

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Forest Hill, London

LEA area: Lewisham

Unique reference number: 100721

Headteacher: Mrs B Cameron

Reporting inspector: Mr D Shepherd
2905

Dates of inspection: 8 - 11 July 2002

Inspection number: 196701

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with Nursery

School category: Foundation

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Perry Vale
Forest Hill
London

Postcode: SE23 2NE

Telephone number: 020 8699 5127

Fax number: 020 8291 6749

Appropriate authority: The governing body

Name of chair of governors: Mrs C Castro

Date of previous inspection: 30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2905	David Shepherd	Registered inspector	Foundation stage Physical education Science	What sort of a school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9405	Josephine Philbey	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents?
20877	David Pink	Team inspector	Special educational needs English Geography History	How well is the school led and managed?
8696	Abul Maula	Team inspector	English as an additional language Equal opportunities Art and design Design and technology Information and communication technology Mathematics Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church is a voluntary aided Church of England primary school. It is an average size school with 204 full-time pupils on roll. A further 48 children attend part-time in the nursery. Approximately one quarter of the pupils are UK white, one quarter black Caribbean, one quarter black African with the remaining derived from families with European, Indian, Chinese and other backgrounds. Eighty-three pupils speak English as an additional language of which seventeen are at an early stage of learning English. This is very high in national terms. Forty-nine pupils are on the school's register for special educational needs and four of these have statements. This is below the national average. The range of special educational needs includes speech and language, behaviour and specific learning difficulties. Attainment on entry is mixed, but, overall, it is below average. There are approximately equal numbers of boys and girls at the school. Most pupils come from the immediate locality of the school. Four teachers have left the school and five have joined during the past two years.

HOW GOOD THE SCHOOL IS

This school provides a sound education for its pupils and has the capacity to improve. The teaching and learning in the nursery, Years 2, 5 and 6 and by specialist teachers in mathematics, science, special educational needs and English as an additional language are often good. This promotes high standards. The teaching in all other year groups is generally satisfactory. The attitudes and behaviour of most pupils are good. Most pupils attain standards that are average in most subjects and make sound progress, overall, throughout the school. The leadership provided by the headteacher and governors is good. The school provides satisfactory value for money.

What the school does well

- Provides children with a good start to their schooling in the nursery
- Provides role models of good teaching
- Ensures that pupils with special educational needs and those with English as an additional language make good progress
- Cares for pupils well and establishes good relationships with pupils
- Promotes pupils' positive attitudes to school
- Secures good leadership by the headteacher and governors

What could be improved

- Standards in mathematics and music throughout the school; standards in ICT in Years 1 and 2; standards in geography and history in Years 3 to 6
- Assessment and target setting procedures and monitoring pupils' progress in meeting targets
- The behaviour of a significant group of pupils
- The monitoring, evaluating and reviewing aspects of the role of subject and other co-ordinators
- Ensuring that pupils who receive extra teaching are reintegrated appropriately into the lessons they have missed

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Although some improvements have been made since the last inspection, overall progress has not been fast enough. Satisfactory improvements have been made in meeting statutory requirements for the teaching of design and technology [D&T] and those for information and communication technology [ICT] which are now met. However, in other areas, improvements have not been fast enough. The school has not established suitable procedures for assessing pupils' progress and using this information in planning. Whilst the headteacher monitors and evaluates the school's data on standards, there is not a system established for the school to monitor and evaluate standards and the teaching in all subjects. The school has introduced a number of initiatives to improve the behaviour of some pupils. Unfortunately, these are not yet having the desired impact and other initiatives are required.

Standards attained, the progress pupils make and the quality of teaching are similar to the last inspection. The school has improved its curriculum provision in that it is successfully implementing the National Literacy Strategy and the National Numeracy Strategy, and is using national guidance as a basis for its schemes of work in most subjects. Provision for ICT is much better than it was.

STANDARDS

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

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

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

Results in the National Curriculum tests at the end of Year 6 in 2001 were above the national average in English, mathematics and science and well above average when compared with schools in similar contexts. The percentage of pupils reaching the higher levels was well above average in science, above average in English and average in mathematics when compared with all schools and well above average in English and science and above average in mathematics when compared with schools in similar contexts. Over the past four years, standards have improved at a broadly similar rate to those nationally. Standards in tests at the end of Year 2 in 2001 were at the national average in mathematics but above average when compared with schools in similar contexts. Results in reading were below the national average but average for similar schools. Standards in writing were well below the national average and below the average for similar schools. The proportion achieving the higher levels was well above average in reading and mathematics and above average in writing when compared with similar schools. Results in the 2001 teacher assessments in science were below average when compared with all schools but average when compared with schools in similar contexts and below average at the higher level. The results in the 2001 tests in Year 2 were lower than they have been for a number of years. Inspection evidence indicates that standards in Year 2 in English and mathematics are below average in 2002, but are average in science.

The school comfortably exceeded the modest targets set for English and mathematics in 2001. Early indications are that in 2002 the target set for English has been exceeded, but that for mathematics has not been met. By the time they leave the reception class, most children have made sound progress. However, many do not achieve the nationally expected standards in literacy and numeracy by the time they reach Year 1. Inspection evidence suggests that standards in English, science, ICT, art and physical education [PE] are average in Year 6. Standards in geography, history and music are below average. Standards in literacy are below average in Year 2. Standards in numeracy are below average in Years 2 and 6. The achievement of pupils throughout the school is satisfactory, overall, given their below average attainment on entry to the nursery. Lack of evidence means that judgements about standards in PE in Year 2, and in D&T and music throughout the school cannot be made.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Good. Most pupils enjoy school and are positive about it.
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Behaviour, in and out of classrooms	Satisfactory, overall. Most pupils behave well. A significant number of pupils do not listen well to their teachers, distract others and adversely affect the quality of learning.
Personal development and relationships	Satisfactory. Pupils enjoy and accept responsibility and carry out their tasks well. Relationships are good.
Attendance	Satisfactory. Some parents take their children on holiday during term-time.

TEACHING AND LEARNING

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

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

The teaching and learning in the nursery, Years 2, 5 and 6, and in lessons taught by specialist teachers of mathematics, science, special educational needs and English as an additional language are often good. The teaching in all other classes is generally sound. In the nursery, the teaching of communication and language and literacy, physical development and creative development is particularly strong and pupils make good progress in these areas. The teaching of English and science is particularly good in Years 2, 5 and 6. Most pupils make good progress in these subjects in these classes. In the most effective lessons, the teaching is carefully planned and teachers ask searching questions of pupils that consolidate and extend their thinking. The skills of literacy and English and numeracy and mathematics are taught satisfactorily throughout the school. The teaching and learning of geography, history and music is unsatisfactory, overall. The teaching and learning in all other subjects is satisfactory. Four weaknesses in the teaching and learning were noted. Teachers do not assess sufficiently the progress pupils are making in lessons. As a consequence, their expectations of what pupils can achieve are sometimes inappropriate and their planning does not include enough provision for higher- and lower-attaining pupils. In addition, pupils do not know often enough what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the nursery and reception classes. Satisfactory, overall, in most subjects, including personal, social and health education, sex education and drugs education. Provision for geography, history and music does not meet statutory requirements, especially in Years 3 to 6.
Provision for pupils with special educational needs	Satisfactory. Good, when taught by specialist teachers and support staff. Unsatisfactory planning for these pupils in many other lessons.
Provision for pupils with English as an additional language	Good, overall. Targeted pupils make good progress over time with specialist support. However, those pupils who do not have access to this support on a regular basis make progress that is too slow.
Provision for pupils' personal, including spiritual,	Satisfactory. The school provides satisfactory opportunities to promote pupils' spiritual, social and cultural development. There is scope to

moral, social and cultural development	promote further the moral development of pupils who do not conform readily to the school's code of conduct.
How well the school cares for its pupils	Mixed. The school cares for its pupils well. Pupils' work is not assessed well enough and data is not sufficiently used in planning.

There is a good range of visits and extra-curricular clubs. Child protection procedures are sound. Most parents hold positive views about the school and are supportive of its work. Some parents help in classes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Mixed. The leadership of the headteacher and the governing body is good. Subject and other co-ordinators do not provide enough leadership in their areas of responsibility.
How well the governors fulfil their responsibilities	Good. Overall, the governors fulfil their responsibilities well.
The school's evaluation of its performance	Unsatisfactory. The headteacher monitors and evaluates aspects of the school's performance. Subject and other co-ordinators do not monitor and evaluate standards and teaching effectively.
The strategic use of resources	Good. Resources are used effectively for their intended purpose. The school applies the principles of best value well.

The school is staffed appropriately and has enough teachers to teach the National Curriculum. In addition, specialist teachers are employed part-time to teach mathematics, science, special educational needs and English as an additional language. Recent staff changes have meant that at present no teacher has responsibility for co-ordinating geography, history or music. Teachers are ably supported by a number of teaching and classroom assistants. The accommodation is satisfactory, overall. There is no provision for pupils in the reception class to work outside. Provision for outside work for children in the nursery is very good. There are enough learning resources to teach the National Curriculum and Foundation Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • the school is approachable about problems • the school is well led and managed • the teaching is good • their children are making good progress at school 	<ul style="list-style-type: none"> • more information about their children's progress • the way the school works with parents • the amount of homework received • more activities outside lessons • more help to make their children mature and responsible

The inspection team broadly agrees with parents' positive views of the school. A significant proportion, but not all, of the teaching is good. Pupils make good progress only when the teaching is good. The inspection team agrees with a number of the criticisms of the school made by parents. The school does not provide enough information about work in classrooms and could do more to help all pupils become more responsible. Inspectors consider that the school offers a good range of out-of-class activities. Provision for homework is inconsistent from class to class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the past three years, standards attained in mathematics and science by pupils at the end of Year 6 have been above average when compared with all schools nationally. Standards in English have been at least average over this same period. Standards have improved at a broadly similar rate to the improvement nationally. Inspection evidence indicates that standards attained by the current Year 6 pupils are lower than this. This is because the learning in this class has been disrupted during Years 3 to 6 by a few pupils, mainly boys, with emotional and behavioural difficulties, some of whom have now left the school. A significant number of pupils joined the class during Years 3 to 6. This class has also been adversely affected by a number of teachers leaving and joining the school during the past four years. This has made it difficult to ensure continuity in their learning as new teachers adapt to the teaching in the school. However, overall, pupils in this year group have not made the progress they should have done. In spite of this, many pupils are achieving the nationally expected levels in English, mathematics and science and some higher than this. This has been due to some good, focused teaching this year by the current classteacher in Year 6, ably supported in literacy by the headteacher and, in mathematics and science, by the specialist teacher. Specialist teaching for pupils with special educational needs and English as an additional language and the teaching provided by the teaching and classroom assistants have also helped to raise standards in this class. In spite of the average to above average standards between 1999-2002, standards in English, mathematics and science in Year 6 are similar to those recorded at the last inspection. The school anticipates, with some justification, that standards in Year 6 next year are likely to be better than those this year. Overall, the achievement of pupils over time is satisfactory. The national test results for pupils in Year 6 between 1998-2001 illustrate this. For example, in 2001, the Year 6 pupils made good progress in English from Year 2 to Year 6 and satisfactory progress in mathematics. The school comfortably exceeded its modest targets for 2001. Early indications are that it has exceeded its more challenging target in English in 2002, but not in mathematics.
2. Standards attained by pupils at the end of Year 2 have been variable since the last inspection. At that time, standards in reading, writing, mathematics and science were average. Standards attained in reading, writing and mathematics were above average between 1998-2000. The current Year 2 class includes a significant number of pupils, mainly boys, who have emotional and behavioural difficulties. Their span of concentration is often short and they become easily distracted. This slows down the progress they and the rest of the class make, in spite of the good teaching they receive. The teacher, ably assisted by the teaching assistant, controls pupils' behaviour well and most pupils make satisfactory progress in English and science. Some make good progress, especially in reading and in investigative science.
3. Standards in literacy and numeracy improve satisfactorily as pupils progress through the school. In Year 2, they are below average but by Year 6, average. By Year 2, pupils name and sound out letters and groups of letters. This gives them the skills they need to tackle words that are unfamiliar to them. Higher-attaining pupils use these skills well to help them read accurately and fluently. Lower-attaining pupils still need help to work out unfamiliar words. By Year 6, most pupils are confident and fluent readers and enjoy reading. Standards of writing are average by the time pupils are in Year 6. Most pupils in this class write clearly and legibly. This is not always the case in other classes, where pupils often print and where there are not enough opportunities for them to consolidate their writing skills in other subjects. In Year 2, many pupils are unable to apply their knowledge of number to solve problems. By Year 6, many pupils apply their number skills competently to make generalisations and solve mathematical problems.
4. In Year 6, standards in ICT, art and PE are similar to those found in all schools because the pupils receive teaching that is focused on improving their knowledge, understanding and skills in these subjects. In Years 3-6, standards are below average in geography and history because the

teaching is unsatisfactory, overall, in these subjects. In Year 2, standards are average in art, geography and history. They are below average in ICT because pupils have only had full access to the ICT curriculum since the recent opening of the computer suite.

5. Progress made by most targeted pupils with English as an additional language is good over time. Pupils learning English as an additional language respond positively to the specialist support they receive. This is reflected in their positive attitudes to learning. They are integrated well into school, enjoying good relationships with their peers and with teachers. This is an important factor in their learning, but their progress tends to slow down in lessons when specialist support is not available. Limited confidence in the use of grammar and punctuation and subject specific vocabulary holds some of these pupils back, although they appear to be coping well with the oral day-to-day demands of the classroom. Progress made by pupils from minority ethnic groups who are not at the early stages of learning English is satisfactory.
6. The standards attained by pupils with special educational needs in English are good and they attain similar standards to their peers. These pupils achieve well because of the support, good learning strategies and careful monitoring provided by the school. Pupils make good progress in achieving the targets set for them in their individual educational programmes.
7. High attaining pupils make satisfactory progress in literacy and numeracy. Suitable work is planned for them from the national strategies and they apply themselves well to their work. However, these pupils do not make the progress they should in other subjects. This is largely because work is not set for them at appropriate levels; it is often too easy for them. Girls outperform boys in reading, writing and mathematics in Year 2 and in English and science in Year 6. Boys do better in mathematics in Year 6. Girls do better, overall, because they listen more carefully to their teachers than the boys and they are not distracted in the same way as boys by any inappropriate behaviour in lessons.

Pupils' attitudes, values and personal development

8. Pupils enjoy coming to school and many look forward to their lessons. In many cases, pupils are keen to participate in activities; they answer questions willingly and try hard with their work. Nearly all pupils are polite to visitors and never miss an opportunity to smile warmly and greet adults in the corridors and classrooms. Pupils' attitudes to school are as positive as they were at the last inspection.
9. During the inspection, there were many good examples of pupils walking sensibly around the building, listening politely to their teachers and other pupils during lessons and playing well together in the playground. Similarly, behaviour in the dining room is orderly and there is a pleasant social atmosphere. Many pupils settle down well and concentrate on their work, particularly in Years 3 to 6. However, pupils' behaviour does vary from class to class. While there are many pupils who understand the boundaries between respect and disrespect, there is a significant number of pupils who do not. These pupils, mostly boys, do not listen well to their teachers, talk to others throughout lessons and assemblies and lack concentration. This unsatisfactory response to the teaching is often by pupils who are known to have emotional and behavioural difficulties and they exhibit challenging behaviour. When the teaching is good and lessons are well planned to meet the needs of all, these pupils generally behave well. However, in some classes teachers are, at times, less confident in managing pupils; they find it difficult to gain or hold pupils' attention and disruptive behaviour emerges. This leads to some pupils displaying unacceptable behaviour that has a disruptive effect on lessons. This often distracts other members of the class who then, in turn, become restless and noisy themselves.
10. Relationships between pupils are good. There is a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds. When behaviour is good, pupils work effectively both individually and collaboratively. On many occasions, pupils work well in groups and discuss their tasks sensibly. They play happily in the playground and no incidences of oppressive behaviour, including bullying, were observed during the inspection. The

school has had three exclusions during the past year. Records of exclusions are properly maintained.

11. Pupils' personal development is good and teachers actively encourage pupils to be independent. Pupils have many opportunities to show their initiative. They take turns, for example, to return registers sensibly to the school office. They tidy their classrooms and help in assemblies and the school library. Older pupils help with the younger ones, encouraging them to play together in the playground and helping teachers supervise them during wet playtimes. There is an enthusiastic school council that meets regularly to discuss possible school improvements. A range of extra-curricular activities and a residential visit in Year 6 also help to develop pupils' confidence, independence and social skills. Pupils support various charities. For example, this term, they are collecting for Barnardos. This is a similar picture to that noted at the last inspection.
12. Attendance is satisfactory and similar to the national average. This is similar to that recorded at the last inspection. The level of unauthorised absence is slightly above the national average. Despite the school's requests not to do so, some parents still withdraw their children for family holidays during term-time.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, the teaching is broadly satisfactory. This is similar to that noted at the last inspection. The teaching has many strengths but includes significant weaknesses. Of the fifty-two lessons observed, two were outstanding, six very good, fifteen good and twenty-five satisfactory. Four were unsatisfactory. During the inspection, the teaching in the nursery and in Years 2, 5 and 6 was consistently good. Each of these teachers has been appointed to the school during the past twelve months and the impact of this teaching on standards, while significant, has not yet been fully realised. In the nursery, Years 2 and 6, the teaching was often very good during the inspection. The teaching in reception was satisfactory. The teaching in Years 1, 3 and 4 was generally satisfactory but weaknesses were noted in some of the teaching in these classes. The teaching and learning in lessons taught by specialist teachers of mathematics, science, special educational needs and English as an additional language are often good. With the exceptions of geography and history, the teaching in all subjects is satisfactory, overall. In geography and history, the teaching is unsatisfactory. The quantity of good teaching indicates that the school has the capacity to ensure that standards will rise.
14. However, the analysis of pupils' work indicates that there are significant weaknesses in the teaching that has taken place throughout the year. These need to be corrected immediately. For instance, much work is not marked well enough to provide pupils with guidance about what is good and what they need to do to improve. This is evident by analysing pupils' books in a number of classes and by talking to pupils about their work. Information from pupils' work is not being used to plan future lessons. In some classes, too much work is completed on worksheets and these are not collected together to show the progress pupils are making. Too many activities engage pupils in undemanding work, such as drawing and colouring, instead of consolidating their learning and improving their literacy skills by writing. For example, this frequently occurs in science and history.
15. The teaching has a number of good features, particularly in classes where it is consistently good. The most effective lessons are planned well with suitable tasks planned for higher- and lower-attaining pupils. This occurs most frequently in lessons in literacy and numeracy, and in other lessons where the teaching is very good. In these lessons, teachers ask probing questions that identify pupils' prior learning and extend their thinking. They use a variety of teaching methods, including direct teaching. Lessons end with teachers summarising the learning that has taken place during the lessons. This helps pupils gain a good understanding of their own progress. Relationships are good. Behaviour is managed effectively in such lessons and pupils, including those with otherwise challenging behaviour, are well-behaved. Most pupils concentrate eagerly in lessons and are interested by the tasks teachers plan for them. Computers are often used to add a different dimension to the learning. For instance, in a Year 6 science lesson on developing keys for their presentations on invertebrates, the teacher used a CD-ROM to demonstrate how keys are worked out. By using a number of searching questions, the teacher was able to explain to the class how they could build up their own keys. To help with this, pupils were given models

of invertebrates, such as snails, dragonflies and scorpions to help them in their group work. Pupils who had been taught this work the previous week were asked to complete the task in a more complex way. Nearly all pupils were fascinated by the tasks in front of them and worked hard at them with good humour and good success. The teacher and a pupil acted out the outcomes of one group's work during the conclusion of the lesson. This role-play captivated the class and helped to consolidate their learning.

16. In the most effective lessons, teachers have good subject knowledge. The teachers in the nursery and reception classes have good levels of expertise in the teaching of young children. This helps them to pitch their teaching at the levels of the pupils' prior attainment and interests. For example, in the reception class, the teacher captivated the children each day by asking one of them to pick out a special person for the day by selecting a name from a box. She uses this activity to practice the sounds letters make as the name of their special person is slowly revealed letter by letter. Some teachers have good expertise in the teaching of mathematics, science, special educational needs and English as an additional language. These teachers add an extra dimension to the teaching, to which pupils respond well, and this helps them to make good progress. For example, in a Year 5 science lesson on food chains, the additional teacher added useful descriptions about food chains during the lesson that explained the subject matter to the class in a different way from the classteacher. This helped the 'penny to drop' for some pupils who were finding the topic difficult.
17. Teachers generally have good expertise in literacy and numeracy and these subjects are generally well planned and often taught well. The national guidance for the teaching of literacy and numeracy is followed and this is a significant factor in pupils making steady progress in these lessons.
18. However, in spite of these strengths, the teaching and learning are not always as positive as this. Some teachers do not assess the progress pupils are making in lessons well enough. They do not check enough on the work pupils are completing during lessons in order to help them improve. The same tasks are often set for high attaining and low attaining pupils without enough consideration being given to their prior attainment and abilities. For example, in a science lesson, the teacher focused on keeping all the pupils busy completing the same task, which lacked challenge for more able pupils and interest for low attaining pupils. The teacher did not focus on the quality of what pupils were doing during the tasks; she just ensured they were kept busy. As a result, pupils do not know how they might improve and make faster progress.
19. Staff who are funded under the national ethnic minority achievement grant provide underachieving pupils from minority ethnic groups with opportunities to achieve appropriately throughout the curriculum. They work well with class teachers in planning and organising lessons for these pupils. They provide good one-to-one and small group support for these pupils and this helps them to understand the tasks set for them. For example, in one class, pupils grasped a sound understanding of how to identify verbs, nouns and adjectives. Pupils learning English as an additional language are taught well by specialist staff. These staff explain unfamiliar vocabulary carefully in a way that encourages all these pupils to take a full part in activities.
20. The quality of teaching and learning for pupils with special educational needs is good. Pupils are integrated well into lessons and the life of the school. This is because of the good support given to them by the co-ordinator for special educational needs, and teaching and classroom assistants. Together, they provide close monitoring and support for these pupils in their learning. Teaching and classroom assistants help pupils by explaining their work in lessons. They also help some pupils to improve their behaviour and social relationships in and out of lessons. The teaching and learning for these pupils could be improved if more consideration were given, in teachers planning, to identifying specific learning outcomes for them. The targets set for pupils with special educational needs in their Individual Educational Plans are set for too long a period of time. They are not shared enough with pupils so that they can clearly see the progress they make. A number of teachers have not yet found a successful way of helping pupils with emotional and behavioural difficulties to control their behaviour.

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

21. The school provides a curriculum that is broad and balanced in most subjects and in literacy and numeracy. This is a broadly similar picture as noted at the last inspection. All classes have daily literacy and numeracy lessons. Literacy and numeracy skills are consolidated appropriately in some subjects, such as in geography, but not in others, such as science and history. The school's curricular provision is good in the nursery and reception classes. The school has recently established suitable provision for teaching personal, social and health education. Provision for sex education is satisfactory and pupils are made aware of the dangers of alcohol and drug abuse. The provision of homework makes a sound contribution to pupils' learning and attainment although its provision is inconsistent between classes. Provision for pupils with special educational needs and for pupils learning English as an additional language is good, overall, especially when taught by specialist staff.
22. This is not, however, reflected fully in the delivery of the National Curriculum. The school does not currently have an appropriate statutory curriculum in place in respect of subjects such as music, history and geography. The time allocated for these subjects is too little. Geography and history are taught alternately in blocks of time. This makes it very difficult for teachers to ensure progression in pupils' learning of skills in these subjects. Some pupils who are withdrawn from lessons to receive extra help in English often miss vital elements of lessons in a range of subjects. When they rejoin these lessons after their extra help in English, they are unable to follow what is being taught because of what they have missed. This is a significant weakness in the provision for these pupils.
23. The school has understandably focused on English and mathematics in its effort to raise standards of attainment in these subjects. It now recognises the need to provide appropriate opportunities for pupils to improve their knowledge, understanding and skills in all Foundation subjects. Some of these subject policies, such as those for geography, history and music, are out of date and there is no overall curriculum plan detailing what is to be taught in each class. The progress made to date in adapting the nationally recommended schemes of work is too slow. The school is also aware of the need for rigorous monitoring of time allocation to subjects – an issue identified by the last inspection. The headteacher has rightly identified the need for an agreed whole-school approach to curriculum planning that is designed to correct all these issues. In addition, some pupils who are withdrawn from lessons in other subjects to receive extra tuition in English miss out on parts of these lessons. These pupils are not given the help they need in order to play a full part in the lessons to which they have just returned.
24. In addition to the normal curriculum, the school provides a good range of extra-curricular activities. These include an inter-school club for mathematics, sports [run by the local housing association along with a class teacher], football for Years 3 to 6 [run by Millwall Football Club], football for Years 1 and 2, book club, swimming and gardening clubs. The curriculum is enhanced by educational visits to places of interest, such as Kingswood, Horton Kirby, the English National Ballet and a pantomime visit in Years 1 and 2. Parents and other volunteers from the community make a sound contribution to pupils' learning by helping teachers in classrooms. Relationships with the secondary schools to which pupils transfer at the end of Year 6 are satisfactory. Teachers from these schools visit the school to meet the pupils transferring to them. Pupils from the school also visit the school to which they are due to transfer.
25. Pupils with special educational needs have full access to the curriculum. Good use is made of outside agencies to identify the specific educational needs and the support needed by these pupils.
26. Provision for pupils' spiritual development is satisfactory and promoted mainly through the planned school and class assemblies, where there are opportunities for pupils to respond sensitively to songs, music and prayers. Pupils are encouraged to develop feelings for those less fortunate than themselves and they learn how they could help them. For example, they learn about the

work of Dr. Barnardos and his dedication to helping orphans. They learn how people today help this charity. Children in the nursery listened intently to the story, *The Three Billy Goats Gruff*. They coloured-in pictures and used construction apparatus to act out the story as they entered into the feelings of fear caused by the troll. Pupils are encouraged to appreciate the beauty of art. In a Year 5 art lesson, the teacher spoke sensitively about how it was not necessary to colour in a black and white African print and pointed out its poignancy without colour. This helped the pupils to appreciate the feelings and thoughts of African artists. Pupils' spiritual development is also promoted through outside visits, such as to the National Ballet. The gardening club enables pupils to enjoy the pleasure of planting plants and watching them grow. It also provides opportunities for pupils to co-operate and work together harmoniously.

27. Provision for pupils' moral development is generally satisfactory. There is a comprehensive behaviour policy, which is attached to the prospectus for parents and pupils to read. Pupils devise their own classroom rules and teachers refer to these when lessons are interrupted because of inappropriate behaviour. The headteacher and learning mentor counsel pupils who do not understand the difference between right and wrong. Pupils in Years 3 to 6 have visits from a local police officer to discuss important issues, such as bullying. Pupils are encouraged to care for the local environment. This was seen in a Year 4 lesson when pupils were discussing the ways in which litter could be reduced. Adults working in the school present good role models of fairness, kindness and good humour. Despite this generally positive picture, there are areas for improvement. The strategy of sending pupils to another class because they are misbehaving does not always work. Instead of reflecting on their actions, these pupils often waste their time by doing nothing. The school recognises the need to monitor the effectiveness of its strategies for improving behaviour to ensure that pupils recognise the implications of their poor behaviour.
28. Provision for pupils' social development is satisfactory. Pupils are provided with opportunities to work together in groups and teams. This encourages pupils to depend on one another to play their parts in a team effort. This was particularly noticeable when pupils in Years 5 and 6 were working in groups and teams during PE lessons. Older pupils are given considerable responsibility for the welfare and behaviour of others by acting as helpers in the playground, library and around the school building. Younger pupils are given more simple responsibilities, such as returning registers and acting as monitors in the classroom. The school council works well as a committee, liaising with individual class members when necessary. Pupils are encouraged to help at school events, such as the Christmas Fair, when some classes organise, plan and run their own stalls.
29. Pupils are provided with satisfactory opportunities to develop their knowledge and appreciation of their own and other cultures. A range of visits outside school takes place and these promote pupils' cultural development. For example, visits take place to the local church, museums and the Victorian Ragged School. Pupils' cultural development is further promoted through special events such as book week, black history week and a multicultural evening. The school is proud of the variety of cultures represented in school. For instance, one display shows pictures of pupils and their country of birth. During the inspection, pupils in Year 4 were responsible for a class assembly which included a presentation about where their parents were born. Pupils in Year 6 have decorated their classroom in Jubilee bunting, each depicting nostalgic annual events from 1950 to the present day. However, there is not enough evidence to indicate that pupils have sufficient opportunities to learn about faiths other than Christianity. There is also limited evidence to suggest that parents from minority ethnic groups are involved in the life of the school.
30. Provision for pupils' spiritual, moral, social and cultural development is similar to that recorded at the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The systems for monitoring and supporting pupils' personal development are satisfactory and class teachers know their pupils well. All staff have a good knowledge and understanding of the

pupil's specific needs and give them appropriate support during the day. This is similar to that at the last inspection.

32. The school's arrangements for promoting the welfare, health and safety of the pupils are satisfactory. The headteacher is the member of staff responsible for child protection. Currently, she is not trained for this role but is due to go on a training course next term. Despite her lack of formal training, the headteacher copes competently with child protection issues, liaising with outside agencies when necessary. The staff are aware of the child protection procedures to be followed if necessary. There are appropriate policies to support health and safety and a number of staff are trained in first aid. All accidents and significant incidents are recorded methodically and parents advised as appropriate. Parents are pleased with the care and support given by the teachers and other staff to their children when they feel unwell during the school day.
33. Procedures for monitoring and promoting good behaviour are satisfactory. The school is aware that there are concerns regarding the behaviour of some of its pupils. The headteacher and staff spend much time in helping these pupils resolve their difficulties. Lunch-time staff keep a watchful eye on pupils' behaviour in the playground. There is a comprehensive behaviour policy that has recently been reviewed. Sanctions are applied when the behaviour of pupils becomes unacceptable and parents are consulted when necessary. The school excludes pupils who persistently offend. In the classroom, class rules are discussed and drawn up at the beginning of the term. Pupils are awarded merits for good work or behaviour and these are eagerly sought by pupils and generously given by their teachers. Pupils and parents interviewed are satisfied that when an incident of bullying occurs it is dealt with promptly by the headteacher. However, these strategies do not work effectively with a significant minority of pupils, mainly boys.
34. Procedures for monitoring and promoting attendance are satisfactory. Registration takes place at the beginning of the morning and afternoon and attendance is recorded correctly in registers. The administrative staff monitor attendance on a daily basis and the headteacher checks the attendance figures each week. Parents are asked to notify the office on the first day of their children's absence. However, it is not the practice of the school to check the whereabouts of a pupil immediately if this notification has not been received. This practice needs to be rectified as a matter of urgency. Currently, the school does not have an allocated education welfare officer visiting the school. Pupils' who are late are recorded but, despite the school's efforts, there are still parents who do not ensure their children attend on time. This gives these pupils a poor start to the day and to their learning.
35. The school generally makes sound provision for the education, personal support and guidance of the pupils. It provides a secure and caring environment so that pupils are happy to come to school. Teachers, teaching and classroom assistants are sensitive to the individual needs of the pupils in their classes. When difficulties arise, pupils can, and generally do, turn to a member of staff of their choice for help and guidance.
36. The care of pupils with special educational needs is good. These pupils are identified early in their school lives and their progress is monitored effectively. This is achieved through checking on the progress they make in meeting their targets for improvement, which are included in their Individual Education Programmes. The school provides a high level of support and care for these pupils and this is reflected in the achievements made by these pupils.
37. The assessment of pupils' progress is unsatisfactory, overall. The assessment of pupils from the school's baseline data is good and provides the school with useful information about the attainment of children at the beginning of the reception class. The early identification of pupils with special educational needs and English as an additional language is effective and does indicate the learning needs of these pupils. However, the school does not yet collect and collate assessment information from annual end-of-year tests to enable individual targets to be set in English and mathematics and the achievements of pupils to be tracked across the school. This is necessary so that the progress of pupils can be checked, particularly in English and mathematics. At present, this monitoring is detailed for Years 2 and 6, but not in other years. The intervention by the headteacher to monitor standards of writing in the Year 6 class this year

provided the class teacher with very good information which helped to direct the teaching and improve the standards of those pupils.

38. The assessment of the progress pupils make in lessons is unsatisfactory, overall. Some teachers know their pupils well through informal assessments of their progress, and this information is used effectively when planning further work. However, for the majority of pupils, the assessment of the progress they make in lessons is not collected and the teaching is not securely based on what pupils need to learn next. The marking of pupils' work does not indicate enough what is good about the work or what needs to be improved. Overall, insufficient use is made of assessment to match the teaching to pupils' learning needs in all subjects. Weaknesses in assessment was a key issue at the last inspection, and remains so four years later.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school recognises the importance of home/school liaison, and efforts have been made to maintain and improve the positive links found during the previous inspection. Most parents' views of the school are favourable. Most parents report that their children enjoy school and are making good progress. They feel that the school is well led and managed and that the teaching is good. Inspectors broadly agrees with parents' positive views, but found that there are weaknesses in the teaching over time and that this adversely affects the progress made by pupils. Although pupils make good progress in learning when the teaching is good, not all the teaching and learning is to this standard.
40. Communications with parents are satisfactory, overall. A significant minority of parents are concerned that the school does not work closely with them. Inspectors found that clear, helpful and regular lines of communication have been established with parents and that these are still improving. The school offers home visits before children are admitted to the school and parents are given booklets to help them prepare their children for school life. The quality of this information is good. The school prospectus and annual governors' report to parents are informative and friendly in tone. Parents receive fortnightly newsletters to keep them in touch with school events and activities. Parents' views of different aspects of school life are sought through questionnaires. However, parents are not receiving sufficient information to keep them aware of what their children are learning in the classrooms, and how they can help at home. The headteacher is aware of this omission and next term intends to provide parents with curriculum fact sheets. The home-school book enables parents and pupils to communicate regularly on reading or pastoral matters, but the use of this book by the parents is variable. Parents interviewed in the week of the inspection all agreed that they are welcomed into school at any time and that all members of staff, particularly the headteacher, are helpful and approachable.
41. Some parents do not feel that their children are getting the right amount of homework. They would also like more information on the progress their children are making. Inspectors looked at homework diaries and talked to pupils about their homework tasks. They found that all pupils are given homework each week but that the amount set is inconsistent from class to class. Inspectors also observed that homework is not matched to the abilities of pupils. Many pupils said that they would like more homework. Overall, inspectors agree with parents' views about homework.
42. The information given to parents about their children's progress is satisfactory and similar to that of many primary schools. Parents are invited to consultation evenings in the autumn and summer terms. They are also provided with a half-yearly report on their children's progress as well as an annual report. The annual reports meet statutory requirements but concentrate more on what pupils have studied and achieved than on how pupils can improve. Teachers arrange to meet parents if they have a concern about a child's progress and most parents appreciate this arrangement.
43. Despite the concern of some parents, inspectors feel that the school helps pupils to become mature and responsible. Much time is spent on monitoring behaviour and ensuring that pupils are accountable for their actions. Class discussions on issues such as the environment provide a sound basis for good citizenship. There are also many opportunities for pupils to take

responsibility in the running of the school. Similarly inspectors feel that parents' concerns regarding the range of activities outside lessons are unfounded. The school's provision is good, providing a number of sports clubs, a mathematics club and gardening club.

44. The headteacher is anxious that parents should be involved in the life of the school. There are a few parent helpers who assist with reading, art and technology. The school was grateful to the many parents who contributed to make both the Jubilee party and multicultural evening such a success. Parents are invited into school for special festivals and class assemblies and a number of parents was seen during the inspection attending a Year 4 class assembly. The Parent-Teacher Association has recently disbanded, but it is hoped to re-launch it as soon as a committee can be formed. The Parent-Teacher Association has, in the past, contributed significantly to the life of the school. It has, for instance, provided resources for the school, funded events such as the Jubilee party and Christmas disco and provided gift vouchers to all school leavers.
45. The school maintains satisfactory relationships with parents of pupils with special educational needs. Parents are invited to annual reviews of statements and the school maintains regular correspondence with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The overall leadership and management of the school is satisfactory. However, as well as strengths there are significant weaknesses in these aspects. The headteacher, who has been in post for a year, provides good leadership and has a clear view of the school's strengths as well as areas requiring development. She works in a close partnership with the governing body, which shares the headteacher's views about the strengths and weaknesses of the school. They carry out their functions well. The leadership provided by the headteacher and governing body is similar to that at the last inspection. The deputy headteacher is supportive of the headteacher and fulfils aspects of his role well. For instance, he provides good leadership with special educational needs and in promoting pupils' personal development. He does not, however, provide a suitable role model for teachers in the area of teaching. Other senior staff and subject managers do not have a sufficient overview of the strengths and weaknesses of the school to enable it to improve and do not provide clear leadership in their areas of responsibility. This is because a number of them are new in their roles, and that some subjects, such as geography, history and music, do not have a substantive subject manager. Changes in staffing have meant that the Foundation Stage (nursery and reception) manager now has too many whole-school responsibilities. In addition, most subject managers are unclear as to how to fulfil their roles well, in particular, how to carry out the checking and evaluation of the quality of teaching and learning. The contribution made by the senior management team and subject leaders is not as good as it was at the last inspection.
47. The progress made in implementing some of the key issues from the last inspection is unsatisfactory. Within the last year, the new headteacher has begun to focus on implementing an action plan to deal with issues from the previous inspection regarding assessment systems and improving the management of pupil's behaviour. However, these remain key issues for the school to tackle.
48. The governors support the headteacher and, through the chair and the church, are closely involved in the work of the school. The governors are active in the life of the school and fulfil their statutory duties well. There are regular meetings between the headteacher and chair of governors. The governors are not yet fully involved with the school improvement plan. This document is too detailed and does not help governors to focus on the main issues for improvement. However, governors know the school well and do prioritise their funding to meet areas of most need.
49. The management of the provision for pupils with special educational needs is generally sound. This is made more complicated because of the significant number of these pupils who join and leave the school other than on entry to the nursery or exit at the end of Year 6. Very good liaison

is maintained with outside agencies in order to get support for those pupils with specific needs. Satisfactory links are maintained with parents of pupils with special educational needs. These ensure that pupils receive the provision to which they are entitled. The identification of pupils' needs is carried out early in their school lives. However, there is a significant issue in providing appropriately for those with emotional and behavioural difficulties. Whilst good arrangements are made to allocate extra adult support for pupils with specific or moderate learning needs, the advice given to class teachers on how to teach them is unsatisfactory. For instance, teachers do not take account of pupils' Individual Educational Plans when planning for whole-class lessons. In addition, some of the ways of dealing with pupils with emotional and behavioural needs are not proving effective. For instance, the time out in other classes for pupils who are misbehaving in lessons is often wasting valuable learning time.

50. Provision for pupils with English as an additional language is overseen, appropriately, by a member of staff who was formerly the school's specialist teacher. A different specialist teacher who works part-time now teaches those pupils who are at the early stages of learning English. However, this arrangement fails to ensure that all pupils needing specialist support, although small in number at present, receive it on a regular basis. There are not enough opportunities for training class teachers to meet the language needs of bilingual pupils.
51. The procedures for monitoring and evaluating the schools performance are unsatisfactory, overall. The headteacher diagnoses strengths and weaknesses in the school and takes effective action in key areas. For example, she is developing an assessment system that will allow her to track pupils across their school lives. This is an effective way of monitoring the standards both of pupil performance and teaching. The headteacher has monitored the teaching in all classes, but because planning and assessment systems in the school are inconsistent between classes, it is difficult for her to link monitoring to standards. However, intervention by the headteacher, Year 6 teacher and support staff has resulted in the improvement of standards in English teaching and learning in Year 6. Senior staff and subject managers are not used effectively in monitoring and evaluating the standards of teaching and learning and this adversely affects the quality of that provision. The headteacher has an overall view of curriculum provision, but weakness in senior management and subject co-ordination mean that the monitoring of planning and standards in subjects is haphazard. Consequently, the learning of many pupils does not build enough on their previous knowledge and skills.
52. The school has secure financial arrangements and financial planning is sound. The governors allocate funds for large projects, such as the ICT suite, and the upgrading of the boys' toilets appropriately. The matching of funds to school development is less precise, and so planning for curriculum development and staff training is not as good as it should be. The school takes into account the principles of best value appropriately in using its financial resources. Specific grants are used for the purposes for which they are allocated: for example, the grants for staff training, for the provision for pupils with special educational needs and those for whom English is an additional language. Day-to-day financial procedures are management effectively by the office staff and the school makes good and improving use of new technology in the management of the school.
53. This school is effective in providing a sound education for its pupils. The teaching and learning are sound, overall. Attainment on entry is below average in literacy and numeracy, but most pupils attain standards that are average in most subjects and make sound progress, overall, throughout the school. The school serves a mixed catchment area, with many pupils coming from minority ethnic communities. The leadership provided by the headteacher and governors is good. The school's unit costs are above average. In considering all these factors, the school provides satisfactory value for money.
54. The school has an appropriate number of teaching staff to meet the needs of the curriculum. One teacher has qualifications that are not recognised in this country. The school provides this teacher with good support. Teachers and support staff are deployed satisfactorily. The average number of pupils in classes is similar to the national average. The training and support given to new and existing staff is good and has helped to provide pupils with a sound education. The difficulty in finding enough experienced subject managers has had an adverse effect on standards.

55. Teaching and classroom assistants make a good contribution to the learning of individual pupils. Their impact is particularly effective where they establish close working relationships with teachers and individual pupils.
56. The accommodation for teaching the National Curriculum is satisfactory. Pupils benefit from a dedicated room allocated for special educational needs and one for ICT. The library is well situated and accessible and well used by pupils from the reception class to Year 6. The external accommodation is good, with enough hard surface play space for older and younger pupils. Gardens and equipped play areas increase the interest for pupils and improve the overall quality of the outdoor space. The school is aware that there is insufficient equipped outdoor space suitable for reception pupils. The classrooms and grounds are generally well maintained. There is a satisfactory quantity and range of learning resources for subjects that are accessible for teachers and pupils alike.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise standards further, the headteacher, staff and governors, as appropriate, should:
- (1) raise standards in mathematics by
 - assessing pupils' work and using this information to plan further work for pupils according to their abilities
 - ensuring that all work is marked and indicates what pupils have done well and the next steps in their learning
[paragraphs 88-93]

in ICT, in Years 1 and 2, in geography and history in Years 3 to 6, and in music throughout the school by

 - implementing in full the National Curriculum in each of these subjects
 - ensuring that teachers have appropriate expertise to teach these subjects
[paragraphs 120-124, 110-114, 115-119, 125-127]
 - (2) raise standards, by improving procedures for on-going assessment and target-setting, and by
 - ensuring that all teachers assess pupils' work in lessons
 - using this information to plan further work for pupils at levels appropriate for their different abilities
 - setting challenging annual targets for individual pupils based upon end-of-year test data or other data as appropriate
 - monitoring pupils' progress during the year in meeting these targets
 - taking steps to adjust the teaching if targets are likely not to be met
[paragraphs 14, 18, 37, 38, 85, 92, 100, 104, 113, 118, 123]
 - (3) improve the management of behaviour by
 - increasing the expertise of staff in managing challenging behaviour
 - introducing positive strategies for behavioural management
 - training all teaching and non-teaching staff to implement these strategies
[paragraphs 9, 27, 33, 92, 100, 130]
 - (4) develop the role of subject and other co-ordinators to enable them to monitor, evaluate and review standards and the teaching of the subjects and aspects for which they are responsible
[paragraphs 46, 51, 87, 93, 101, 105, 109, 114, 119, 124, 127, 131]
 - (5) review the organisation and management of the curriculum to ensure that pupils who receive extra specialist tuition do not miss out on the lessons being taught to the rest of the class
[paragraphs 23, 100]

In addition, the governors may wish to include the following minor issue in the action plan

(6) improve outdoor facilities for pupils in the reception class
[paragraphs 56, 73]

Of these, the school has included in its improvement plan for this year

- reviewing assessment in mathematics
- reviewing ways of implementing the National Curriculum in geography, history and music throughout the school
- implementing the National Curriculum and raising standards in ICT in Years 1 and 2
- improving ways of managing pupil behaviour

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	15	25	4	0	0
Percentage	4	12	29	48	8	0	0

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

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)	24	204
Number of full-time pupils known to be eligible for free school meals	0	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	83

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	11	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	10	8	11
	Total	21	19	24
Percentage of pupils at NC level 2 or above	School	78 (87)	70 (87)	89 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	10	11	11
	Total	22	24	24
Percentage of pupils at NC level 2 or above	School	81 (87)	89 (93)	89 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	19	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	16	17	17
	Total	25	27	28
Percentage of pupils at NC level 4 or above	School	83 (92)	90 (92)	93 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	15	14	15
	Total	24	24	25
Percentage of pupils at NC level 4 or above	School	80 (85)	80 (88)	86 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	48
Black – African heritage	59
Black – other	28
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	71
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	19.6
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	221.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	1.8
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-01
	£
Total income	681,212
Total expenditure	730,348
Expenditure per pupil	3,292
Balance brought forward from previous year	90,000
Balance carried forward to next year	40,864

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	5	2	0
My child is making good progress in school.	32	55	11	2	0
Behaviour in the school is good.	27	57	9	7	0
My child gets the right amount of work to do at home.	20	50	14	9	7
The teaching is good.	30	57	5	5	5
I am kept well informed about how my child is getting on.	23	39	16	23	0
I would feel comfortable about approaching the school with questions or a problem.	41	52	0	7	0
The school expects my child to work hard and achieve his or her best.	34	45	11	5	5
The school works closely with parents.	27	36	16	16	5
The school is well led and managed.	32	41	14	5	7
The school is helping my child become mature and responsible.	34	41	14	5	7
The school provides an interesting range of activities outside lessons.	27	48	11	7	7

Other issues raised by parents

- At the pre-inspection meeting with inspectors, parents general expressed satisfaction with the standards achieved by pupils. Some reservations were noted, as a few parents did not think that able pupils were challenged enough in their thinking. Most parents were satisfied with the Christian ethos of the school and of the behaviour of most pupils. However, concern was expressed about the inappropriate behaviour of a few pupils in most classes. Parents felt that homework was not set consistently enough between classes and that this ought to be rectified. Most, but not all, parents were satisfied about the way the school deals with suggestions and concerns. Annual reports about their children's progress did not give enough detail about what their children can and cannot do.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Provision for children in the Foundation Stage [nursery and reception classes] is good. This is similar to that recorded at the last inspection. The overall good teaching is helping children to make good progress in their reading, number work, physical development, aspects of their knowledge and understanding of the world, creative development and personal and social development. Children make sound progress in their writing and understanding of shape, length and money.
59. Children begin nursery with a wide range of attainment and abilities. Some children have average and above average skills in a range of areas of learning. However, many children begin nursery with poorly developed listening, writing and mathematical skills. Some have poorly developed social skills. This is confirmed by early assessments carried out with these children. Because these aspects are fundamental to their future learning, standards on entry to the nursery are below average, overall. By the time they are ready to start Year 1, the majority of children has made good progress and achieve, and some exceed, a number of the early learning goals (targets set for them nationally). However, a significant proportion does not reach the early learning goals in listening, writing, shape, length and money and in their social development. Overall, standards on entry to the nursery and at the end of reception are not as high as they were at the last inspection.
60. The teacher in the nursery has been in post for one term and the teaching in the nursery is very good. This teaching has not yet had an impact on the standards achieved by the end of the Foundation Stage. The teaching of pupils' physical development is consistently very good and pupils consistently achieve these early learning goals. The school is aware that planning and assessing children's progress in the Foundation Stage needs review so that provision and teaching in the nursery and reception classes are seen as a whole, in order to promote higher standards of attainment.

Personal, social and emotional development

61. Many children enter the nursery with average skills in this area, but a significant number do not. By the time they leave the reception class, many are achieving and some exceeding these early learning goals. However, a significant number of pupils do not achieve them. Overall, this shows satisfactory achievement. The teaching in both the nursery and reception classes is, in many respects, skilful in developing this area of learning. However, not enough ways are tried of trying to improve the social skills of pupils who find behaving well difficult in the reception class.
62. In both year groups, many children play and work together well. In the nursery class, in particular, they show consideration towards each other and are helped to realise how upset other children become if their play or work is interrupted unnecessarily by their actions. The children are generally keen and interested in their learning. For instance, children in the nursery were fascinated by the story of the *Three Billy Goats Gruff* and were keen to act out the story, using large construction equipment in the form of a bridge in their outside work area. A group of four children also worked together unaided in the nursery as they re-told this story in role, using toys as props.
63. The adults provide good role models as they treat each other and the children courteously and with respect. This helps to develop in the children trust towards adults and the ability to see others' points of view. For example, the adults in both classes work very well as teams and each takes on the others' role during lessons so that children approach the nearest adult for help and develop close relationships with them.

64. The children's personal development is promoted satisfactorily in both classes. Equipment and materials for lessons are prepared very well. This enables the children to carry out their activities independently.

Communication, language and literacy

65. In both the nursery and reception classes most children enjoy listening to stories, although some in the reception class do not listen well and interrupt. Not enough ways of ensuring that children do not interrupt are tried in this class. The children in the nursery share books readily with each other and with adults. Some children enjoy following a story on the computer and become fully engrossed in it. Most children are eager to talk to adults and with each other. Many contribute effectively to class discussions. All adults talk to good effect with the children, listen keenly to what they have to say and value their contributions.
66. By the time children end their reception year, most have achieved the early learning goals in speaking, but many have not in listening. This is a pity, as it hinders their learning when they reach Year 1. For example, a group of pupils in the reception class were in role as they dressed up using various clothes. They were each keen to tell each other what they were doing, but often at the same time and without listening to what others were saying.
67. Elements of the National Literacy Strategy are generally taught well in the reception class. For instance, the children's knowledge of phonics in this class is good. Most can link sounds to letters. Their use of this knowledge in reading and writing simple words is not as good, and most children cannot carry this out well enough. Higher-attaining pupils in the reception class write recognisable simple words and sentences. However, overall, many pupils do not achieve this element of the early learning goals.
68. In both year groups, staff encourage children to read and write. Supplies of paper, pens, crayons and pencils are available and children use them readily. For instance, in the nursery, children are encouraged to use felt tip-pens to draw and colour characters for the story, *The Three Billy Goats Gruff*, and in the reception class children trace letters in the air and write down words in a sentence. However, some children in the reception class do not reach the early learning goals in writing and they need more encouragement to do so.

Mathematical development

69. The teaching of number is sound, and most children reach the early learning goals in this aspect by the time they leave the reception class. All children can count to ten and many well beyond that, some to 100. However, many children do not reach the early learning goals in shape, length and money. Many are not able to use their knowledge of number to solve simple problems. In these respects, these children do not attain the early learning goals. For example, a group of pupils in the reception class could not identify the coins needed to make a larger amount without much help from their teacher. A second group could not identify which coins were needed to purchase a toy for 1p, 5p, or 10p. Their knowledge and use of mathematical language, such as, "more than" and "less than" is not yet secure.
70. Overall, there is not enough emphasis on teaching mathematics in the Foundation Stage. Not enough opportunities are provided for pupils to understand and use mathematical language and to see mathematics all around them, or for children to solve simple mathematical problems.

Knowledge and understanding of the world

71. Children enter the nursery with a sound general knowledge. They build upon this knowledge to help them understand more about themselves and the world in which they live. Adults support children well in exploring their world. In the nursery, pupils learn about the Queen, firemen and policemen and how to ride tricycles safely in their outside play. In the reception class, pupils recognise parts of their bodies as they sing, "One finger, one thumb, one arm, one leg keep moving." They know that seeds grow into plants and are taught to recognise parts of a flower.

They learn about mini-beasts, such as spiders, snails and worms, as they explore the garden outside their classroom.

72. Children in the nursery and reception classes have good opportunities to use computers and some use the mouse skilfully. Their use of the keyboard is not so good because a number of pupils have difficulty recognising the letters. Some children in the nursery use the computer independently and those in the reception class enjoy using the computers in the computer suite. For example, five children went to the computer suite with the nursery nurse and parent helper. These adults were able to give close supervision and help to these children as they typed their names on to the screen. Adults prepare a good range and quality of materials and toys with which children can play. For example, in the nursery, children can build cars, bridges and other shapes using Lego and, in reception, children can construct patterns by nailing different shapes on to a cork base. Overall, the teaching in this area is good. Most pupils make good progress and achieve the early learning goals in this area.

Physical development

73. The imaginative development and resourcing of the outdoor play area for the nursery class has been a major factor in helping children make good progress in the development of their physical skills. They can climb, balance and ride on a range of tricycles and scooters and other large toys. These help the children to show awareness of space and of others around them. They play in sand, and use smaller equipment and materials such as small toys, jigsaws, pencils and crayons. Children are supervised carefully during their outside activities and the teacher encourages them appropriately to become involved in role-play using the apparatus provided. For example, a group of pupils used the balancing bench as a bridge as they acted out the story of *The Three Billy Goats Gruff*, using the masks they had made in lessons for this purpose. The reception children make good use of their garden to learn about plants and insects. However, overall, the reception children are not provided with as good a range of outdoor activities as are children in the nursery class.
74. Children in both classes use crayons, felt-tip pens and pencils and are taught to hold them correctly. Most children hold crayons and pencils correctly and use them carefully. For example, a child in the nursery was colouring a picture of the troll from the story *The Three Billy Goats Gruff* carefully trying to make sure he did not colour outside the shape of the troll. Children in the reception class nailed shapes on to a cork base very skilfully and they were justifiably pleased with their efforts. Many children control a computer mouse with precision to enable the appropriate command to be given. Through very good teaching that is well resourced, most children make good progress and reach the early learning goals in this area.

Creative development

75. Most children attain the early learning goals in the art and music elements of this area. Children in the nursery and reception classes control brushes well for their ages and are helped by their teachers and nursery nurses to choose bright colours for their pictures. For example, a group of children painted bright, cheerful pictures ready for the following day's themed lunch about the seaside. These pictures were appropriate in both subject matter and colour to create a holiday atmosphere of sun and relaxation. Children in the reception class sang songs tunefully with their teacher about parts of their bodies and parts of their classroom. They performed actions to these songs. Children's ability to use their creative imaginations in role-play is not as good as their skills in art and music. For instance, pupils in the reception class carried out this activity noisily and their end product was not as good as it should have been.

ENGLISH

76. By the end of Year 6, most pupils make satisfactory progress in English and attain standards that are average, with most pupils attaining the nationally expected levels in all aspects of English

(reading, writing, speaking and listening). A significant proportion of pupils exceeds these levels. However, standards are not as high as they were last year. This is because an unusually high concentration of pupils with emotional and behavioural difficulties, many of whom joined the school at a late stage, has disrupted the learning of this class over the years.

77. In the national tests in 2001, pupils in Year 6 achieved standards that were above average when compared with all schools and well above when compared with similar schools. This was mainly because the proportion of pupils attaining the higher level was above average. Over the past five years, standards have improved at a similar rate to the national trend of improvement. Over the past three years, girls have outperformed boys in English. Overall, this is a good picture but the underachievement of boys is an issue for the school to tackle. Boys do not attain as much as girls in English because a significant minority regularly disrupt lessons and distract their peers. This means that many boys do not make the progress they should in some lessons. There are more boys than girls in lower ability groups.
78. In the national tests in 2001, pupils at the end of Year 2 achieved standards that were below the national average in reading and well below in writing when compared with all schools. They were average in reading and below in writing when compared with similar schools. The proportion of pupils attaining the higher level in reading was above average, and average in writing. An above average number of pupils did not achieve the national average standard in reading and more failed to do so in writing. During the past two years, standards in reading and writing have fallen sharply in Year 2. Boys achieved significantly lower than the girls in reading and writing. These are urgent issues for the school to tackle as these pupils have not been making the progress they should.
79. Pupils with special educational needs make good progress in English and make progress at the same rate as their peers in relation to their prior attainment. Pupils with English as an additional language also make good progress in learning English. They do this because of the effective support given to them by teaching and classroom assistants. Their progress is also monitored effectively by the specialist teachers of special educational needs and English as an additional language.
80. By the end of Year 6, standards of speaking and listening are generally satisfactory. Most pupils listen well to their teachers and to each other. For instance, in a Year 6 lesson, most pupils listened with interest while their teacher read and discussed how authors develop characters in stories. Most pupils speak well and are confident users of Standard English. They are encouraged to develop their ideas orally. For example, in a geography lesson in Year 2, pupils explained the effect that road building has on the peoples of the Amazon rainforest. A significant number of pupils do not listen well enough to their teachers in a number of classes; they sometimes chat to each other and the flow of the lesson is interrupted as teachers pause to correct them.
81. By Year 6, standards of reading are good. Most pupils in Year 2 are confident readers who have the skills to attempt unfamiliar words. Lower-attaining pupils in Year 2 also attempt new words, but are, understandably, more ready to seek help from an adult. Pupils select books from the reading scheme until they are deemed independent readers. In Year 6, most pupils are confident and fluent readers and enjoy selecting books. They attempt new and adventurous words with ease and build words using their knowledge of spelling patterns. They are confident in the use of the public libraries and select books relevant for their work. Higher-attaining pupils are able to infer meaning from texts and select parts of the text to support their views. Most pupils, including lower-attaining pupils, enjoy reading, but few select non-fiction books when they read for pleasure.
82. Standards of writing are satisfactory by Year 6. Pupils write concise and clear sentences, using correct grammatical structures. Their writing is becoming imaginative and their use of words adventurous. Higher-attaining pupils are confident and fluent writers who can engage the audience through the use of a variety of writing styles, such as creative stories, factual accounts and records of science investigations. A significant minority of pupils, especially those who

speak English as an additional language, has difficulty in Years 1 to 5 in spelling both common and newer words and their progress is too slow.

83. Handwriting and the presentation of work are satisfactory. By the time they leave school most pupils are writing in a clear and joined script. However, in Year 3 to 5 pupils' handwriting is not consistently developed and many do not join their letters when writing.
84. The teaching of the National Literacy Strategy is now well-established in school and is also helping to raise standards. The strategy provides a useful structure and focus for lessons and helps teachers to plan for the needs of pupils of all abilities.
85. The quality of teaching and the learning of English and literacy is generally satisfactory. This is similar to that noted at the last inspection. It is very good in Year 2 and good in Years 5 and 6. During the inspection, no unsatisfactory teaching was observed. The management of pupils' behaviour is satisfactory and teachers manage a significant minority of pupils with behavioural difficulties very well. In Year 2, pupils receive constant praise when they behave well. This enables them to understand that their achievements are being regularly monitored and recognised. In the most effective lessons, teachers hold high expectations of pupils' achievements. For example, in a Year 2 geography lesson, the teacher ensured that pupils understood new ideas through the use of the appropriate language. In Years 2 and 6, in particular, the knowledge teachers have of their pupils enables pupils to make good progress in their behaviour and in their written language. The behaviour of most pupils is good because of the expectations and strategies used by the teachers to help pupils. The good, effective use of teaching and classroom assistants helps pupils with special educational needs to be included in the work of the whole class and to develop in their learning. The planning of lessons is generally good and follows the structure of the National Literacy Strategy. This allows pupils to build successfully on their prior knowledge and use of language. The final part of the lesson could be improved so that pupils have an opportunity not only to review what they have learnt, but to understand that having achieved that they can move on to develop their ideas or skills further, thus helping them to take more control of their own learning. However, a significant weakness in the teaching is that the limited amount of pupils' work seen indicates that books are not marked well enough and pupils are not given enough guidance as to how they can improve. In addition, pupils who receive extra help in English, when withdrawn from lessons, are not reintegrated effectively into the teaching they have missed when they return to lessons.
86. The opportunities for using English in other subjects of the curriculum are generally satisfactory. For example, pupils in Year 2 were challenged by the study of a shared text on the rainforest. Through working with their text, they acquired the specialised language of the topic and through that began to understand how the actions of one group of people can affect the environment and the lives of others. In geography, pupils continued with these ideas when talking about the effects road building and logging have had in Brazil. In a geography lesson, in Year 6, pupils were expected to compile, and then present orally, their work on redeveloping features of the local environment. However, overall, there are too few opportunities across the curriculum in subjects such as science and history for pupils to practise their writing skills. In Year 6, whilst studying evacuation in War World II, pupils read a novel related to the war, but opportunities for following this up with written work were limited. Pupils are beginning to use computers in their work. Some pupils word process simple documents and use the Internet to gather information. Pupils in Year 6 study and write play scripts, but they do not have the opportunity to use drama and role-play enough in their work in order to extend their language skills.
87. The leadership and management of the subject are unsatisfactory, overall. This is not as good as at the last inspection. Lesson planning is closely related to the National Literacy Strategy and this does enable teachers to adhere to a common planning format. The needs of higher-attaining pupils and those with specific special educational needs are well-matched in planning. However, teachers have insufficient knowledge of what pupils can and cannot do and so are unable to build upon this effectively across the years. This is a fundamental weakness in the planning. Individual teachers keep records of pupils' progress in different formats. This makes it difficult to track

pupils' progress systematically across the years. Monitoring and the evaluation of standards and the quality of teaching in each class does not take place systematically enough.

MATHEMATICS

88. The attainment of pupils in the 2001 national tests, at the end of Year 6, were above the national average when compared with all schools and well above average when compared with schools in similar contexts. The percentage of pupils reaching the higher level was average when compared with all schools and above average when compared with schools in similar contexts. Over the past four years, standards in mathematics have been rising at about the same rate as the national trend of improvement. Standards in 2001 were higher than they were at the last inspection. Over the past three years boys have outperformed girls in mathematics. Standards in the 2001 national tests, at the end of Year 2, were average when compared with all schools and above average when compared with schools in similar contexts. The proportion of pupils reaching the higher level was above the national average when compared with all schools and well above when compared with schools in similar contexts. During the past three years, girls have been slightly ahead of boys. During the past four years standards attained in mathematics have been variable; in 2001, they were similar to those reported at the last inspection largely reflecting the make up of the pupils taking the tests.
89. The performance of pupils currently in Years 2 and 6 does not reflect this picture. Inspection findings suggest that standards in mathematics are below average in Years 2 and 6. Inspection evidence indicates a number of factors contributing to this dip. High pupil mobility has had an adverse impact on standards attained by the current groups of pupils in Years 2 and 6. For instance, only a minority of pupils in the current Year 6 cohort have attended the school since they were in Year 2. A number of pupils with emotional and behavioural difficulties joined and have now left this class. The turbulence resulting from mobility has had a negative effect on the pupils' progress. The proportion of pupils with special educational needs, including those with emotional and behavioural difficulties, in the Year 2 class is high and these pupils do not concentrate well on their work. During the past year, four key teachers with regard to mathematics have joined the school. They are the teachers in Years 2 and 6, the numeracy co-ordinator and the mathematics consultant. Each of these teachers teaches mathematics well, but they have not yet had time to make a significant impact on the standards achieved. The mathematics consultant helps teachers in Years 3 to 6, but not those in Years 1 and 2. The high teacher mobility has had a temporarily negative impact on standards because it has been difficult to ensure continuity of learning for pupils through these changes. A further reason for declining standards this year is that the teaching and learning have not been monitored systematically and that the school has not been aware what the weaknesses were and how to correct them. Overall, many pupils are not making the progress they should in mathematics.
90. Many pupils in Year 2 tell the time with particular reference to the passing of a minute. Higher-attaining pupils, although in the minority, suggest some ways of measuring a minute other than by using sand timers. Pupils in Year 1 order numbers to 10, though many are unable to order the months of the year by matching them appropriately to the four seasons. Higher-attaining pupils in Year 6 understand how to work with decimals well and many do so at a level higher than expected for their age. Other pupils have difficulty with short division and in working out fractions when cutting a cake. Some pupils in Years 3 to 5 identify near doubles; some lower attaining pupils find this difficult. Throughout the school, pupils' mental calculation skills are not well-developed – an issue raised in the last inspection report.
91. The quality of teaching of mathematics and numeracy is generally satisfactory and some is very good. This broadly reflects the findings of the previous inspection. In the best practice, teachers have secure subject knowledge and use resources well. These teachers ask questions that identify what pupils already know and extend their thinking further. They ask questions sensitively, and in this way pupils are encouraged to take part in lessons. Lower-attaining pupils are supported very well by teaching and classroom assistants. Very good teaching also includes tasks that are pitched at the appropriate levels for higher- and lower-attaining pupils. In such

lessons pupils learn at a brisk pace. Pupils make sound progress in learning about number and money. Good teaching helps many pupils to concentrate hard. During the inspection, many concentrated well and worked in pairs successfully and recorded their work effectively. Careful listening on the part of some pupils led them to make good progress in lessons and enabled them to explain the methodology they used. For example, Year 3 pupils were observed explaining their ideas when solving problems relating to the use of Venn diagrams. Many pupils in Year 4 learned to explain written methods for adding money, while pupils in Year 5 learned about the properties of odd and even numbers. Higher-attaining pupils used generalisations on the basis of their investigations. Pupils are generally enthusiastic about mathematical activities, especially when this involves investigative work. Good behaviour also helps pupils make the progress they should. Most pupils with special educational needs, and those learning English as an additional language, respond well to the individual support they receive from teachers and teaching and classroom assistants and make good progress. Contrary to the findings of national tests, there was no significant gender difference observed in pupils' learning.

92. However, the teaching and learning are not always as positive as this. Some teachers do not use the assessments they make of pupils' work enough in order to plan further lessons. Teachers set homework, but its amount and regularity are not consistent between classes. In addition, marking of homework is not always up-to-date or helpful in letting pupils know how well they have done or what they need to do to improve. Teaching is unsatisfactory when teachers do not control pupils' behaviour well enough and lessons are disrupted as a result. Disruptive behaviour, on the part of a minority of pupils, slows down the pace of lessons. Some pupils make little progress in these lessons. This was clearly evident in the samples of pupils' work seen. Overall, this was unsatisfactory as it was limited in range, quantity and quality. Lack of appropriate subject-specific vocabulary sometimes prevents pupils with special educational needs, and those for whom English is an additional language from contributing fully to lessons.
93. The mathematics curriculum is broad and balanced. The focus during the inspection was on number work. The National Numeracy Strategy is now soundly established in the school although there is some inconsistency in approach between teachers in respect of the beginning and ends of lessons. The use of mathematics in other subjects, like science and design and technology, is satisfactory. Long- and medium-term planning is satisfactory. However, there are some inconsistencies in short-term planning between classes. Some teachers do not plan enough to meet the needs of higher- and lower-attaining pupils. Resources for mathematics are adequate. Procedures for record keeping are sound. Some work is not marked and that which is does not always help pupils to improve. Most teachers do not use assessment enough to inform planning. The co-ordinator, who is new to post, has already identified the need for monitoring teaching and learning in order to raise standards of attainment in mathematics. Although computers are used in some mathematics lessons, the co-ordinator is aware of the need to make more planned use of ICT to promote the subject and to further develop numeracy skills across the curriculum.

SCIENCE

94. In the 2001 national tests for pupils in Year 6, standards in science were above average when compared with all schools and well above average when compared with schools in similar contexts. Standards attained by higher-attaining pupils were above average when compared with all schools and well above average when compared with schools in similar contexts. This is higher than the standards achieved at the last inspection. Over the past three years, girls have outperformed boys in science, and both boys and girls have outperformed their peers nationally. Over the past four years, standards have been consistently above average and the upward trend is similar to the rising trend of improvement nationally.
95. In the teacher assessments for pupils in Year 2, in 2001, standards were below average when compared with all schools and average when compared with schools in similar contexts. Standards attained by higher-attaining pupils were below average when compared with all schools and with schools in similar contexts. Standards were highest in 'life and living processes' and

'materials and their properties', where pupils attained average standards. They were lowest in physical processes where pupils' attainment was well below average. Standards in experimental and investigative science were below average. This is lower than the standards achieved at the last inspection.

96. Inspection evidence from pupils' work and from observation of lessons indicates that most pupils in Year 6 attain average standards in science and some reach higher standards than this. However, standards attained in Year 6 are much lower than they were in 2001, with fewer pupils attaining the higher levels. Inspection evidence indicates that many pupils in Year 2 attain the expected level in science and that a significant proportion attains higher than this. These standards are higher than they were in 2001; more pupils attain the nationally expected level and the higher level in science than in the previous year. The majority of pupils throughout the school make satisfactory progress in science. Their achievement over time is satisfactory. This includes pupils with special educational needs and those for whom English is an additional language. However, the progress made by pupils with English as an additional language is too slow when they do not receive specialist support. This is a similar picture to that at the last inspection. Overall, the girls make better progress in science than the boys.
97. By the end of Year 6, most pupils know the principles of conducting a fair test. They have carried out a number of investigations, predicted the results of those investigations and drawn valid conclusions as a result using a reliable control. For example, pupils carried out a test to see if, by placing food in a warm, dark place, the growth of mould was accelerated. They used bread from the same loaf, the same butter and cheese from the same block and cling film from the same roll. They placed one sandwich in the boiler room and the other in a light, cooler place in the classroom. This made the tests fair and the results reliable. Many pupils found that their predictions were accurate and that mould grew quicker in the boiler room, with warmth and darkness than in the light, cool place. Pupils in Year 6 know about aspects of the human body. They know about the functions of its major organs, such as the heart, lungs and stomach. They understand how blood circulates around the body and the functions of red and white blood cells. They can make an electrical circuit using a battery, wire, bulb and a switch. They can identify which products are magnetic and non-magnetic. They carried out an investigation using magnets and materials, such as metals, plastic, wood and glass. They know that sound travels in waves through the air and to the ear.
98. By the end of Year 2, pupils group living things by their characteristics. For example, plants and mini-beasts by such characteristics as whether they can move or have roots. Pupils have investigated the food preferences of snails. They identify parts of the body, such as major bones, using a skeleton. They understand about the five senses and aspects of how the eye works. They classify different materials by their characteristics, as to whether or not they are natural or man-made.
99. The quality of teaching of science is variable. In some cases, it is outstanding, but, on other occasions, it is unsatisfactory. However, it is satisfactory, overall. This is similar to the teaching at the last inspection. The teaching is best in Years 2, 5 and 6 where pupils make good progress. The characteristics of the good teaching include very good planning and lesson preparation, where the tasks set are pitched at appropriate levels to the needs and abilities of both high and low attaining pupils. Consequently, pupils make good progress in these lessons. Lessons are well structured with an introduction that recaps on previous learning, a focused teaching input, activities that stimulate pupils and an ending that recaps on the learning that has taken place during the lesson. For example, in a Year 5 lesson on food chains, the teacher, with assistance from the consultant teacher, recapped on what pupils already knew, introduced the content of the lesson clearly by using the pupils to act as parts of a food chain and concluded the lesson by recapping on what pupils had learned about food chains. In the best lessons, teachers ask searching questions that probe pupils' knowledge of the topic being taught and extend their understanding of it. Effective use is made of writing frames to record investigations in a logical way. In addition, scientific diagrams are used effectively. Teachers manage pupils' behaviour well, even that which is challenging. Pupils respond well to this good teaching. They behave well and those who find behaving well difficult at times become interested and engrossed in lessons.

Relationships are good and pupils get on well with their teachers. They are interested in science, concentrate hard and so make good progress in their learning.

100. However, the teaching and learning are not always as good as this. On occasions, some teachers do not manage to control the challenging behaviour of a significant minority of pupils and, when this happens, lessons become disrupted. The teaching and learning are adversely affected and none of the pupils make the progress they should. Some lessons are not planned and prepared well enough. Tasks are set for pupils, involving too much drawing and colouring, that do not contribute to pupils' learning in science. Not enough use is made of writing frames to record investigations properly. Teachers' expectations of pupils' learning are too low and the pace of learning is too slow. On these occasions, pupils do not concentrate on the lesson and they waste their time. Some teachers do not assess and mark pupils' work well enough in order to plan further work for them pitched at their level of attainment. This is especially the case for higher- and lower-attaining pupils. In some lessons, the same task is set for pupils of all abilities; it is too easy for higher-attaining pupils and too hard for lower-attaining pupils. Some pupils miss important elements of lessons when they are withdrawn to receive extra help with their English. When they return to class, some of these pupils are left to catch up as best they can without any additional input from the teacher.
101. The school is reviewing its policy for science and is implementing national guidance for its scheme of work. However, teachers are not teaching units of work in the most effective way. Pupils do not learn enough about materials and their properties and physical science. The co-ordinator has produced a sound plan for the development of the subject which identifies appropriate priorities. These include: reviewing the order in which science topics are taught; reviewing procedures for assessment; and monitoring and evaluating the teaching and learning in science. Inspectors would endorse these priorities as important in order to raise standards in science. In addition, the teaching needs to be improved where it is unsatisfactory. Some pupils miss parts of lessons in science when they are withdrawn for extra help with their English. When they return to the lessons they have missed, they are unable to catch up because the learning is not explained properly to them. There are some good links with numeracy. For example, block graphs are used to record results from some investigations. Computers are not used enough in science.

ART AND DESIGN

102. Standards of attainment in Years 2 and 6 are average. This is similar to the standards reported at the last inspection. By the end of Year 2, pupils have produced observational drawings of different shapes and landscape collages using fabric. They cut and stick paper and fabric with increasing competence. Older pupils are developing skills in making pictures with shapes in the style of the famous artist, Matisse. They use block printing to create pictures of fruit and vegetables. They are learning how to sketch. Block printing and African masks produced by pupils in Years 4 and 5 show their skill and imagination in the use of a variety of art forms and materials. Year 6 pupils record what inspired them to make sculptures using a range of materials, including self-drying clay. Higher-attaining pupils have a better understanding and appreciation of colour, line, texture and tone. They evaluate and modify their work well. Pupils' self-portraits show that many pupils have sound skills in observational drawing. However, pupils' skills in appreciating and evaluating their own work or that of others are not well-developed.
103. Pupils' progress in art and design is sound, and sometimes good. All pupils have equal access to the curriculum with opportunities to use a wide range of resources, materials and techniques in order to increase their knowledge and skills in the subject. Most respond well and many pay close attention to detail. They are well-motivated and able to sustain interest with good support from their teachers. They like handling and exploring new materials. Many pupils are developing the ability to select the most appropriate materials for the task in hand. Most pupils enjoy talking about their work in art and design.

104. The quality of teaching is sound. Sometimes, it is good. Most teachers have good knowledge and expertise in the subject. They use of a wide variety of materials and equipment to help motivate and interest pupils. Some teachers explain and demonstrate techniques used in art and design effectively. These good features of the teaching promote pupils' enthusiasm for exploring ideas and using their imaginations in the use of colour, texture and tone. This helps pupils to make progress in art and design. There is no significant gender difference in the learning or progress made by pupils. Pupils with special educational needs, and those learning English as an additional language, make good progress in art and design. However, some activities are not matched enough to the abilities of the higher- and lower-attaining pupils. This does not help them to make the progress of which they are capable.
105. The curriculum for art and design is broad, although not sufficiently balanced. Opportunities for art and design are usually linked to topics, such as those in history, geography, mathematics and science. This does not ensure a balanced coverage of the Programme of Study. Pupils' work in art and design is displayed appropriately around the school and this provides a useful stimulus for further work. Resources are sufficient, accessible and well maintained. No opportunities are provided to take pupils to visit art galleries. There are examples of pupils using computers, but, overall, computers are not used enough in art lessons. There is no whole-school art portfolio to help teachers assess the quality of work produced in their classes. The co-ordinator is new to the post and has produced a useful action plan. Inspectors endorse the priorities for improvement in standards included in this action plan. These include monitoring teaching and learning, assessing work in art and design more rigorously and reviewing the scheme of work.

DESIGN AND TECHNOLOGY [D&T]

106. One D&T lesson was observed in Year 6. This did not provide a robust evidence base upon which to make judgements about standards by the end of Year 6. Lack of evidence prevented judgements being made about attainment in design and technology at the end of Year 2. However, the evidence base used for the following comments includes work sampling, an analysis of teachers' planning and discussion with pupils and staff.
107. Inspection evidence suggests that some Year 2 pupils develop their skills satisfactorily in this subject by designing and making puppets and houses from paper and card. Pupils in Year 6 plan, design and make structures such as a lighthouse. They also make various sculptures using materials such as self-drying clay. The finished products on display, though limited in the techniques used, are of good quality. There is evidence of pupils designing their work and improving it through evaluation and reflection. Pupils in Year 4, for example, have designed Tudor roses as part of their history topic and those in Year 5 have designed masks as part of their work on Africa.
108. Teachers' plan opportunities for the development of pupils' knowledge, understanding and skills relating to D&T. Planning indicates secure subject knowledge and appropriate use of resources. Pupils learn basic designing and making skills, and their products show that many make satisfactory progress. There is evidence to suggest that they go through the process of selecting appropriate materials and tools, and also planning and evaluating their work. Conversations with pupils and examples of work on display, though not representative of work from the whole school, indicate pupils' enjoyment of design and technology lessons.
109. The curriculum planned for D&T is broad and balanced. The school is in the process of adopting the nationally recommended scheme of work. Resources for designing and making are adequate, although computers are not used enough. At present, curriculum time for design and technology alternates with art and design. However, the fact that only one design and technology lesson was timetabled during the week of the inspection raises the question of time allocation to the subject and continuity and progression in pupils' learning. The subject has had a low profile since the last inspection. At that time, too, the subject did not receive a high enough profile and little D&T was observed. Standards and teaching have not improved since the last inspection. A new co-ordinator is expected to take over responsibility for the subject in September. The school is

aware of what needs to be done to raise the profile of the subject with particular reference to time allocation, monitoring and assessment.

GEOGRAPHY

110. By the end of Year 6, pupils' attainment in geography is below average. This is not as high as it is by the end of Year 2, when it is average. Standards by the end of Year 6 are not as high as they were at the last inspection. Standards are below average because the overall planning and monitoring of the subject throughout the school does not require teachers to plan sufficiently for the progressive development of geographical skills and aspects of the National Curriculum are not covered in enough depth. This planning is necessary especially because a number of teachers are relatively new to the school. Overall, standards and the provision of geography are not as good as they were at the last inspection.
111. Overall, most pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily in Years 1 and 2 but unsatisfactorily in Years 3 to 6.
112. By the end of Year 2, most pupils understand that human actions can affect the geography and ecology of a Brazilian rainforest. They understand how competing demands for timber, work and conservation affects the forests. They understand how the building of roads through the forest increases expectations for the people who live there. By the end of Year 6, pupils investigate how they can improve facilities in their local area. They look at improving sporting facilities on existing sites and how to improve the overlapping demands of housing and motor traffic on an estate. They prepare talks on their findings to present to other members of the class. In Year 5, pupils learn about the resources and trading links in Nigeria. Most understand how to make comparisons between schools and living conditions in Nigerian towns and the locality in which the pupils live. In Year 4, pupils study local transport. They carry out a traffic survey and analyse the data they collect in graphical form. They also begin to understand the structure of the earth and how rivers, mountains and volcanoes change the environment. In Year 3, pupils develop their understanding of key symbols of maps by drawing maps from aerial photographs.
113. Overall, the quality of teaching and learning is unsatisfactory. No lessons observed during the inspection were unsatisfactory. However, from the scrutiny of pupils' work and teachers' planning, the teaching provided for pupils and their learning are judged to be unsatisfactory. Pupils are not given sufficient opportunity to build and extend their geographical skills progressively over time. During the inspection, teaching and learning in Years 2 and 6 were good. In Year 2, pupils are actively engaged in learning about the Brazilian rainforest. They consolidate language work completed in English and use their reading skills to identify how the competing demands of different group, such as the commercial demands of the local people and conservationists, affect decisions made about the area. Teachers expect pupils to become confident in their use of language and to use it appropriately to meet the demands of the task. Pupils are encouraged to explain their ideas about these competing demands to the rest of the class. Very good management of pupils' behaviour by the teacher and classroom assistants enables all pupils to learn in a happy and positive atmosphere. In Year 2, the teacher knows the pupils well and so tasks match closely the capabilities of the pupils. In Year 6 the teacher, with good subject knowledge, is able to engage and interest the pupils in improving their knowledge and understanding of the local area. Pupils, because of the insistence of the teacher, are able to work very well using their initiative on their own or in small groups. Good management of pupils' behaviour creates a positive working atmosphere in the classroom. Pupils are expected to present their work to the class and others listen intently as they do this. Computers are not used enough to support pupils' learning in geography lessons.
114. The leadership and management of geography is unsatisfactory. Due to staff changes, there is no substantive subject manager. The headteacher is overseeing the subject in a temporary capacity. She ensures that there is sufficient coverage of topics, but many of these are not covered in enough depth. Standards and the quality of teaching are not monitored systematically.

Geographical skills are taught well in individual lessons, but they are not built upon progressively over time. The national Programme of Study is not being implemented systematically enough. There is no system of recording pupils' strengths and weaknesses in the subject. Good use is made of day and residential visits to places of interest.

HISTORY

115. The attainment of pupils by the end of Year 6 is below average. This is not as high as at the last inspection. The attainment of pupils by the end of Year 2 is average. The below average standards in Years 3 to 6 are due to the lack of effective co-ordination of the subject. Teachers' planning, assessment and the monitoring of pupils' work and progress is insufficient to allow pupils to learn effectively over time.
116. Pupils in Years 1-2 achieve satisfactorily. Pupils, in Years 3 to 6 make satisfactory progress in individual lessons, but their achievement is unsatisfactory over time. This pattern is similar for pupils with special educational needs and those for whom English is an additional language.
117. By the end of Year 2, most pupils understand what life was like in a school in the Victorian period. They develop their skills of enquiry through handling historical evidence. For example, they examine Victorian domestic equipment when a visiting speaker demonstrated these implements for pupils. They are beginning to understand the sequencing of time by looking at the development of household objects like clothes irons. By the end of Year 6 many pupils have some knowledge of events in World War II. They understand aspects of the evacuation and empathise with people alive at the time through reading novels. They begin to write simple accounts and reports about day-to-day life during the war, including during the Blitz. They compile family histories and understand some of the significance of the *Empire Windrush* in transporting West Indian people into Britain. In Year 5, pupils investigate the Kingdom of Benin through the bronzes in museums. They link this study to that of modern West Africa. In Year 4, pupils design Tudor houses and begin to understand some of the issues facing Henry VIII. In Year 3, pupils investigate Roman artefacts and begin to ask questions in order to understand how knowledge can be gained from archaeological evidence
118. The quality of teaching and learning is unsatisfactory. Although no unsatisfactory lessons were observed during the inspection, evidence from pupils' work, displays, teachers' planning and talking to pupils indicates that pupils do not learn effectively enough over time. Teachers make use of a good range of visits and visitors to interest and engage the pupils in their learning. Pupils respond positively to this and their work is well presented and thoughtful. However, the development of historical skills over time is insufficient. Teachers' planning does not adequately reflect this and so pupils do not build upon the skills they acquire from year to year. For example, many pupils in Year 6 know about the use of chronology but they are not sufficiently confident in using dates to sequence historical events. Many pupils understand the importance of using artefacts as historical evidence, but their experience of photographs and texts to increase their understanding is not sufficiently developed. By Year 6, their historical knowledge is limited. There are also limited opportunities for pupils to develop their literacy skills in researching and using texts to produce their own work.
119. The leadership and management of history is unsatisfactory. Due to staff changes, there is no subject manager. The headteacher is overseeing the subject on a temporary basis. However, standards and the quality of teaching have not been monitored and this has an adverse impact on these elements. The planning of lessons over time is not linked to appropriate criteria to enable standards to be measured and assessment data is not sufficiently used to match work to the needs of all pupils. Consequently, higher-attaining pupils are not set sufficiently demanding tasks. The national Programme of Study for history is not being implemented rigorously enough. Pupils, in their individual researches, use computers, but these are not used enough, overall, to help develop pupils' research skills. Opportunities are lost to consolidate pupils' skills in literacy because teachers do not plan sufficiently to develop pupils' language and writing skills in history.

Resources to meet the demands of the curriculum are satisfactory. Good use is made of visits to museums to help pupils recognise the value of using resources to find out about the past.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

120. Most pupils attain average standards in ICT at the end of Year 6. This represents satisfactory improvement since the previous inspection. Pupils' attainment at the end of Year 2 is below average. This is because these pupils have only recently been taught computer skills in a systematic way since the opening of the new computer suite.
121. By the end of Year 2, most pupils start to word process, though some are yet to use the keyboard skillfully. Higher-attaining pupils enlarge and highlight text for their title. One higher-attaining pupil has produced a book about animals of the rainforest with information collected from home using the Internet. However, some pupils are still learning to control the mouse properly and to use the space bar correctly. A significant minority of pupils needs adult help with loading programs and saving their work. Work on display indicates that pupils have drawn pictures with the paint program. This forms a useful link to art and design. Year 6 pupils have started to guide mechanical devices. For example, they devised commands for a robot and worked out the degree of turning involved in guiding the robot to draw the letters in their name. A small number of pupils were ahead of others; they added colour to their lettering. On the other hand, a significant minority of pupils had difficulty in maneuvering the robot skillfully enough. Pupils in Years 3 and 5 were observed using a simple database. Many show a developing understanding of the purpose of a spreadsheet, but their data-handling skills are not sufficiently developed. However, these lessons are promoting pupils' skills in numeracy.
122. The teaching and learning of ICT is satisfactory and has some good features, particularly in Year 6. This is an improvement since the last inspection. Teachers' levels of subject knowledge vary, but in the majority of cases, are secure for the age groups they teach. Some teachers have considerable subject expertise. The use of effective questioning by teachers enables pupils to refresh their memories about previous learning and encourages them to extend their thinking. Good teaching enables pupils to make steady progress in the subject. Most pupils are keen and enthusiastic about using computers. They collaborate well with each other in sharing equipment and generally behave well in computer lessons. Pupils enjoy working at their own pace. There is no significant difference in the way boys and girls develop their computer skills. Pupils learning English as an additional language and those with learning difficulties make sound progress, overall, in developing their computer skills. Those who have access to computers at home make quicker progress than other pupils.
123. Sometimes the teaching has weaknesses. Some teachers' planning fails to incorporate tasks pitched at the needs of higher-attaining pupils in particular. For instance, teacher-led activities often leave little opportunity for pupils to take responsibility for developing their computer skills by solving problems for themselves. In less effective teaching, a great deal of time is spent on managing the behaviour of some pupils.
124. The curriculum for ICT is broad and balanced. The school has corrected the main issues raised in the last inspection report. The new computer suite is having a positive impact on raising pupils' attainment. The subject is well resourced and its management satisfactory. The school has not yet developed procedures for assessing pupils' attainment, and monitoring the teaching and learning. The co-ordinator is aware of the need to develop further control technology and to monitor and evaluate teaching and learning. Some examples of using computers to help in the teaching and learning of other subjects were noted, but, overall, the wider use of computers in other subjects is not yet fully developed.

MUSIC

125. Only one music lesson was observed in Year 2. Lack of evidence has prevented any judgments being made about music throughout the school. The evidence base used for the following comments includes discussions with staff and pupils.
126. The lesson observed indicates that Year 2 pupils have opportunities for making music and using a range of instruments. They show a developing awareness of pulse and rhythm by repeating a given beat. This indicates satisfactory teaching and learning resulting from secure subject knowledge by the teacher. The lesson was well managed. There is also some evidence of Year 6 pupils composing their own dance using the music 'Ejay'.
127. The provision of music is otherwise limited. Pupils sing in assemblies. The headteacher leads two separate short singing sessions every week, one for Years 1 and 2, the other for Years 3 to 6. Pupils respond to these lessons with interest and enthusiasm. However, the focus of these sessions is reportedly fun music as opposed to meeting the requirements of the National Curriculum. There are no planned opportunities for pupils to develop their knowledge, understanding and skills as indicated in the National Curriculum. Not enough time is allocated to the teaching of music throughout the school. Staff changes have meant that there is now no co-ordinator for the subject. There is no scheme of work either. The school is aware of the weaknesses within music and has developed an action plan. This includes updating the policy for music, devising a scheme of work for the subject, reviewing the timetable to ensure that National Curriculum music is taught, an audit of resources (including using ICT more in music), monitoring of teachers' planning and use of music from other cultures. Inspectors agree with these priorities.

PHYSICAL EDUCATION [PE]

128. Most pupils in Years 3 to 6 make satisfactory progress in PE and attain average standards in gymnastics, games and dance. Many achieve above average standards in swimming. Nearly all pupils in Year 6 can swim the national standard of 25 metres. Many pupils can swim much further than this. Lack of evidence means that no judgements can be made about standards and teaching in Years 1 and 2 or in outdoor and adventurous activity in Years 3 to 6. Standards in Year 6 are similar to those noted at the previous inspection.
129. By the time they leave the school, most pupils have good skills in co-ordinating their movements. They perform dance sequences with good control, fluency and precision. During the inspection, Year 6 pupils were learning a whole dance routine ready for their leavers' performance the following week. A group of pupils had practised the routines and taught these successfully to the whole class with the help of their teacher. The end product was good, considering the short time the class had to learn the movements. Year 5 pupils were learning how to improve their movements, jumping over hurdles and stepping in moving hoops, in preparation for the following week's sports' day. These activities illustrated how well pupils could control and co-ordinate their movements. Pupils in Year 4 demonstrated how well they could balance on three and then two parts of their bodies. Again, this was performed with developing skill and accuracy.
130. The teaching of PE is satisfactory, overall. Sometimes it is good. Where teaching is good, the teacher teaches pupils how they can improve their skills and techniques. They use pupils to demonstrate their movements and encourage other pupils to learn from these by pointing out what is good about them. Lessons are prepared well and all equipment is to hand. Pupils help to put out and tidy-up equipment after lessons. This helps them use their initiative and develops their personal and social skills. Any misbehaviour is corrected firmly and pupils respond positively to this and behave well. To help maintain pupils' concentration, lessons are brisk and include a number of different activities on which pupils have to concentrate. Occasionally, the pace of lessons slows and some pupils become restless and distract others. On these occasions, the practice of sending pupils to other classes for time out proves ineffective because the reasons for misbehaviour have not been dealt with properly.

131. The school teaches the National Curriculum for PE appropriately. National guidance is used to guide the school's scheme of work in PE. The policy for PE is in draft form at present and requires further work on assessment, monitoring and evaluation. PE has not been a school priority for some time and the leadership of the subject is unsatisfactory. ICT is not used enough in PE. There is no development plan for the subject and no provision for monitoring and evaluating standards or teaching.