news.
8. Standards throughout the school are thus broadly in line with what is expected nationally. The quality of teaching and pace of learning are good, but these are not yet reflected in higher standards. The school has worked hard to managed the effects of an unusually high proportion of teachers taking maternity leaves in the past year and high mobility of pupils. Part of this is a trend whereby higher-attaining pupils move out of the school to be replaced by a greater proportion who have special educational needs or who are learning English as an additional language, particularly those from nearby hostel accommodation and from overseas. The school is effective in helping many of these pupils make good progress while they are there; the majority of SEN and EAL pupils attain almost as well as their peers when they stay to end of the juniors.

### **Pupils' attitudes, values and personal development**

9. Pupils have good attitudes to the school and to their learning. In a Year 5 numeracy lesson, for instance, pupils were well organised, were keen to join in and wanted to do well. Pupils respond well to interesting teaching. In a Year 2 literacy lesson, they enjoyed their teacher's humour and expansive style of reading. Pupils want to become involved in their lessons and respond well when they are given the opportunity to talk about their work and explain it to the rest of the class. Concentration is good. Lapses in pupils' concentration occur only on the few occasions when they are not well managed or lose focus.
10. Standards of behaviour are good. Pupils are normally well behaved in lessons. They work quietly and attentively, and respond well to purposeful teaching. Pupils also behave well as they move around the school at break and lunchtime. They come in and out of lessons in an orderly and sensible manner. Pupils are friendly and polite towards visitors. All ages and groups mix easily and play well together. There was no evidence of any poor behaviour, such as bullying or racism, during the inspection. No exclusions, either fixed term or permanent, have occurred in the past five years.
11. Pupils respond well overall to the provision that the school makes for their personal development. They are aware of the effect that their actions may have upon others. They resolve their problems in a positive manner. In circle time they are careful to observe the rules of the circle, listen well to others and wait until it is their turn to speak. Pupils in Year 6 enjoy the opportunities that they are given to take responsibility, for example, by organising the toyshop at lunchtime or being hall, plant and register monitors. There is no school council, but pupils say they discuss school issues in class assemblies. In lessons, however, there is only limited evidence of pupils using

their initiative. The quality of relations is a strength of the school, both among pupils and between pupils and adults, and enhances the quality of learning. Pupils work together very well. In a Year 5 physical education lesson, where they were developing throwing styles, pupils co-operated very effectively, suggesting rules for the resulting game. In a Year 3 science lesson on understanding light, where pupils were learning how to carry out a fair test, they worked constructively in their groups, making joint decisions. Achievements in all these areas maintain the good standards noted in the last inspection report.

12. Attendance is unsatisfactory. The rate of attendance at the school in the academic year 1999/2000 was 93.2 per cent, below the national average of 94.4 per cent. The rate of authorised absence was 6.3 per cent, compared with the national average of 5.2 per cent. Unauthorised absence was 0.5 per cent, the same figure as the national average. Figures for the academic year 2000/2001 show an improvement in the overall rate of attendance to 94.2 per cent, a level close to the national average. Authorised absence has reduced to 4.9 per cent, but unauthorised absence has increased to 0.9 per cent. Most authorised absence is for medical reasons. Pupils' lateness disturbs the start of the school day in many classes every day.

### **HOW WELL ARE PUPILS TAUGHT?**

13. The standard of teaching is good overall and the quality of pupils' learning is also good. Despite this, standards that are in line with those found nationally on entry to the school remain in line with these at the end of both key stages. This is because many pupils leave and join the school other than at the expected times. The current Year 6 class, for instance, has only seventeen pupils who have attended school since the Reception class.
14. There has also been a significant change in staff in the past few years and, recently, five staff have taken maternity leave. The school has replaced these teachers with a mixture of permanent and temporary staff, and inducted and supported these new staff successfully. This includes several who were unfamiliar with the English education system. The school also works with an educational institution in the initial training of teachers and had one placement at the time of the inspection.
15. Teaching throughout the school is satisfactory or better in ninety-four per cent of lessons. In forty-four per cent of lessons teaching is good; in sixteen per cent of lessons it is very good or better. Teaching in small groups for those identified as having special educational needs (SEN) is very good. Learning support assistants provide good support for pupils with special educational needs. Information and communication technology is used effectively to help and motivate individual SEN pupils in their learning. Their teachers are knowledgeable and have very good relationships with these pupils, who are well managed in class. In Year 4, a distressed pupil was sympathetically but firmly engaged in his work so that he felt happier and his behaviour did not disrupt the class.
16. The school has made very good progress in improving teaching from a position where, when last inspected, only seven in every ten lessons promoted sound standards. Now over ninety per cent of lessons promote these and almost half of these promote even higher standards. Even with increased mobility of pupils and changes of staff, improved teaching is maintaining satisfactory standards in comparison to national averages and higher standards than in similar schools.
17. Teaching of the Foundation Stage is satisfactory overall with nearly thirty per cent being good or better. In the nursery, a recently-appointed teacher is supported well by the nursery nurse. Both have a good relationship with the children. Work is well planned and a good and imaginative range of activities is provided. Practitioners talk with and question children thoughtfully to promote their learning. Concerns exist over supervision of children playing in different areas outside, especially where the underlying surface is unsuitable if children fall from apparatus. Some children are also allowed to spend too much time riding around and miss out on other activities. However, at other times they are well managed, as in a music session with strategies that included all children. In the reception class, the teacher and adult support again have good relationships with the children. Well-planned and organised lessons and resources mean that

children learn purposefully, whether working with an adult or independently. Specialist teaching of dance and music promotes very high standards for children at the Foundation Stage. High expectations of learning and behaviour with excellent management of the children and use of musical resources make the short dance lessons very productive. Children also benefit from knowing how their learning will be developed in the next lesson.

18. At Key Stage 1, the quality of teaching overall is good with half of teaching in Year 2 being very good. Again, specialist teaching contributes to very good learning, this time in dance and football. Very good management of pupils and resources and high expectations of behaviour and learning bring about well above average standards. In their classes, teachers settle pupils well and explain effectively what is expected. They manage pupils and their activities well, based on good knowledge of them and thorough preparation. In a Year 1 science lesson, pupils were asked to find different ways of making sounds. The quiet discipline of the teacher imposed itself on this potentially noisy activity and pupils worked purposefully and in control of noise levels. When further challenged, pupils found different ways of making noise from a sheet of paper, including tearing. In both infant classes, additional teacher and classroom support assistants work closely and effectively with targeted pupils. Encouragement and praise help pupils stay on task and do their best. A very good mathematics lesson in Year 2 was based on good planning that carefully matched work and support to pupils' needs. Pupils were sent away to work in groups so that further explanation and guidance could be given to those remaining. The lesson finished with a very effective plenary that let the teacher know what pupils had achieved and prepared them well for their next mathematics lesson.
19. The quality of teaching at Key Stage 2 is also good overall, with a balance of good and satisfactory teaching in the lower juniors and twice as much good teaching as satisfactory in the upper juniors. There are also small amounts of very good and unsatisfactory teaching across the key stage. In the lower juniors, much of this is attributed to those who are not the pupils' regular class teachers. Strong teaching of dance and support for children with special educational needs represent the very good teaching, while one unsatisfactory lesson occurred when a teacher covering a long science lesson experienced unsatisfactory behaviour in a class with a high proportion of pupils with special needs including some with behavioural difficulties. Many pupils became unsure of what they should be doing, and lost concentration and control. This was also the case in a reading session where some of those who were supposed to be working independently lost focus and became disruptive.
20. Class teachers throughout Key Stage 2 have good subject knowledge and are consistent in making sure that pupils understand what lessons are about and what they are expected to do. Helpful introductions and preparation enable pupils to make a purposeful start to lessons. In a good science lesson in Year 3, the learning objectives were precise and clearly presented to the class. The teacher demonstrated how pupils might set about their investigation and made useful vocabulary available. After allowing some time for pupils to pursue their enquiries, she drew them together, reiterated what they were being asked to do and gave a format to help with recording. These strategies moved pupils' learning along at a good pace and kept their attention. The lesson ended with a useful plenary that consolidated what had been achieved. Additional adult support is used well, including a learning mentor funded and provided through the local authority. She works effectively with targeted pupils in the lower juniors. In a very good Year 5 lesson in the computer suite, the class teacher had very good relations with pupils and directed their learning clearly and with good knowledge of their needs. Pupils responded by working well together when taking turns on computers, supporting each other by guiding and correcting work. Both the class and trainee teachers continued to challenge pupils while moving around the class and demonstrated good knowledge of the programme in making learning effective for all pupils. In the upper juniors, good questioning that engages all pupils and encouraging increased independence are strong features of very good lessons. An additional teacher gives effective support for higher-attaining pupils in mathematics.
21. Little evidence was seen of the use of homework in extending or consolidating what is learned in school. Its contribution is not included in short-term planning. Examples were seen of packs and booklets that are sent home, some of which are used as starting points for topics. The school aims to encourage parental involvement in children's learning, particularly with reading, through

the materials it provides. As standards in the school rise, it would be productive to link some home learning more closely to reaching specific targets, especially for older pupils.

22. While planning, particularly in English and mathematics, is based on good knowledge of pupils' prior attainments, the means by which day-to-day assessments are recorded and used are left to individual teachers. Some records, notably those used at Key Stage 1, are much clearer in describing what pupils know, understand and can do, and, hence, what they need to do next. These are firmly based on descriptors from the National Curriculum and Strategies. Planning and teaching of foundation subjects is generally directed towards pupils of middle ability, although specialist teachers and other adults adapt and modify plans to support and maximise the learning of targeted individuals and groups, particularly at Key Stage 1. Such support is relatively lacking at Key Stage 2 where the individual needs of pupils who have English as an additional language (EAL) are not clearly identified in all planning. Weekly planning for foundation subjects needs to be adapted further to address individual needs and this would also do more to challenge the more able. A start could be made where literacy and numeracy skills are to be applied in other subjects.
23. In line with the local authority's recommendation, the school set targets to overcome the underachievement of Turkish and black Caribbean pupils; this applied at both key stages. In 2000, these were met fully at both key stages for Turkish pupils but met at Key Stage 1 only for black Caribbean pupils. There is a strong emphasis towards the practice of key skills. The enriched curriculum and whole class teaching give additional support for pupils with EAL. Those in their early years are well settled and generally make good progress but, at Key Stage 2, additional support is less focused. Having said this, additional EMTAG support was given in Year 6 in order to meet targets. The school plans to improve provision for ethnic minority pupils through, for instance, formalising induction procedures for those EAL pupils who join the school other than at the start of the year.
24. Teaching of the areas of learning for pupils at the Foundation Stage is broadly satisfactory and is stronger in the reception class where there is a more experienced practitioner. Teaching of English, mathematics, religious education, geography and history are good throughout the school. Art and design is taught soundly, and lessons in information and communication technology are taught satisfactorily overall. Science teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Physical education is taught very well at Key Stage 1 and well at Key Stage 2. Not enough teaching of design and technology and music were seen to make a secure judgement.

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

25. The curriculum is broad and balanced. It provides a good range of learning opportunities for pupils. The curriculum is good at both Key Stages 1 and 2 and satisfactory at the Foundation Stage. The provision for learning English is good and this extends to pupils who are learning English as an additional language, especially those in the early stages of its acquisition. The teaching of mathematical skills is good as is the provision for pupils with special educational needs. The school meets statutory requirements.
26. The quality of the curriculum is enhanced by extra opportunities given to pupils in dance, drama, music and football. The recently-completed computer suite increases opportunities for learning. However, there is insufficient design and technology taught in Year 6 and information and communication technology is not yet taught to sufficiently challenging levels throughout the school. Although there has been much improvement since the last inspection, the requirements for design and technology and information and communication technology are still not met in full.
27. There is a high degree of inclusion in the curriculum for all pupils, including those with special educational needs. This has a good impact on the moral and social learning of the pupils. The provision for under-fives is satisfactory and matched to the stepping stones to the early learning goals for the Foundation Stage. There has been a good improvement in the coverage and planning of the National Curriculum since the last inspection. However, in foundation subjects

through the school, planning is not always linked effectively to expectations of standards and so opportunities are missed to broaden pupils' learning.

28. The quality of the curricular provision for English and mathematics is good. There are some opportunities for pupils to develop these skills in other areas of the curriculum. In Year 1 pupils use their knowledge of number to process data and produce charts; in Years 3 and 6 pupils use their literacy skills to gather information from written texts and videos. However, opportunities for writing at length and for independent research from a range of texts are limited. Both the National Literacy and Numeracy Strategies have been implemented well. The opportunities provided for pupils with special educational needs are good.
29. The provision for pupils' spiritual, moral, social and cultural development is good overall. There is a satisfactory and still developing programme for pupils' personal, social and health education, with appropriate provision for sex education including planned teaching of older juniors. Assemblies, whether for the whole or part of the school or for individual classes, are carefully planned to cover and integrate many aspects of pupils' spiritual, moral and cultural development and to provide an act of collective worship. Pupils are given a moment of reflection, marked by the lighting of a candle. Lessons on religious education also contribute to the provision for spiritual development. Some of the displays in the school, for example the one arranged as a result of a Year 2 nature project, give pupils a greater insight into the natural world and wonders of the creation, thereby developing spiritual awareness. Promotion of spiritual awareness is less strong in other subjects. The school's provision for pupils' spiritual development is, however, satisfactory overall.
30. There is good provision for pupils' moral development. Members of staff set good examples for pupils through an emphasis on the difference between right and wrong, and their expectations of high standards of behaviour. Assembly themes have a strong moral focus based on Christian values, though applicable to all faiths. These values are reinforced in circle time.
31. Provision for social development is good. Pupils are encouraged to work together and share ideas. The very good relations that exist between pupils and teachers also help to develop pupils' social skills. In a Year 4 music lesson, where pupils were preparing a song to perform at an assembly, all groups worked together well, integrating their performances to achieve a balance. Older pupils are given opportunities to exercise responsibility. All year groups benefit socially from such activities as dance and the extensive programme of outside visits.
32. The school's provision for cultural development is good. Projects such as the striking Millennium quilt contribute to both cultural and social provision. The many displays around the school add to the quality of this provision through their variety and style. The school also draws effectively on the wide range of cultures represented in its pupils. Pupils from all year groups benefit from thoughtfully planned cultural and educational visits: Year 3 went to the Tower of London while Years 4 and 5 went to the Tate Modern gallery recently. Subjects such as English, art and design, music and the dance element of physical education allow pupils to experience both their own and other cultures. The good overall provision for pupils' spiritual, moral, social and cultural development noted in the last inspection report has been maintained.
33. There is a good range of extra-curricular activities. These include chess, drama, choir and football. All activities are open to boys and girls, and most are for both younger and older pupils. The choir performs in concerts in the local area.
34. The school maintains good links with the local community. There are good opportunities to extend the work of the school through visits, including a residential trip for pupils in Year 6. The local police are involved in the life of the school and are involved in pupils' citizenship education.
35. Pupils move to many secondary schools, and the school maintains regular contact with one or two of these close by. Pupils, including those with special educational needs, are helped by the guidance given prior to their moving on from the school. The school maintains good links with a local teacher-training provider and provides good support and training for students embarking on a teaching career.



## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes good care of its pupils. Class teachers know pupils well and use this knowledge effectively to look after them. There are good procedures for child protection. The headteacher is the designated member of staff. The school follows local procedures and gives good guidance to members of staff. There is good liaison with associated agencies when needed.
37. The school's procedures to promote good discipline and behaviour are very effective. Members of staff combine a quiet and consistent approach to discipline, and are willing to praise. As a result, the good standards of behaviour noted in pupils appear almost effortless. Procedures to monitor and eliminate oppressive behaviour are likewise very good. There was no evidence of behaviour such as bullying or racism among the diverse groups within the school. Procedures to record and monitor attendance are satisfactory overall. Attendance is initially recorded manually, before being transferred to a computerised system. The school monitors attendance carefully, contacting parents on the first day of absence where there are concerns. Most authorised absence is on medical grounds. Procedures to ensure pupils' health and safety, both within the school and on visits, are satisfactory overall; some minor issues were drawn to the school's attention and action taken. The school is part of a 'healthy schools' project.
38. The school has effective procedures for reviewing pupils' annual progress and identifying those needing additional support. Attainment and progress in core subjects are monitored carefully and teachers' knowledge of their pupils is shared. This is impacting positively on the school's drive to improve standards at both key stages.
39. At Key Stage 2, the school uses the Qualifications and Curriculum Authority's (QCA's) assessment tests to track pupils' progress. Graphs are put to good use in monitoring the progress of each pupil after the Key Stage 1 tests, directing and prioritising additional support for those who cause concern. At present this monitoring is informal. There is limited analysis of Key Stage 2 tests in order to help teachers target weaker areas. There is inconsistent use of assessment in informing curriculum planning in foundation subjects.
40. Most teachers make effective use of questioning both during the beginning and ending of lessons to ascertain what pupils know and what they have learnt. In numeracy and literacy teachers assess pupils regularly and make informal notes about individuals. However, this is not done consistently and in line with the National Curriculum programmes of study. The needs of the class as a whole are not always addressed sufficiently, with assessment of foundation subjects at an early stage of development.
41. Ongoing assessment is used to set pupils for numeracy and literacy as well as to direct additional adult support. Rarely is this used to set different levels of work in foundation subjects for different groups, for example the more able pupils or those who are learning English as an additional language. Planning needs to ensure that teaching and set tasks match pupils' needs and abilities more accurately.
42. Subject co-ordinators have a role in monitoring and evaluating the effectiveness of assessment in informing curriculum planning but many of them are relatively new to their posts. This means that a consistent approach to marking and to recording assessments is not always promoted. A development identified by the school is regular and careful marking, giving feedback to pupils on what they have done well and what they need to do next. There are examples of good practice used by some teachers. There is a need to build on these to ensure consistency across the school.
43. There is no formal monitoring of pupils' personal development, including such attributes as persistence, the ability to concentrate, co-operation with others and self-confidence. Such monitoring as does take place is through informal discussion and not recorded in a consistent manner throughout the school. Although some individual teachers keep brief notes on pupils, and there is a short comment in annual reports, these are not sufficient. Teachers keep useful records of pupils' academic progress but, again, these are not consistent from class to class. The absence of co-ordinated procedures to record and monitor pupils' academic and personal

progress has the potential to impact negatively on the quality of support and guidance that they receive, given high staff change. The school continues to look after its pupils well overall because staff attendance is good at present and they share information frequently with those who need to know.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. Parents hold positive views of the school and are pleased with what it provides for their children. Almost all parents who returned the pre-inspection questionnaire or attended the subsequent meeting consider that their children like the school and make good progress there. They consider that the teaching is good, that the school expects their children to work hard and do their best, and that the school is well led and managed. The inspection team agrees with the positive views that parents hold about the school. A substantial minority have concerns about homework. The inspection team considers that the use of homework in the school is good and pupils get an appropriate amount of work to do at home.
45. The school has worked hard to establish strong and very effective links with parents. The head and class teachers make themselves readily available should parents wish to see them. Parents are invited to the school regularly. The special evenings to tell them about numeracy programmes were well received. There is a weekly reading club in the reception class when parents can come in and read with their children. New pupils are given appropriate information and support to settle them into school and to become familiar with procedures and the curriculum. An example of this is where Turkish pupils used photographs to produce an information book for parents. A club for Turkish-speaking parents prepares them and their children in both English and Turkish for the following week's literacy programme. This enables them to help their children. The school runs a coffee morning where all year groups perform a dance in turn. This is very well attended. A crèche is provided for younger children when parents attend events.
46. The information that the school provides for parents is satisfactory overall. Information about the school itself is good and includes particularly useful practical guides on how parents can help their children. At the start of each term parents are sent a note of the topics to be studied and fortnightly newsletters keep them up to date. Good general information about the school is given in the prospectus and the governors' annual report to parents, though these currently contain some minor inaccuracies. However, the information that parents receive in annual reports about their child's progress is not satisfactory. Except for English and mathematics, these reports give only a general indication of attainments and do not link this to National Curriculum descriptors. Parents do not receive a clear view of the progress their children have made in all subjects.
47. The impact which parents have on the work of the school and the contribution that they make to their children's learning are good. Parents help their children with reading at home and some give help in the school. Attendance at consultation evenings and other events is good. There is no formal home-school association but an active band of parent helpers raises funds, runs events and organises the uniform shop. Parents who attended the pre-inspection meeting commented that the school replies very promptly to their queries. The school's partnership with parents has been considerably improved and strengthened since the last inspection.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are very effective in focusing efforts towards raising pupils' achievements and promoting their personal development. This applies especially to the headteacher and her deputy, and the close working relationship they have forged. Their clear vision and purpose ensure the drive to move the school forwards from the situation a few years ago when there were found to be serious weaknesses. The school has overcome these and now has many areas of significant strength. Using materials from a commercial company, they analyse the school's performance rigorously. Based on this self-audit, they know what the school does well and share this with staff to raise their knowledge, skills and expectations. They also identify what needs to be developed and find effective ways of doing this. A good example of this is the use of specialists from outside the school to lead the teaching of dance, drama, football and music. As well as raising pupils' attainments in areas that many teachers do not feel confident in teaching, working alongside these specialists gives teachers the opportunity to learn from their strong practice. The appointment of a Raising Achievement co-ordinator is also a clear indication of the management's focus, and good use is made on the senior management team of this teacher's strength in using data to raise standards. The recent addition to the senior management team of a relatively inexperienced teacher who co-ordinates a core subject is a conscious and useful strategy to develop this teacher's management skills.
49. Co-ordinators have secure knowledge of strengths and weaknesses in their subjects, and have a clear sense of purpose in making teaching and learning more effective. All monitor and support teachers' planning, and scrutinize what pupils produce. Direct monitoring of teaching is targeted at school priorities and is not available to all co-ordinators. They therefore make a concerted effort to speak to colleagues to keep abreast of what is happening throughout the school.
50. The overall management of special educational needs is very good. Both the governors and the special needs co-ordinator are aware of the strengths and weaknesses of the provision. They use this knowledge to improve practice. A good system is in place for the monitoring of pupils and this ensures that pupils remain on or are taken off the special needs register as appropriate. Support for pupils learning English as an additional language is co-ordinated by the same person and this helps to make provision for them effective. The EMTAG teacher has a clear view of the area. She monitors EAL pupils' progress, ensures that additional support is identified and given, and provides regular support at Key Stage 1. The school has also invested funds to train another teacher to improve staff awareness and skills in addressing the needs of EAL pupils.
51. The school has a very useful strategic plan which sets out its development priorities, details when they are to happen and is linked to the school's budget. This is devised by the senior management and given thorough consideration by other staff and the governing body. The document is well known to all and used by the governing body to monitor the work of the school. Each class has a link governor. Some make good use of this; others have yet to make contact. Key staff speak at a curriculum committee meeting to keep governors up to date on developments.
52. Key governors have good knowledge of the school's strengths and weaknesses, and play important roles in giving strategic direction to its work. They also fulfil well their roles in supporting the senior managers as well as holding them to account. Governing body committees have recently been restructured to meet their developing roles. The school currently benefits from some committed and knowledgeable governors who are experienced and well trained for their responsibilities. It also happens that a number of governors have expertise in computing and they are lending their impetus to the school's efforts to promote this aspect of education. The governors fulfil their statutory responsibilities and are keen to apply best value principles. Funds and specific grants are targeted effectively at school priorities.
53. Those responsible for the day-to-day running of the school office and premises carry out their roles efficiently and effectively. The administrative staff make good use of a comprehensive computer system that manages attendance, meals, admissions, pupil and staff records, and finances. The site and buildings are well maintained and the premises officer takes pride in the additional features he has provided in the outside areas such as a water feature and planting. He

is working on a decking area so that children in the reception class can have direct access to the outdoors.

54. There is a clear commitment to improvement by all who have leadership and management roles. The school is well organised in managing the performance of its staff. Performance targets have been set for the headteacher, and she has taken on the responsibility for managing the performance of all teaching and non-teaching staff. She has met them all and monitored them at work in line with their targets. There has been a significant change in staff in recent years and a recent spate of maternity leave. The school has successfully inducted replacements, including some unfamiliar with the English education system, and maintained the progress it has been making in teaching and learning. The school works in close partnership with an educational institution and is currently supporting training of a student teacher. There is a programme for the development of staff skills in order that they can make effective use of new technology.
55. Although space is limited, the school's accommodation is adequate for teaching and learning. Resources are also adequate, and are generally well organised and used. The school applies best value principles in obtaining, managing and using its resources, and gives satisfactory value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. The headteacher and governing should include the following in their post-inspection action plan, most of which are similar to developments already planned by the school:
- 1) Improve the guidance and support the school gives its pupils by:
    - a) introducing more consistent and systematic recording of pupils' academic achievements and personal development; and,
    - b) ensuring that reporting of pupils' academic and personal progress to their parents focuses on what pupils have learnt and how they have developed since the last report;  
(paragraphs 22, 42, 43, 46, 148, 156)
  - 2) Use assessment information when short-term planning for foundation subjects to match work more accurately to the needs of all pupils, and to those of higher attainers and pupils for whom English is an additional language at Key Stage 2 in particular;  
(paragraphs 22, 39-41, 131, 134, )
  - 3) Meet the requirements of the National Curriculum programmes of study for Key Stage 2 for information and communication technology and design and technology; and,  
(paragraphs 6, 26, 129, 139, 143, 145, 148)
  - 4) Further reduce, with parents' help, the amount of authorised and unauthorised absence, and lateness.  
(paragraphs 12, 37)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	64
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
2	14	44	34	6	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	197
Number of full-time pupils known to be eligible for free school meals	0	53

FTE means full-time equivalent.

#### Special educational needs

	nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	47

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	53

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	12
	Girls	14	14	14
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	85 (81)	89 (81)]	96 (90)
	National	83 (82)]	84 (83)	90 (87)]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	8
	Girls	14	14	14
	Total	24	24	22
Percentage of pupils at NC level 2 or above	School	89 (84)]	89 (87)	81 (90)
	National	84 (82)	88 (86)]	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	20	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	14	12	20
	Total	21	19	28
Percentage of pupils at NC level 4 or above	School	70 (66)	63 (66)	93 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	14	13	17
	Total	21	20	24
Percentage of pupils at NC level 4 or above	School	72 (83)	69 (86)	83 (83)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	11
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	114
Any other minority ethnic group	18

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	28.1
Average class size	28.1

#### **Education support staff: YR – Y7**

Total number of education support staff	8
Total aggregate hours worked per week	99

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	12.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
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	£
Total income	688 307
Total expenditure	669 457
Expenditure per pupil	2 937
Balance brought forward from previous year	14 201
Balance carried forward to next year	33 051

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	63

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	32	8	0	0
My child is making good progress in school.	59	35	3	0	3
Behaviour in the school is good.	33	60	3	0	3
My child gets the right amount of work to do at home.	19	48	25	3	5
The teaching is good.	53	44	3	0	0
I am kept well informed about how my child is getting on.	46	48	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	49	48	3	0	0
The school expects my child to work hard and achieve his or her best.	55	34	3	3	5
The school works closely with parents.	40	46	8	0	6
The school is well led and managed.	52	35	6	0	6
The school is helping my child become mature and responsible.	42	52	5	0	2
The school provides an interesting range of activities outside lessons.	25	54	5	0	16



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

### **AREAS OF LEARNING FOR CHILDREN AT THE FOUNDATION STAGE**

57. The satisfactory provision for children at the Foundation Stage, reported at the time of the last inspection, has been maintained and improvements have been made in the curriculum that is planned and in links with parents. Children's attainment in personal, social and emotional development and physical development are now good. The wide and relevant range of visits, use of the local environment and a wide range of visitors enhance children's quality of learning. Nevertheless, the organisation and management of the work of the Foundation Stage are at an early stage of development. A cohesive approach to certain aspects of teaching and learning has not been fully developed. The co-ordinator meets the nursery practitioners regularly but, although the co-ordinator monitors planning and displays, a system of monitoring teaching and learning is not securely in place. Provision for children with special educational needs and those for whom English is an additional language is good. The 'early concerns' strategy is effective in identifying and supporting children who have language or learning needs. Parents of children who are at an early stage of learning English are very well involved by sharing 'big book' activities with their children the week before the class focuses on the book. The support of the Raising Achievement teacher is particularly effective in this aspect. This was highly apparent during the inspection week when these children showed delight as they had looked at the book previously; this enhanced their progress and attainment.
58. Attainment on entry to the nursery is in line with that found nationally and children make satisfactory progress through the Foundation Stage. The majority have attained the early learning goals for the Foundation Stage and exceeded them in their personal, social and physical development; they have strengths in some aspects of knowledge and understanding of the world. The Foundation Stage co-ordinator has developed a well-structured scheme for knowledge and understanding of the world that ensures good coverage in all strands.
59. The induction processes to both the nursery and the reception class are very well managed. Children enter the nursery in the September following their third birthday and attend part-time for either a morning or afternoon session until they are four when they attend full-time. The majority of children transfer to the reception class to start full-time attendance at the beginning of the academic year in which they become five. All children in the nursery come from the local community. They are supported by a very well thought out graduated attendance system at the beginning of the nursery year and regular opportunities for children in the nursery to work with those in the reception classes. These arrangements help children to settle into school very well. Under the leadership of the Foundation Stage co-ordinator, very good relationships with parents are developed. A particular strength is the level of parental involvement in using the 'home packs' because of the high quality guidance that helps them to understand the purposes of the activities. This good provision is extended into the reception classes where the quality of parental support in children's reading and in the very recently established Tuesday reading club is reflected in the quality of children's learning in reading.
60. Since the last inspection, a Foundation Stage co-ordinator has been appointed and planning in both the nursery and reception classes has been revised to incorporate the early learning goals for the Foundation Stage. Effective use is made of national guidance, guidance from the local education authority and other documentation. Assessment and record keeping systems are effective in tracking the progression and continuity of work for children through the Foundation Stage. In the nursery, a well-planned assessment is carried out on entry and includes very good opportunities for parents to outline their children's interests, particular strengths and areas that may need support. These are used well in curriculum planning. In the reception class, information from the baseline assessment, completed early in the first half term, is used not only to plan work but also to group children in literacy and numeracy. Assessment systems in the reception class are good, well-maintained and used when planning the curriculum both for individuals and for groups of children. Children in the reception class benefit from target setting in literacy and numeracy. The majority of these are specific and helpful to teachers and support staff, but occasionally they are too generalised.

61. The headteacher, governors and co-ordinator ensure that the admissions policy of the local education authority is followed. This is clearly outlined in the prospectus.
62. In general, teaching is satisfactory throughout the Foundation Stage but the quality of teaching is stronger in the reception class. Strengths are in teachers' knowledge and understanding of the curriculum, relationships with children, assessment and use of homework. A high level of priority is given to personal and social education and there are good opportunities for children to find out about the world around them. Planning includes a good emphasis on knowledge, understanding and activities which prepare children for life in contemporary society. Some literacy and numeracy activities planned for reception children who are not directly supported by the teacher and support staff are insufficiently developed. A weakness in the nursery observed during the inspection was the staff's management of children using the external areas including the secure play environment. On too many occasions activities were of the child's choice rather than a balance of child-decided and teacher-directed work. This led to an imbalance of experiences for a significant number of children, often with too many children in a small area.
63. Some long sessions observed, especially outside play including the use of fixed apparatus and wheeled equipment, reflected lack of challenge in terms of children's overall development and pockets of unsatisfactory behaviour because children were insufficiently challenged. In this aspect, the overall provision in the nursery has not significantly changed from the previous inspection when this aspect was an area for concern. The curriculum is planned well. Mathematical and literacy development and knowledge and understanding of the world are as accessible to children working outside as those who chose to work inside. It is the management and direction of the children that are unsatisfactory in sessions where the outside area is an option. When children are taught as a class for mathematics, creative work and in reciting nursery rhymes, their progress is good and this reflects good management.
64. In the nursery there is a very high percentage of boys. Practitioners make good arrangements to ensure that both the girls and also younger children have equality of access to all activities. For example, there was a time during one afternoon when these were given exclusive use of one of the secure areas.
65. The Foundation Stage co-ordinator has produced a well-considered action plan and progress statement that are comprehensive and state the actions to be taken, people responsible, and the resources and support needed. Overall, the range of equipment is good. The two-tiered outside area in the nursery makes supervision difficult and this sometimes impacts on children's behaviour. Children in the reception class use the hall for physical education and the outside area for games. These ensure that in many aspects of their physical development they are well catered for.

### **Personal, social and emotional development**

66. The majority of children exceed the early learning goals in this aspect. They enjoy coming to school, follow routines in most cases and join in activities with enthusiasm. The good relationships established by all practitioners inspire children's confidence. In the nursery, children relate well to adults and to questions and take part in group investigations. However, there were some occasions when too many children occupied one outside area and this resulted in pockets of unsatisfactory behaviour and a few accidents.
67. Throughout the Foundation Stage, children know the daily routines and readily help to tidy their areas after activities. Most children, especially in the reception class, listen attentively. Practitioners greet each child pleasantly and there are times for discussion with parents. After registration children have good opportunities to share their home activities. These systems get the day off to a good start for all children.
68. In the reception class, children collaborate and share resources well. Behaviour is good and on some of the occasions when it slips below the expected standard, adults take time to discuss how unsatisfactory behaviour affects others. As children progress through the reception class, they adapt confidently to the brisker pace of lessons and become increasingly independent.

Children are independent in aspects of personal hygiene and dressing skills as they prepare for physical activities. Overall, the teaching in this area is good and, as a result, children make good progress. In the reception class there is a good balance between adult-led activities and opportunities for choice. This is an unsatisfactory aspect in the nursery class when the outdoor accommodation is used and some opportunities to allow children to think about their behaviour in the secure area were missed. For example, when children were reminded of the rule 'no using wheeled toys on the safe surface', this guidance was not transferred to the next activity and, as a result, some children continued the unsafe practice of playing with wheeled equipment too near the fixed apparatus.

69. In the nursery, one very good contributory factor to children's personal and social development is the well-managed snack break when children sit at tables and are encouraged to speak to each other. In the reception class assembly, children listened attentively during the story, used the candle as a focus for reflection and sang the religious song well. Children in this class know some Biblical parables and the teacher used this well to emphasise the importance of keeping promises.
70. Other contributory factors to children's personal and social development include the nursery children's 'My Being Fair' book after discussing a range of situations where they had to learn to share and be fair. Nursery children focus on a range of people in the community who help them, including fire fighters and nurses, as well as people in the school who help them.
71. Children are well prepared for life in multi-faith Britain as they study a wide range of religious and other festivals. They know the importance of Christmas, Easter, Diwali and Chinese New Year.

### **Communication, language and literacy**

72. The majority of children meet the early learning goals in this aspect or are on course to do so before leaving the reception class. In the nursery, children enjoy taking an active part in many nursery rhymes and counting games and express their ideas clearly. This was particularly apparent when they discussed floating and sinking and how to make modelling material float. They use accurate terminology for mathematical shapes and answer questions using correct vocabulary. Most children read at appropriate levels for their age.
73. Children handle books carefully and can identify the title page and the author. All children recognise their names and some write them. They have good pencil control and make good attempts at writing letter shapes. Children write their own 'Dear Farm' books in the style of 'Dear Zoo' with the higher- and average-attaining children forming letters well.
74. By the time they leave the reception class, children begin to blend sounds together to form words, and higher-attaining children read books with repetitive texts confidently. They read sentences using a wide range of reading skills and many do not have to rely on picture clues. The majority of children read accurately, fluently and with understanding, and this reflects good teaching of reading and effective home-school partnership, with parents sharing responsibility for their children's reading. Parents make positive contributions to their children's reading and this is evident in the responses from home. The teacher makes detailed assessments of children's reading skills and how often they are heard to read.
75. Children recount familiar stories such as 'Cinderella' and 'The Gingerbread Man' well. When telling stories, they use a wide range of beginnings which give atmosphere and interest. They remember familiar stories so well that they recite them, incorporating descriptions. They understand the sequence of a story and know the beginning, middle and end. Children use sounds to build regular, common words, both verbally and in writing. The great majority of children know the letters of the alphabet and many write short sentences using capital letters and full stops, spelling most frequently-used words correctly. Most children form letters accurately and their writing is consistent in size, legible and well formed. They have good vocabulary, especially when using language from the shared book during literacy activities. Children use accurate terminology in all other areas of learning and this contributes to their understanding.

76. The quality of teaching is satisfactory overall, particular strengths being the teaching of reading and the home-school partnership in reading. Teachers' good relationships with children give them confidence when using unfamiliar vocabulary and when asking questions. Support staff are well integrated into the planning and implementation of lessons. Children who have English as an additional language are well supported by the Raising Achievement teacher who involves them, together with their parents, in the shared text the week before it is introduced to the class. Because of this, children are familiar with the text and with the main characters, and this reflects part of the good provision for all children who need support at the Foundation Stage.

### **Mathematical development**

77. Children are in line to achieve the early learning goals in mathematics by the time they are five. There is effective continuity of provision from the nursery into the reception class. Children understand addition and some subtraction facts to ten and count to thirty. They know a wide range of number rhymes and songs that contribute to their understanding of mathematical sequencing. They name many two-dimensional shapes such as circles, squares and triangles confidently, and explain the differences between them. Children recognise and make accurate sequencing patterns, make symmetrical shapes and also recognise symmetry in nature, such as the wings of a butterfly. They understand and describe quantities using terms like 'more than', 'less than' and 'fewer'. Children have a wide range of sorting and matching experiences and develop an appropriate vocabulary to express size, shape and colour. Children apply number skills well in other early learning goals, for example in a bar chart on how they travel to school and a pictogram of birthdays using photographs.
78. The teaching of mathematics is satisfactory. Particular strengths were in a nursery mathematics lesson where all children in the class watched a video on shapes and responded well to recognising circles in unfamiliar situations. Teachers' awareness of the rate of children's progress is a strength: effective assessment and record keeping enable them to extend and develop children's learning in small, well-planned and purposeful steps.

### **Knowledge and understanding of the world**

79. By the end of the reception year, the majority of children will reach the early learning goals in most aspects of knowledge and understanding of the world. The scientific aspect of their learning is a particular strength. Children's knowledge of life and living things is well developed using investigational approaches to learning about themselves, their health, animal life and the study of plants. Children know the names of the external parts of the human body, the importance of a healthy diet, exercise and the dangers of excessive sunlight and how to prevent this. During the inspection this aspect was well incorporated into children's learning as they wore the sun hats provided when playing in the outdoor areas.
80. They know the characteristics of living things and identify dogs, fish and cats. They also know the life cycles of frogs and butterflies, plant seeds, and begin to understand the conditions needed for growth. They design and make paper aeroplanes and windmills. Children use appropriate vocabulary including the words 'pupa' and 'caterpillar'. They identify the objects passed on the way to school and produce realistic drawings of traffic lights and houses. In the nursery class, there is a school garden and, as a result, children understand some of the conditions required for growth, classify trees and flowers, and know that plants need water in order to thrive. Children identify which materials float, those that sink, and how to construct shapes which float.
81. In the reception class, children identify a wide range of vehicles and classify them according to whether they travel on land, water or in the air. The 'Story of a Train Ride' enhanced children's knowledge of sequencing a range of activities and classifying changes in the environment: city, countryside, and seaside. The 'beach shop' role-play area enhances children's understanding of many elements of a seaside resort and the activities that take place there to good effect. It also develops their creativity in taking on the roles of people associated with this environment.
82. Children have an appropriate understanding of change over time, especially sequencing weather during a week, the seasons of the year, and life cycles. They benefit from a visit to the Bethnal

Green Museum of Childhood where they compare and contrast toys from the past and present, and focus on differing styles and materials used.

83. Computer skills develop satisfactorily as children in the nursery class use the mouse confidently to select colours and the size of brushes, and to draw patterns. This is developed appropriately through the reception class where they move images on the screen and begin to apply keyboard skills. However, computers are not used often enough in the classroom for number games and language activities, although children in the reception class now have access to the computer suite.
84. Teachers provide a wide range of opportunities for children to explore the school, local and more distant environments. They take children for walks, visit a wide range of places of interest and organise visits from people who help them in the community. As a result of these, children develop an understanding of the wider world and become more aware of how other people live and work.

### **Physical development**

85. All practitioners are aware of the need for young children to learn through play and the teaching of physical development seen in the reception class was excellent. The majority of children should exceed the early learning goals by the time they are five. Outdoor play in the nursery takes places in three separate small areas. The opportunities for physical development, however, are not restricted because of the very good range of equipment there. Very good large and small equipment helps children to develop physical control, especially in climbing, moving through obstacles on the fixed apparatus, and changing direction on wheeled equipment.
86. In the nursery, children run, jump and balance with good levels of control. They ride wheeled toys confidently and use sand and water play equipment well. Good planning and teaching ensure that children in both the nursery and reception classes become increasingly aware of the important elements of a healthy lifestyle and their personal responsibility.
87. Outdoor play at present is more restricted for reception children as their enclosed outdoor play area is not fully equipped. This is an area under development. For indoor play and activities, the school hall is used well and, in a dance lesson observed, children responded in an excellent manner to the teaching. They showed a high level of agility in all movements: running and moving within a limited area, avoiding each other and in stretching and curling. They had good balancing skills. They understand the importance of warming up and cooling down activities at levels well above the expectation for children of this age.
88. Their hand and eye co-ordination in using pencils, paints and modelling materials shows a significant level of improvement from the previous inspection. Children in the reception class behave very well and enjoy their learning. In both classes, children build confidently with large construction kits and a range of materials. Children handle construction toys, pencils and paints with high levels of dexterity and accuracy. They make good progress in the physical aspects of writing letters, words and numbers. When using small equipment such as scissors, they show increasing control and attention to safety. During musical activities, children show well-developed co-ordination when playing a wide range of percussion instruments at the same time as singing.

### **Creative development**

89. Children are well placed to achieve the early learning goals by the time they leave the reception class. Teaching and learning are satisfactory and children enjoy and respond well to the creative activities. They express themselves well through singing and dance, and make sound progress in painting, collage and model making. In both classes, children use a wide variety of media including paint, crayons, collage and clay, and work with 2D and 3D materials. In the nursery, children investigate texture and colour to make large collages and their paintings are bold and colourful. In the reception class, pupils draw flowering plants with good line, tone and texture. They also produce very good clay models of buildings showing good proportion and careful detail.

90. A particular strength observed during the inspection was a nursery children's music lesson where they sang a wide range of songs and counting rhymes with accurate pitch and a good feel for rhythm. They played percussion instruments on the correct beat and this gave atmosphere to their singing.
91. Children respond well to rhythm and dynamics when moving to music and, in the reception class, benefit from the excellent teaching of the visiting dance teacher. Children in the reception class made an excellent response to the music in their dance lesson where they created many realistic and rhythmic movements to reflect wildlife in a garden. One child used her hands expressively to demonstrate a butterfly emerging from its pupa while other children moved in syncopated styles to resemble caterpillars crawling.
92. In both the nursery and the reception class, children make good progress in music and sing with accurate pitch, a good feel for rhythm and use instruments well. During the inspection, there were many opportunities for singing nursery and counting rhymes and other favourite songs.
93. Children's imaginative play is more successfully developed in the reception class than in the nursery because the teacher provides more stimulating and challenging opportunities. Overall, teaching in this area of learning is satisfactory with some good features where the range of activities captures children's imagination, sustains their interest and promotes their creative development in dance, modelling and art.

## **ENGLISH**

94. Standards are in line with national expectations at the end of Key Stage 1 in speaking and writing, and exceed them in listening and in reading. At the end of Key Stage 2, standards are in line with national expectations in each of these aspects. There is little variation between the attainments of boys and girls. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) are on course to attain standards close to those of their peers by the end of the juniors. In the year 2000, pupils' attainments matched national averages in the tests for seven and eleven year-olds and exceeded the attainments of similar schools. Pupils are on course to repeat these results this year. Standards have risen over time in line with national averages and are higher than those found during the last inspection.
95. At Key Stage 1, pupils listen very attentively to adults and to each other in their classes, in assemblies and outside. This means they are usually clear about what they have been asked to do and that there are few upsets because they are prepared to hear what others have to say. This contributes significantly to their capacity to learn. When speaking, most pupils can respond in simple sentences but prefer to use shorter answers. Teachers and other adults often have to prompt more thorough or extended replies. By the end of Key Stage 2, many pupils express themselves confidently when, for example, attempting to speak in the dialect found in 'Goodnight Mr Tom'. They listen well to their teacher and to each other, and build on what they hear with ideas of their own. They develop these ideas and give suggestions with little prompting from the teacher, but maintain the discipline of not calling out. Selected pupils in the juniors are happy to speak in assemblies, sharing poems and their own writing about feelings. Pupils in Year 6 are both inventive and disciplined in their speaking in drama lessons based on 'The Lion, the Witch and the Wardrobe'. They interact well in their groups and perform to their peers with confidence. In turn, they provide a very good audience for others' work. This is an effective means of developing this aspect.
96. The majority of pupils entering Key Stage 1 know the letters of the alphabet and their sounds. They use this knowledge and picture clues well to aid word recognition. By the end of the key stage most pupils read simple texts accurately; many are fluent and expressive as well. Pupils have added to their skills by splitting words they do not know and building up from phonemes. Most pupils are confident in using contents and index pages to help locate information. One pupil went straight to the middle of an index when looking for 'monsoon' because she knew 'm' is near the middle of the alphabet. Pupils retell stories or information well in their own words. By the end of Key Stage 2, pupils read more difficult texts fluently, with understanding and expression. They

read unknown words with little hesitation, usually relying on phonic knowledge to help them. Higher attainers can make inferences and deductions, as when a pupil identified from the first few paragraphs that the opening of 'I am David' is set in a prison camp. They locate information in books readily and skim and scan to find what is required.

97. Most pupils' writing is recognisable and phonically plausible when they enter the school. They form most letters accurately. Higher attainers begin to write in sentences but do not yet punctuate them consistently. By the end of Key Stage 1, pupils write in a range of genres including letters, recounts of visits, a sequential recording of the investigation of a torch and descriptions of characters in traditional stories. They write alliterative sentences, such as 'Tommy turned the tiger to a toad' and 'Angry Ahmed ate an apple'. Spelling of commonly used words is mostly accurate and sentences are often marked with full stops and capital letters. By the end of Key Stage 2, pupils write in an extended range of genres and for a variety of audiences. Pupils' vocabulary is often limited but higher attainers make good use of description when, for instance, using 'haunting presence', 'faint shadow' and 'shattered window' in building tension in a story about a face at a window. Pupils write first hand accounts in diaries and autobiographies, and retell stories in the third person. Handwriting is fluent and punctuation is accurate within sentences for most pupils. Higher attainers organise their extended writing in paragraphs. Many pupils have awkward grips and postures when handwriting, which inhibit the quality and quantity of their writing. The school is aware of the need to focus on improving this in the future.
98. Teaching is good in over half of lessons and almost always satisfactory otherwise. The small amount of unsatisfactory practice occurs when pupils are not given clear expectations of what to do when reading independently and some do not spend this time productively. The school recognises that it could apply better practices learnt from the National Literacy Strategy to these sessions. Better teaching is well planned with a focus on what is to be learnt by each group. Introductions are clear, and activities interest and challenge pupils. In a lesson in the computer suite, good use was made of new technology to investigate the effect of changing word order in sentences. The teacher and other adults circulated around pupils working in pairs giving guidance and praise to ensure good progress, as well as giving focused support to those identified as particularly needing it. Effective questioning designed to engage all pupils and extend their thinking is a good feature of many lessons. This is especially applied during the introduction to lessons and in the final plenary to check on learning that has taken place. Teachers have good subject knowledge and are confident in using technical vocabulary with pupils. All pupils have termly targets for their learning. Good support is given at Key Stage 1 to pupils with special educational needs and for whom English is an additional language by support teachers and classroom assistants who reinforce learning intensely by repeating and discussing what has just been said by the teacher. Additional adult support is used well in classrooms where it is available.
99. In the majority of lessons, pupils' attitudes and behaviour are very good. They share their teachers' enjoyment of the subject and make a real effort to produce their best work at all times.
100. There has been satisfactory progress in developing the subject since the last inspection. The weaknesses in planning have been met through use of the National Literacy Strategy and related materials and the QCA scheme for speaking and listening. There has been a focus on improving writing through, for instance, focusing on quality rather than quantity and ensuring that spelling, grammar and punctuation are well taught. Additional time is given to the subject so that writing is a focus in most literacy hours and reading is developed in daily sessions outside this time.
101. An enthusiastic and knowledgeable co-ordinator leads the subject well and has a clear idea of how it is developing and what needs to be done in future. The subject has had appropriately high focus for development time and continues to do so. The co-ordinator is given good support by senior management and other staff in carrying out her role. Resources are generally adequate. However, the school's library is cramped and has a very small stock of books. An after-school drama club is very popular.

102. An innovative Reading Club is available for an hour at the end of one day in the reception class to a targeted group of children and any others whose parents come at this time. This is in its early stages of development. There need to be tight targets by which to evaluate the effectiveness of allocating two teachers and a support assistant to six children while at the same time displacing the rest of the class from their room and having another class covered by a teacher who, during the inspection, had some difficulty in controlling their behaviour. The school has prepared a thorough programme of work to encourage partnership with parents and support pupils' learning at home. Packs of materials and books are sent home both in term time and during holidays. Many parents make good use of these and holiday work often leads into the next lot of work at school. Towards the end of Key Stage 2, more traditional forms of homework, such as spellings, are also given. With these and focused events such as Book Week, National Poetry Day and World Book Day, the school places an appropriately strong emphasis on raising the profile of English and working in partnership with parents.

## **MATHEMATICS**

103. Based on what was seen during the inspection, pupils in Year 6 attain standards that are close to those expected for their age in all areas of mathematics, while pupils in Year 2 attain standards well above those expected of their age group. National test results in 2000 indicated very high standards in Year 2, but a drop in standards in Year 6 when compared to all schools. Standards have been improving both at Year 2 and Year 6 since 1998, with an above-expected number of pupils attaining at the higher levels at Year 2. A high number of pupils, about 30 per cent, change schools during Years 3–6 and is beyond the control of the school. This means that the Year 6 cohort has a different composition to those who were tested in Year 2. A slight drop in attainment in an entry of less than 30 pupils accounts for the dip in comparative standards at Year 6 in 2000.
104. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are well supported and make good progress. Pupils at the early stages of acquiring English as an additional language make good progress, especially in the early years and up to Year 2. However, there is insufficient support in classes for pupils who are at the more advanced stages of their English language learning.
105. Year 1 pupils count orally in numbers up to 50, with the higher attainers counting up to 99. In Year 2, by the age of seven they count in 2s and 3s with higher attainers counting in 4s and 10s. Pupils calculate halves and quarters and begin to measure accurately in litres and centimetres. Pupils solve problems using numerical information. They can identify 2- and 3-dimensional shapes and begin to recognise reflected shapes.
106. Year 3 pupils count in tens crossing the 100 barrier and find simple ways of adding 9 to any number. The more able use their 6 times table. Pupils in Year 4 understand the terms clockwise and anti-clockwise and assess right angles as being a quarter turn. They understand that a whole turn can be measured as 360 degrees. In Year 5 pupils calculate problems involving two places of decimals and measure angles using a protractor. Year 6 pupils calculate written problems involving two mathematical stages. They solve numerical problems by using more simple calculations to predict more complex numerical patterns. Pupils work with calculations in brackets: they have a good foundation for developing algebraic skills.
107. The quality of teaching and learning throughout the school is good overall. In Year 2 it is very good. Teachers have high expectations, very good classroom management and clear informative displays. These provide a good positive environment in which pupils can learn. Teachers establish simple and effective routines in classes so that pupils feel confident about their learning. Classroom assistants, many working with targeted groups, are effective because they know what is expected of them and are confident in their work with those pupils. Teachers are friendly and yet positive towards pupils. Good use is made of half-termly assessment to set challenging targets and move pupils between ability groups. Teachers also help pupils to evaluate their own learning by asking for quick indications of whether they understand. However, the recording of assessment data by the class teachers is inconsistent and time consuming. This could be more



effective if the system was simplified. This is possible by building upon good practice already used in the lower years.

108. Pupils are confident in their learning. They behave well and are able to respond effectively to the challenges provided by the teachers. Relationships between pupils and staff are good because of the effectiveness of the management by teachers. Pupils enjoy their lessons and achieve accordingly.
109. Teachers are familiar with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established and planning is satisfactory. The oral sessions are conducted briskly and at a pace suited to the pupils. During group work pupils are set work closely matched to their needs, although more able pupils are often required to consolidate their learning rather than move on to more complex tasks. The final sessions are used well in some lessons when teachers help pupils to evaluate their own learning and set the scene for the next lesson. Teachers help most pupils to develop a mathematical vocabulary, but this is not sufficient support for pupils for whom English is an additional language in Years 3 to 6.
110. The ability of pupils to use numbers in other areas of the curriculum is satisfactory. In geography pupils analyse data collected from traffic surveys in Year 1 to increase their familiarity with number. The use of information and communication technology to support mathematics is under-developed and could be improved.
111. Teachers use informal observations and regular tests to assess the attainment of pupils. Information is collected so that pupils can be set appropriate targets. In Years 3 to 6 each class has a target group, selected on the basis of test results, for extra support. When pupils achieve their targets they are moved on and others join the group. This has the effect of constantly raising the attainment of pupils who are at the middle and lower levels. This contributes strongly to the relatively good performance of pupils with special educational needs. The day-to day monitoring by staff of the progress of pupils could be more consistent if built upon good practice in Year 2, where there is a simple and clear view of what pupils can and cannot do.
112. The school has made good improvement since the last inspection. The co-ordination is very good. There is a strong, shared the strong commitment to improvement and achievement, which is responsible for driving up standards of attainment. Good systems have been developed for monitoring and challenging pupils, particularly at the lower and middle ability levels, and these have resulted in improved standards over the past three years.

## **SCIENCE**

113. In 2000, pupils at the end of Key Stage 1 achieved overall standards that were well below national expectations for their age and below expectations for similar schools. However, the proportion of pupils achieving higher levels was well above the national expectation for all schools and similar schools. Current inspection judgement is that this year's cohort of Year 2 pupils are attaining broadly in line with what is expected for their age.
114. By the age of 11, pupils attain standards that are above the national average for their age. Key Stage 2 results in 2000 show that 93 per cent of pupils achieved level 4 or above, with 27 per cent achieving level 5. The higher levels are still below the national average but are in line with similar schools. This year's cohort of Year 6 is attaining at least in line with national expectations.
115. There has been good improvement since the last inspection. For the last four years results have been improving well above the national trend. The greater emphasis on practical investigations in science is providing pupils with valuable first hand knowledge and understanding. This is having a direct impact on pupils' achievements.
116. From the lessons observed at both key stages, pupils' progress and understanding in knowledge-based attainment targets are enhanced by frequent opportunities to carry out practical activities or observe demonstrations. This, coupled with good use of questioning by teachers, is developing

pupils' scientific thinking and improving their attainment in scientific inquiry skills. Most teachers pay particular attention to development of spoken language skills, subject specific vocabulary and developing pupils' writing skills.

117. In Year 2, prior to organising them in pairs and giving them tasks, the teacher helped pupils to recall facts they already knew about electricity. She used their answers skilfully to give further details and explanations. This reinforced and consolidated their understanding. During group work, teacher and class assistant gave guidance and support to groups and individuals in connecting wires and battery to make a bulb light up. These strategies enhance understanding of science skills and concepts as well as support basic skills development, particularly of EAL, SEN and lower-attaining pupils.
118. In the present term, Year 6 pupils are studying micro-organisms. During whole class discussion it was clear that most of them knew some facts about the topic but needed support to give clear, structured responses. The lesson was made more engaging by having a range of short activities. During the lesson, pupils had opportunities to share and discuss their own predictions of likely outcome of previously set practical activity. This was followed by observing, recording and, finally, discussing and explaining the outcomes. By the end of the lesson, the majority of them recognised that micro-organisms cause food to decay and that moisture and warmth speed up this process. It led higher-attaining pupils to conclude that 'germs must be all around the food in the air'. A majority of pupils understood that food can be preserved by simple precautions which slow the growth and spread of micro-organisms such as keeping food at cooler temperatures, heating to kill existing germs and handling food with care and hygiene. The teacher's subject knowledge, and sharing her experiences of how food was preserved on a farm in her childhood, raised pupils' interest and curiosity. The teacher's high expectations and the established ethos of respect in the class had a positive impact on the quality of discussion and the progress made by all pupils.
119. Most pupils achieve well. In most classes coverage in books indicates high teacher expectations as work is well presented, dated, titled and completed. There is a sufficient amount of work in all pupils' books and a good balance and coverage of all the attainment targets. Sampling of pupils' books indicates that in a majority of classes pupils carry out practical activities regularly, practising a range of skills such as taking measurements, observing and recording. They develop their writing and recording skills using picture prompts, diagrams, notes in their own words and accounts copied from the board. Books are marked regularly with a tick and sometimes teachers write a comment to acknowledge 'good' work. However, feedback does not provide clear guidance on the next steps for learning by making it sufficiently clear what pupils have understood and can do, and how they can they improve.
120. The quality of teaching is good in the majority of lessons, including every lesson involving qualified teachers. Clearly organised planning helps to deliver structured and well-resourced lessons. Teachers create an environment where pupils remain engaged with learning and show appreciation and respect to the teacher and each other. In the majority of lessons, good relationships and class management enable effective use of time. In these lessons learning is good as pupils benefit by listening to teachers' and each other's contributions. However, in some lessons pace is better suited for the average and lower ability pupils. For example, in a Key Stage 2 class, more able pupils were first to complete the set tasks since expectations were the same for all pupils. No extension work was planned for those who finished early, which is often the case in other classes as well.
121. Clear and supportive leadership enables staff to work as a team to implement the policy and scheme of work. There are sufficient resources including recently purchased CD-ROMS but, as yet, use of ICT to support teaching and learning of science is in its infancy. Use of assessment to improve planning to meet the differing needs of all pupils needs to be developed further, particularly at Key Stage 2. Although much of the teaching is good there is a need for consolidation and better consistency within and across the key stages by sharing good practice that already exists.

## **ART AND DESIGN**

122. Standards meet national expectations at the end of both the infants and juniors. In the infants, pupils mix primary colours with great care and apply these to shapes from which they make prints. They make detailed pencil drawings of shells and paint landscapes with good control using colour washes. In the lower juniors, pupils produce accurate preliminary drawings with felt tip pens based on details from 'willow pattern' plates. They then mix shades of blue in their sketchbooks before beginning to reproduce a finished version on a paper circle. Others emulate the works of a range of artists using a variety of media. They use primary colours to fill spaces in black lines made by drawing or sticking paper, and also use a paintbox computer programme in response to Mondrian's works. They colour fabric by dripping and pouring in the style of Jackson Pollock, contrasting with very controlled use of lines as used by Klee. Older juniors work from life drawings to model figures in athletic poses using pipe cleaners. Others explore and reproduce pattern and colour found in Victorian tiles. They also use new technology to enlarge and reinterpret work, including that of Kandinsky.
123. From the small number of lessons seen, teaching is at least satisfactory and some is good. Pupils are given clear explanations and demonstrations of the techniques and materials they are to employ, with increasingly consistent use of sketchbooks in which to experiment and collect ideas. More effective teaching emphasises links with what has been learnt in other subjects and makes use of technical vocabulary. Sound support and encouragement are given as pupils work. Good preparation ensures that pupils waste little time in getting started while good habits are promoted through the expectation that pupils will clear up at the end. Effective use is made throughout the school of the enthusiasm and expertise of a teaching assistant.
124. While standards remain similar to those reported when the school was last inspected, the school has a more secure scheme that promotes the progressive development of techniques. Teaching is also more secure and pupils display good attitudes and behaviour in art lessons. These represent improvement since the last inspection.
125. The school benefits from an enthusiastic and knowledgeable co-ordinator for art who has been in post for just over two years. During this time she has worked with a local authority consultant to establish a scheme of work, supported by a commercial scheme, which has a strong emphasis on developing skills and thereafter promoting greater freedom and creativity. The co-ordinator has led some training for staff and helps them with their planning. She does not monitor teaching directly but sees and discusses the work that results and thus has good knowledge of standards in the subject.

## **DESIGN AND TECHNOLOGY**

126. The previous inspection reported standards in line with the national average at Key Stage 1 but below average at Key Stage 2. During the inspection week standards at Key Stage 1 were broadly similar to national expectations but at the end of Key Stage 2 they remained below. This is a result of insufficient teaching of the subject; in the past few years much effort and emphasis have gone into improving basic skills and raising standards in core subjects.
127. Since the last inspection, efforts have been made to improve provision and raise standards. These include more resources and workshops with the entire staff in order to improve their skills and confidence. A member of staff is also attending a ten-day course outside school. An adapted scheme of work has improved progress and continuity. Since September 2000 one topic is covered each term at Key Stage 1 and, at Key Stage 2, two topics are covered each year. Over the past four years, there has been a concentrated effort made by the whole school to focus and improve skills during design and technology week in the Autumn term. These improvements mean that pupils have more opportunity to develop and consolidate a range of appropriate skills.
128. At Key Stage 1 pupils make at least satisfactory progress. For example, Year 2 pupils studied the different shapes and makes of cars and made labelled drawings and notes about what they had learnt. Pupils are reflective about their work and make worthwhile suggestions for further

improvements. For example, comments about work on Joseph's coat of many colours included: 'I enjoyed doing it', 'I found scissors difficult to use', 'I had to cut the material carefully' and 'the coat fits but the sleeves are too long'. The evidence shows pupils at Key Stage 1, including those with special educational needs and those who have English as an additional language, often make good progress.

129. As they move through Key Stage 2 pupils make unsatisfactory progress. There is clear evidence in photographs, the contents of project folders and from discussions with teachers and the head that the school's scheme of work for Key Stage 2 is being implemented in Years 3, 4 and 5. For example, in Year 5 when pupils made their own biscuits, they discussed and recorded their own and each other's personal preferences. They investigated the shape and appearance of the most popular biscuits and evaluated the finished product. The subject consolidated basic literacy skills. Pupils wrote clear accounts giving lists of equipment, ingredients and a step-by-step recipe. However, insufficient teaching in Year 6 means that the school's scheme of work is not covered in full.
130. With only one lesson having been observed, there is insufficient evidence to judge the quality of teaching across the school. What was seen was well planned and the teacher's explanations were clear and effective. She demonstrated well and pupils were clear about what they had to do. They remained interested, motivated and focused on their task of trying different ways to fix a drum to a dowel axle. They had to attach a string to the drum and then move the axle to wind the string round it. Most of them worked hard at it, observing, helping and making suggestions to each other. The teacher and the other adult present provided, made suggestions and encouraged discussion. This helped to develop speaking and listening skills as well as problem-solving skills. The pupils showed real pleasure and pride in their work and were keen to show and talk about the results.
131. The headteacher is overseeing the subject temporarily. There is a need to ensure that standards and provision are enhanced in line with a recent improvement plan. This includes developing teachers' subject knowledge, reviewing short-term planning and building a portfolio of assessed work. These should contribute to better progress and thus raise standards.

## **GEOGRAPHY**

132. The attainment of pupils at the ages of seven and eleven are in line with those expected nationally. Pupils achieve satisfactorily throughout the school because of the interest and enthusiasm engendered by teachers who are supported by very good management.
133. By the age of seven pupils conduct surveys of local traffic flow and of travel patterns of pupils in the class. They begin to analyse this information to draw wider conclusions about the types of traffic on the road. They compare localities: a suburban area with an island. By Year 6 pupils have undertaken a study of a local town centre and have explored the issues surrounding parking and pedestrianisation of a high street. Pupils understand the different features of a river and of mountains. In their study of the River Severn, pupils understand that settlements along rivers serve different purposes.
134. The quality of teaching and learning are good. Teachers are confident because of their good subject knowledge and supportive planning. Relationships between pupils and staff are good and this helps pupils to feel comfortable in lessons. Pupils enjoy their learning and use their literacy skills to collect information from sources including videos. Teachers know their pupils well but this knowledge is not sufficiently linked to expected levels of work for all pupils.
135. The co-ordination of the subject is very good. There is a strong shared commitment to challenge and improve the learning of pupils and good systems are being developed to support this. Regular visits to places familiar to the pupils are used so that they build up an in-depth knowledge about the geography of a locality through fieldwork. Overall standards and more effective planning and co-ordination represent sound improvement since the last inspection.

## HISTORY

136. The attainment of pupils in history at the ages of seven and eleven is in line with that expected of pupils of a similar age. The standards attained are due to effective teaching and co-ordination of the subject.
137. By the age of seven pupils understand that changes have taken place over time in the ways in which people live. They know that homes in the past were different because they have gained evidence for photographs, pictures and artefacts. They recognise some features of a seaside town in Victorian times and recognise that some things like 'Punch and Judy' shows remain the same while others change. They know about the Great Fire of London and understand how the events unfolded in a short time. They understand that people like Florence Nightingale and Mary Seacole can influence events significantly.
138. In Year 3 pupils visit the Tower of London to develop their knowledge of Henry VIII. They understand the significance of Henry's position from evidence of portraits. They match Tudor portraits of Henry's wives against written descriptions. By the age of eleven pupils build on the skill of assessing evidence to investigate England during World War Two. They understand how life was different during the war and that the larger events had an impact on people's everyday lives. While following the progress of the war through newspapers of the time, they appreciate the disruption caused by the Blitz and evacuation. Pupils gather oral evidence through interviewing people who lived through the war. They appreciate that people's experiences of the war were not all the same.
139. Teaching is good overall. Teachers have secure subject knowledge and develop pupils' skills in assessing evidence and conducting research. Pupils are encouraged to question in order to find out people's views of events. Both speaking and writing are developed, but the use of information and communication technology is insufficient. The extension of literacy skills in analysing material from the internet would improve pupils' research skills and help them to produce longer and better structured written work.
140. Pupils are interested and well motivated. They are polite and well prepared when interviewing people. This comes from the good relationships that exist between teachers and pupils in the school.
141. The co-ordination and leadership of the subject are very good so that teachers are secure in what they teach. The guidance given to teachers ensures that chronology, use of evidence and effective research skills are used to enhance the knowledge gained by pupils. These are much improved since the last inspection and contribute to more consistent progress. Levels of attainment are being monitored against expected levels and so pupils are becoming more aware of their own learning. Very informative and attractive wall displays help pupils to become involved in their learning, as do visits to museums and historic sites.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. By the end of Key Stage 1, pupils' attainments are broadly in line with standards achieved nationally. By the end of the Key Stage 2, pupils have developed satisfactory skills in some aspects but attainment is below expected levels. Pupils have had limited opportunities to apply their information and communication technology (ICT) capability through its use throughout the curriculum since the computer suite has been in use only this year.
143. The school has done a great deal to overcome the weaknesses identified in the last inspection. A very considerable amount has been achieved in the two years since the co-ordinator was appointed. A new computer suite has been established, allowing whole class tuition of skills at both key stages and for children in the reception class. Planning to meet requirements fully is in place and is being implemented. All classrooms have a computer, but since the computer suite has been established these have been underused. The school is linked to the internet and has e-mail facilities which are being used by pupils at both key stages.
144. By the end of Key Stage 1, pupils use a keyboard and mouse to open and use programmes. For example, in Year 1 they can open a graphic programme, put in data to produce a pictograph and then present it as a bar graph.
145. At Key Stage 2 pupils make good progress in developing their skills. However, they are starting from a low threshold and there has not been sufficient time for them to catch up. This should not be the case in future. They design book covers using a publishing programme. Pupils use a digital camera to help produce school information. They develop word processing skills, changing font size and using keys to underline, centre and add borders. In Years 5 and 6 pupils enter data and formulae into cells and, in a Year 5 class, pupils used SUM to calculate the total cost of a meal.
146. Pupils' attitudes are very positive. They are keen to use computers at both key stages and respond positively to instruction and many are generally able to sustain tasks without additional support or supervision. They work well in pairs and are quick to pick up new skills and gain confidence. They support and help each other enthusiastically to acquire and practise new skills.
147. The quality of teaching ranges from satisfactory to very good, one in five lessons being very good. Most teachers use a projector confidently to introduce and demonstrate the skills to be used in the lesson. Very good lessons feature effective plans with a clear introduction, and highlighting and explaining specialist vocabulary. Teachers demonstrated the use and functions of keys and gave pupils opportunities to practise prior to setting them tasks in which they had to use and apply the skills taught at the beginning of the lesson. Good relationships with pupils enabled a swift pace to lessons and teachers' confident, relaxed and positive attitudes about computers maximised their pupils' learning.
148. Resources in the school are of high quality but as yet are only just adequate. There remain insufficient opportunities for pupils to have access to computers to raise standards sufficiently, although much progress has been made since the last inspection. Assessment is being developed to monitor the progress made by the whole class. As yet there is no consistent recording to show what skills individual pupils have mastered and what they need do next.

## **MUSIC**

149. Only one music lesson was seen during the inspection. Pupils were seen and heard performing in classes, assemblies and an after-school choir practice. Discussions were also held with pupils to confirm that they recalled experiencing all aspects of the required programme of study. However, based on this evidence, a secure judgement on overall standards is not possible.
150. Music permeates the life of the school. Pupils sing enthusiastically and tunefully in assemblies and singing practices. They also sing in unison and parts in music lessons in their own classes. A sizeable choir sings a varied programme in an after-school practice, tunefully and with good

control of volume. Although not specifically in music lessons, pupils respond well to music. For example, in dance lessons they change quickly from being active to being quiet as the music changes. Pupils also listen to music in some classes while working. They know and comment on how this helps. The local authority provides specialist instrumental teaching and pupils playing either clarinet or flute demonstrated good standards individually and together. Some are about to join a junior orchestra drawn from a number of schools.

151. The subject is co-ordinated by a specialist teacher who has been in post for three years but is currently on maternity leave. The policy has recently been updated and teaching is supported by the QCA scheme of work, which has been linked appropriately to other subjects and topics. The school is well resourced with a good range of tuned and untuned instruments, including instruments from differing cultures, and a number of packs containing compact discs with supporting materials. Pupils visit the Barbican termly and pupils benefit from visiting specialists, such as those involved recently in 'The Pied Piper'. The co-ordinator normally plans for and teaches the majority of pupils. Because she is not class-based, she monitors and supports colleagues in the infants. She therefore has good knowledge of strengths and weaknesses throughout the school. She recognises the willingness of staff to teach a subject in which many feel insecure. This is borne out by a purposeful lesson seen during the inspection when pupils produced a recording in preparation for a performance of 'Stone Soup'. The teacher directed and managed pupils well, and led them in an evaluation of their efforts. There has been good improvement in overcoming the many shortcomings identified in the last report.

## **PHYSICAL EDUCATION**

152. Attainments are broadly in line with national expectations at the end of Key Stage 2 but exceed them at the end of Key Stage 1. Only games and dance lessons were seen, but discussions with pupils and observations of their physical play contribute to the judgement. The required outdoor and adventurous activities take place as part of a residential visit for pupils in Year 6 and swimming takes place at a nearby baths. It is reported that most pupils swim the required 25 metres by the time they leave the school. As with the last inspection, dance is a strength of the curriculum. Higher attainment in dance and games are linked with the involvement of specialist teaching and coaching. Pupils with special educational needs are well integrated and make progress in line with their classmates.
153. Pupils in Year 1 warm up and down well and sustain a good rate of activity throughout dance lessons. They respond enthusiastically to a retelling of 'The Lighthouse Keeper's Lunch' to roll, stretch, shrink and balance. They think about their work and improve its quality when asked. Year 2 pupils demonstrate good control of footballs using the inside, outside and bottom of their feet. Most stop the ball quickly and put their knee, bottom or head on the ball when asked. When the coach demonstrates bunching and finding space, many pupils apply what has been learnt in a competitive situation and show an awareness of working as a team. Pupils in Year 3 learn side and back steps to a strong rhythm and then perform these with a partner. Warming up and down is well and sensibly executed, with sustained activity in the rest of the lesson. In Year 5, pupils develop throwing skills progressively. They work in small groups to devise activities based on the skills they have learnt. They evaluate their own and others' performance and apply what they have learnt. Older pupils sometimes do not sustain their involvement in practising skills. Many pupils are inactive as they wait their turn to practise and bat. In an ensuing game throwing, catching and fielding skills, and teamwork, are not what is expected of pupils at the end of Key Stage 2. However, in extra-curricular activities and at playtime these same pupils show that they can meet national expectations. Their teacher ascribes part of this to the pupils' changed attitude to their primary schooling as their move to secondary schooling approaches. Pupils' attitudes and behaviour were very good in other lessons.
154. A further difficulty in this lesson was that it took place while the infants were having their afternoon play. Consequently, the teacher could not always encourage what was going well or remedy below par technique and attitudes. All other teaching was of a high standard and one excellent lesson was seen. Specialist instructors are a strong feature of this. They bring very good knowledge and skills and command good attention, behaviour and involvement. They also make

very good use of the resources they bring. For example, the dance teacher's different pieces of music instantly set the mood for activities and, in football, every pupil has her or his own ball; the use of nets, cones and bibs encourages focus and teamwork. A very effective lesson was also taught by the teacher who co-ordinates the subject. This included good demonstration and explanation based on effective planning for a stimulating range of activities.

155. The subject is well co-ordinated by a keen and knowledgeable member of staff who has held the post for nearly two years. With this leadership and the influence of the specialist teaching and coaching, good standards of teaching and learning are available to promote the knowledge and skills of non-specialist class teachers. It was not possible to see this during the inspection and the co-ordinator does not monitor teaching directly. The co-ordinator recognises that the school's current scheme of work does not promote progression and continuity. Staff at the baths used by the school teach the requirements of the swimming curriculum. Some new guidance for other areas has already been introduced and commercial schemes are being evaluated for imminent adoption. The accommodation and resources at the school are adequate for the needs of the curriculum.
156. Since the last inspection, pupils' attitudes and standards in the majority of lessons have improved, and the subject benefits from further investment in specialist teaching and new guidance. While this represents a small improvement, at the earliest opportunity the school must address the issues of assessment, monitoring and evaluation to consolidate and focus its development of the subject.

## **RELIGIOUS EDUCATION**

157. The standards attained by pupils in Years 2 and 6 are comparable with those expected of pupils of a similar age. Religious education is taught regularly and according to the locally agreed syllabus.
158. By the age of seven pupils know about the significance of the Torah and recognise some of the symbolism in rituals conducted on the day of rest in Judaism. Pupils understand the significance of 'special days' in Christianity and other religions. They are familiar with several creation stories involving the major religions. A visit to the local church makes them familiar with some aspects of the Christian religion.
159. In Year 4 pupils reflect upon "peace" and through role-play, involving pupils questioning characters, they begin to recognise that this can be found in various forms. In Year 5 pupils begin to understand the significance of the Muslim festival of Ramadan, understand the significance of the disciples in Christianity and begin to understand some of the symbolism in Buddhism. By Year 6 pupils begin to understand the importance attached to family life in Hinduism and Christianity. They build upon their previous knowledge by looking at the importance of the Exodus in Judaism, and the significance of 'light' in major religions. To enhance their learning, pupils visit a church, a mosque and a gurdwara, and are given time to reflect upon issues such as friendship and tolerance.
160. The quality of teaching and learning is good. Pupils are given the opportunity to reflect upon moral issues when considering "The Ten Commandments". There is sensitivity to the teaching that allows pupils consider ideas in a quiet and calm atmosphere. This is possible because of good knowledge and management of pupils by teachers.
161. Teachers' marking of pupils' work, which is regular and informative, helps to maintain this standard. As a result of the good teaching, pupils develop sensitivity to ideas and beliefs of others. Ideas raised in assemblies are continued and explored in greater depth in lessons that follow.
162. The leadership of the subject is very good. There is a strong and shared commitment to improvement and high attainment in the school. This is indicated by the clear guidance given to teachers by the co-ordinator. A good range of resources is used to stimulate the interest of



pupils and regular visits are made to local places of worship. The strength of the co-ordination of the subject, leading to improved teaching and resources, means that good progress has been made since the last inspection.