

INSPECTION REPORT

**ST MICHAEL'S CHURCH OF ENGLAND (VA)
PRIMARY SCHOOL**

Wood Green, London

LEA area: Haringey

Unique reference number: 102140

Headteacher: Mr R Metcalf

Reporting inspector: Mrs P Silcock
21261

Dates of inspection: 19th – 23rd March 2001

Inspection number: 196769

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bounds Green Road Wood Green London
Postcode:	N22 8HE
Telephone number:	(0208) 888 7125
Fax number:	(0208) 889 9016
E-mail address:	stmichaelsceprimary@haringey.gov.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Colin Coppen
Date of previous inspection:	10 th - 14 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21261	Pauline Silcock	Registered inspector	Mathematics Art History Music English as an additional language Equal opportunities	Standards in learning Teaching
18919	John Kerr	Lay inspector		Pupils' attitudes and behaviour Care and welfare of pupils Partnership with parents
20063	Gerry Slamon	Team member	Science Design and technology Physical education Foundation Stage	Leadership and management
10240	Lesley Jones	Team member	English Information and communication technology Geography Special educational needs	Curriculum

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's Church of England Primary School is close to the heart of Haringey. It caters for children of 4 to 11 years. The school is smaller than average for its type, with 198 pupils on roll. There are almost equal numbers of girls and boys, but gender imbalance in some year groups. Most live locally. Some travel from further afield to benefit from the school's denominational status. When children start in the Reception class, after their fourth birthday, most are found to attain below expected levels for their age in communication, language and literacy, mathematics and personal and social development. Approximately 67 per cent are of minority ethnic origin with around 33 per cent learning English as an additional language. These figures are high in comparison with most schools. The four main languages represented as well as English are Twi, Yoruba, Greek and Fante. Additional support is provided for pupils learning English through Ethnic Minority Achievement Grant funding. Approximately 20 per cent of pupils are eligible for free school meals (above the national average). Around 25 per cent are identified as having special educational needs, somewhat above the national average. Approximately 2.5 per cent of pupils have a Statement of special need – a figure higher than the national average. Over recent years, a significant number of pupils have left school prior to entering Year 6 (or soon afterwards) because families move out of the area. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

St Michael's is an effective school. Its ethos is based firmly on Christian principles understood and shared by all. It is a caring community where all pupils feel valued and enjoy their work and play. It provides a good quality education for its pupils. Almost two thirds of teaching is good or better and most is generally satisfactory. This quality of teaching positively affects standards across the curriculum, especially in English and mathematics. The headteacher provides good leadership. He is well supported by members of the senior management team and the governing body. Staff and governors share a strong commitment to the school's values and its intention to raise standards. Finances are carefully managed in support of school goals. The school provides good value for money.

What the school does well

- Standards are rising in subjects across the curriculum, especially in English and mathematics.
- Much teaching is of good or better quality and this has a very positive impact on standards achieved.
- The school is a caring environment based on Christian principles where pupils feel valued and respected. Pupils of all ages are enthusiastic about coming to school and enjoy their work and play.
- Foundation stage children are well taught and make very good progress in all areas of learning.
- Provision for pupils with special educational needs and for those learning English as an additional language is good. These pupils achieve well through the good quality support they receive.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school communicates well with its parents and takes good account of their views.
- The leadership of the headteacher is good. He is well supported by members of the senior management team and the governing body, who work hard on the school's behalf.

What could be improved

- Standards in science.
- Consistency in the quality of teaching.
- The application of targets set for pupils in daily work.
- The role of the deputy head.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good strides in addressing issues for improvement since the previous inspection (June 1996). Higher attainers are included in specialist provision. Teachers plan well for different levels of learning needs. Better provision in information and communication technology has helped standards rise. Such technology is used to increasingly good effect to promote pupils' learning in lessons across the curriculum. Standards have also risen in design and technology through good improvements in the subject's management and leadership. Curricular planning is now good. Its monitoring ensures that pupils build on

prior learning. Monitoring of classroom teaching and learning practices by the headteacher, members of the senior management team and subject co-ordinators has led notably to better teaching. Assessment and test information is gathered systematically to inform decisions about target setting for the school and for pupils individually. Pupils are suitably involved in target setting, although they are unsure about what purpose this serves since targets are not usually referred to during lessons. Educational developments are supported through careful financial planning. The school has difficulty planning over a long term, because it is never sure about its allocated budget. The structure of the senior management team has been strengthened. Roles for senior managers and subject co-ordinators are now clearer, although there is room for development in the role of the deputy headteacher. A health and safety issue, which is not in the school's control, is still unresolved. It concerns repairs to a wall behind the playground where a lot of rubbish and rotting vegetation has accumulated between the wall and the temporary fencing, creating an unsightly health hazard.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	C	A
mathematics	D	E	D	C
science	C	D	D	D

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

Results in mathematics and science compared to results in all schools hide the fact that pupils achieved better than the national average in terms solely of the expected Level 4 in both subjects, and especially in mathematics. At the higher Level 5, pupils' attainment was below this average (markedly in science). So an average points' score (from an aggregation of points awarded for each level) places pupils below the national average, overall, in both subjects. Across all subjects, the trend in the school's average points' score is broadly in line with national trends. Since the previous inspection, results have risen for seven and eleven-year-olds in tests. More pupils now achieve at the higher Level 3 in Key Stage 1 and Level 5 in Key Stage 2 than was then the case. The school has revised its targets for English and mathematics in light of its success in 2000. Targets are set realistically through an analysis of assessment information. In the Reception class, children frequently reach very good standards. Most are set to reach the early learning goals by the end of the foundation stage in all areas. Key Stage 1 pupils reach good standards in literacy and numeracy. By seven, higher attaining pupils read with good fluency and expression. They have a good knowledge of numbers to a hundred. They can quickly pick out '10 more than' or '10 less than' numbers on a 100 square because they recognise number patterns in each column. Attainment in science, however, is below levels expected at seven. Pupils' inadequate general knowledge weakens their work (for example, when they classify living things into simple groupings). In Key Stage 2, pupils achieve satisfactory standards in English and mathematics with strengths evident in the upper key stage. Here, pupils frequently reach good standards especially in Year 6. By eleven, pupils have good speaking and listening skills. Higher attaining pupils read for meaning extensively, as when researching information for history studies. Across levels of attainment, pupils write at creditable length when creating their own versions of a Greek myth. They write answers to problems quickly during 'mental maths' sessions and explain strategies they have used with assurance. Thus, they show a good understanding of place value in relation to decimal notation. However, in science, attainment is well below expected levels for eleven-year-olds. Pupils have insufficient experience of how to devise, plan and carry out experiments by the time they reach Year 6. Whilst practical activities in Year 6 lessons support learning, pupils' lack of experience in investigative and experimental work affects achievement, overall. Pupils of all ages reach good standards in singing. They know a range of songs by heart, sing tunefully and listen well to a piano accompaniment to come in on time. In Key Stage 2, older pupils reach standards better than expected in physical education, as a result of good teaching and the support of an expert coach in some lessons. They also achieve good standards in

practical work in history and geography. Because of the very good quality support they receive, pupils learning English as an additional language frequently attain in line with their monolingual peers. Pupils with special educational needs attain at least in line with their prior attainment through support in lessons that is most often of good quality. Those with Statements of special need do better than might be expected because of very good quality support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils of all ages enjoy coming to school. They are frequently enthusiastic about what they do and enjoy working and playing together.
Behaviour, in and out of classrooms	Satisfactory, overall. Mostly, pupils behave well in lessons, especially in the Reception and Key Stage 1 classes. In a small number of lessons in Key Stage 2, some pupils behave inappropriately and can then find it hard to concentrate.
Personal development and relationships	Good. Pupils take increasing responsibility for duties in classrooms and around the school as they grow older. They perform these well. They make good relationships with one another and generally with their teachers and support staff.
Attendance	Good, being above the national average.

Pupils settle well into the Reception class and develop very positive attitudes to all school activities. They rise to challenges set in relation to high expectations of their work and behaviour. These positive attitudes continue in the later key stages, particularly where pupils feel challenged by the work they do. In almost all classes, pupils are well behaved and polite to adults. At times, however, a few pupils in some Key Stage 2 classes find it hard to listen to teachers and remain on task. They can then respond in a discourteous manner when teachers remonstrate with them, so relationships are adversely affected. By Year 6, pupils undertake a number of duties without adult supervision and enjoy the responsibilities they have. Whilst attendance is good, punctuality is a weakness, especially in Key Stage 1.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Teaching is a strength. Overall, a third is judged good with an almost equal proportion (31 per cent) judged very good. A further third is satisfactory with just 3 per cent of lessons judged unsatisfactory. Strengths are seen especially in the Foundation Stage, in the early Key Stage 1 and in the upper Key Stage 2 where some Year 5 and Year 6 teaching is of good or better quality. In the Reception class, teaching is not less than good and is frequently very good. The class teacher sets the tone with her very high expectations of children's work and behaviour. The teacher and nursery nurse work closely in partnership to reach common goals. Consequently, children's learning is of very good quality. They work hard to do what is expected of them. Similarly, teachers' high expectations and the clarity with which they explain teaching and learning objectives mark good and very good teaching in the key stages. In these lessons, teachers arrange stimulating tasks that intrigue and challenge pupils, so they want to do well. In the very small number of lessons where teaching was judged unsatisfactory, this was owed to problems of managing pupils and consequent difficulties maintaining good classroom relationships. The teaching of English and mathematics is good, overall. All teachers have a secure grasp of how to teach key literacy and numeracy skills. Planning is most frequently well matched to pupils' different learning needs. Pupils with English as an additional language and those with special educational need (including pupils with Statements of special need) make good progress because of quality teaching support. At times, the specialist expertise of such staff is to the fore, notably affecting pupils' learning. Teachers mostly have secure subject knowledge in all areas and this leads to good standards in some subjects (for example, music, history, geography and physical education). Weaknesses are evident in the teaching of science, however. Teachers place too little store on teaching principles relating to scientific enquiry and investigative skills, with a consequent spin-off on standards. Teachers are beginning to use information and communication technology imaginatively, as was seen in an art lesson in Year 1 and a history lesson in Year 6. Teachers are becoming increasingly

confident in organizing such technology to support improving standards in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall, with strengths in provision in the foundation stage. All subjects of the National Curriculum are covered.
Provision for pupils with special educational needs	Good. Planning takes good account of pupils with identified learning needs across all levels of attainment. Pupils are included in all aspects of classroom and school life.
Provision for pupils with English as an additional language	Good. Pupils are included in all activities in classrooms and the wider school. Planning takes good account of these pupils' English language learning needs, from the Reception class upwards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for spiritual development reflects the aims and values, based on Christian principles, which the school promotes. Emphasis is placed on living harmoniously together and valuing difference within a very diverse school community. Respect for others is an important precept taught.
How well the school cares for its pupils	To good effect. The school is a caring community that makes known how well each individual is valued. Success is celebrated and shared by all.

The school's partnership with parents is good. Parents are welcomed into school. Their help in classrooms and around the school is valued. The school's commitment to equality of opportunity informs all decisions about pupils with learning needs (such as those on the Code of Practice register of special need). All pupils participate fully in school life to the best of their capacity. There is a stimulating range of extra-curricular activities, including a range of sports as well as music and drama. There is a writers' club for pupils with a special interest in writing or who display particular talents. Pupils who opt to do so in Key Stage 2 can have lessons on the recorder, piano or violin. Teachers and support staff know their pupils well and high levels of care are evident in their concern for pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership with the support of senior managers and the governing body. He has a clear view of the school's strengths and weaknesses.
How well the governors fulfil their responsibilities	Satisfactorily. Governors are very supportive of the headteacher and staff. They have a sound knowledge of the school's work and areas that need developing.
The school's evaluation of its performance	Good. The school makes informed decisions about development planning through thorough audits of all aspects of its work.
The strategic use of resources	Good. Specific grants are clearly designated and efficiently used. Good financial control is complemented by efficient school administration.

The headteacher's leadership is good. Although co-ordinator roles have been strengthened, the role of the deputy headteacher would benefit from further clarification, so that all key members of staff are fully involved in guiding the school forward. The headteacher's strong commitment to equal opportunities and to the value placed on individuals underpins the school's Christian ethos. He is well liked by staff, governors and parents, who admire his success in generating a climate where pupils of all abilities and backgrounds mix happily. The school always seeks best value for money in its spending which helps the school reach its objectives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. The school promotes positive attitudes to learning. • Children make good progress. Standards are rising. • The values promoted by the school. • Behaviour is good. • Teaching is good. • It is easy to come in to school to talk about concerns. They feel welcome and valued. • The headteacher is very accessible. • School is well led and managed. 	<ul style="list-style-type: none"> • Communication with parents – for example, about children's progress. • More challenging work for higher attaining pupils. • Homework. • Range of activities outside lessons. • Partnership between home and school. • Relationships between older pupils and lunch time supervisory staff. • A more balanced staff, to reflect the major groups in the pupil-population.

Inspectors' findings support parents' positive views. The school is successful in communicating with parents in various ways, although not all parents may be aware of these. It has a good partnership with parents and strives to improve this further. The needs of higher attainers are generally well met, including through specialist provision. In many lessons, pupils across all levels of attainment are well challenged by the work set. Parents expressed a full range of views on homework. Inspectors found teachers set homework in line with the school's policy. A satisfactory range of activities organised outside lessons is well attended. The school has taken good measures to address issues relating to older pupils at lunch-time. It is aware of the need to continue monitoring this situation. Inspectors agree there is an imbalance in the make-up of staff. The school has made efforts to redress this imbalance, so far without success.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with a wide range of attainment. While some have satisfactory speaking skills and a sound general knowledge, others have limited skills in communication and little experience beyond their immediate home environment. Most children are assessed as below average for their age in the three areas of learning where baseline assessments are made on entry to school. These areas are: personal and social development, communication, language and literacy and mathematical development. Teachers also assess children as being generally below average in the areas of creative and physical development and knowledge and understanding of the world. As well, a small number have difficulties in the area of communication, language and literacy. All make at least good progress during their first year in school because of consistently good teaching (including that from the specialist support children with identified learning needs receive). Bilingual children¹ make very good progress and frequently achieve on a par with their monolingual peers. Children with special educational needs also make very good progress and attain in line with prior learning. Children frequently achieve very good standards as a result of teachers' carefully structured planning and high expectations of work and behaviour. Inspection findings show that most children reach expected levels for four-year-olds in all areas of learning, including those highlighted by baseline assessments - namely, personal and social, communication, language and literacy and mathematical development. Whilst satisfactory overall, attainment in physical development is limited in relation to children's gross motor skills (such as those needed for manoeuvring wheeled toys and climbing) because of limited outdoor play possibilities. Overall, children are in line to reach the early learning goals by the end of the Foundation Stage in all areas of learning.
2. In the 2000 statutory tests, seven-year-olds attained broadly in line with pupils in all schools at the expected Level 2 and above and the higher Level 3 in reading. However, results in the upper range of Level 2 were very low compared with results nationally. Consequently, an overall points' score (from an aggregation of points awarded for each level) places pupils as below the national average, overall, in reading. When results are compared nationally in writing, pupils attained broadly in line with peers at expected levels (including in the upper range of Level 2) and at the higher Level 3, placing them in line with this average, overall, (when scores are aggregated). Mathematics results were considerably better generally than those of pupils' in all schools at expected levels, placing the school in a top five percentile banding. At the higher Level 3, however, pupils' attainment was below that of their peers in all schools. Also, a significant number reached the lower range of Level 2. Consequently, the average points' score reveals results broadly in line with those for all schools. In comparison with similar schools, pupils' reading attainment is broadly in line with that of peers, overall. This judgement hides the fact that pupils' results rise beyond average standards at the expected Level 2 and above and at the higher Level 3. Their overall points score is detrimentally affected by below average success in the upper range of Level 2. Pupils' results in writing are above those of peers in similar schools at all levels. Pupils' results at expected levels in mathematics are very high when compared with similar peers' results (as was the case nationally). At the higher Level 3, pupils succeeded broadly in line with similar schools, lifting aggregated scores above the average for these schools. In common with national trends, boys did less well than girls at reading and writing and both categories gain below national results for their gender over three years, especially in writing. In mathematics, trends over time show that boys do somewhat better than girls (again in line with national trends) although both groups attain below their peers nationally. No significant differences were seen in the performance of different groups (eg based on gender or ethnicity) during the inspection. In 2000 assessments, teachers assessed pupils' speaking and listening skills and attainments in science as below the national average at all levels.
3. Inspection findings broadly support test and assessment results, although pupils' speaking and listening skills are judged as better than teachers' assessments credit and are satisfactory overall. Pupils make good progress in building on earlier learning and, by the end of Key Stage 1, join

¹ It is recognised that pupils learning English as an additional language may already be proficient in one or more languages other than English. For ease of reference, the term 'bilingual' will be used for such pupils throughout the report at times.

confidently in discussions at the start and end of lessons and when talking about their work. Higher attaining pupils read with good levels of fluency and expression. They have sound word attack skills and self-correct when they realise that something doesn't make sense. Those of lower attainment are often hesitant readers, but they can tackle unfamiliar words by, for example, sounding out initial letters and using picture clues. Pupils write simple sentences with spellings that at least conform to the sound of words. Higher attainers write neatly using well-constructed sentences and basic punctuation such as a full stop and capital letters. Their spelling is mostly correct. Pupils have a good knowledge of numbers to a hundred. They can quickly pick out '10 more than' or '10 less than' numbers on a 100 square given to them during 'mental maths' because they recognise the number patterns in each column. Once they grasp the nature of questions, higher attaining pupils do not need such prompts. Pupils have a good knowledge of how to collect information for making charts, such as pictograms. They read task instructions and extract relevant information from their finished charts to answer questions. By seven, attainment in science is below levels expected for this age. Pupils' inadequate general knowledge weakens their work when they classify living things into simple groupings. Many are not able to decide how to group plants and animals appropriately. Consequently, the pace of learning is slow and is dependent on a teacher's questioning to clarify and expand understanding.

4. In the 2000 statutory tests at the end of Key Stage 2, pupils achieved broadly in line with pupils in all schools at the expected Level 4 or above and at the higher Level 5 in English, thus giving an average points score close to the national average. Attainment in mathematics was broadly in line with the national average at the expected Level 4 or above. At the higher Level 5, it was below this average, making the overall points' score for the two levels also below the national average. In science, pupils attained below the average of peers in all schools at both levels, giving a below average aggregate score. Pupils' results in English are well above the average at both levels when compared to results for peers in similar schools, as reflected in the above average points' score. When this same comparison is used in mathematics, pupils' results are above average at expected levels and broadly in line with these peers at the higher Level 5. Consequently, comparisons show results to be broadly in line with those of similar schools for average points' score purposes. In science, pupils' attainment is broadly in line with that of peers in similar schools at both levels and the average points' score is below average when results are aggregated. Over three years, boys' achievement in English is similar to that of girls and better than the averages for boys nationally. Against the national trend, girls achieved less well than their peers. In keeping with the national picture, boys did better than girls in the school in mathematics over time. Both did less well than peers nationally. Boys also did better than girls in science. Over time, boys' results in science are in line with those of boys nationally but girls performed below their peers. Inspection findings show no significant differences in the performance of the two groups generally.
5. Findings broadly support test results at the end of Key Stage 2, although they show that pupils reach good standards in some aspects of their work in English and mathematics. For example, pupils develop good speaking and listening skills by eleven. They debate a range of subjects during lessons and thoughtfully put forward the pros and cons of arguments. Higher attainers read fluently and attain comfortably within expected levels at this point in the school year. They read for meaning extensively (for example when researching information for history studies). Across levels of attainment, pupils write at creditable length for purposes such as creating their own versions of a Greek myth in connection with history work. Higher attainers use an extensive vocabulary well suited to such work. However, extended writing is limited in scope and pupils' work is more commonly confined to answering questions on work sheets. Pupils write answers to problems quickly on their personal 'white boards' during 'mental maths' sessions. They explain their strategies to the class with assurance. For example, they multiply 75 by 7 as a money calculation, using decimal notation or whole numbers. Pupils know place-value matters and that zero is a useful 'place-holder' even though it may not be essential. Higher attainers apply their knowledge of decimals in money when subtracting 0.02 from 0.5, quickly reaching the answer 0.48. Pupils use calculators adeptly and can usually tell whether answers are reasonable. Lower attainers find it difficult to explain why answers are or are not reasonable. However, in science, attainment is well below expected levels for eleven-year-olds. Pupils have insufficient experience of how to devise, plan and carry out experiments by the time they reach Year 6. There is little written work to show what pupils understand and can do and, whilst practical activities in Year 6 lessons support learning, pupils' lack of experience in investigative and experimental work affects achievement, overall.
6. A number of factors affect the school's test and assessment results at both key stages, but especially

with regard to tests for eleven-year-olds. The school is classified as a 'small school'. Comparatively, cohorts vary significantly from year to year with a consequent effect on results. This is seen, for example, in dramatic 'peaks' and 'troughs' in the school's results, as shown when represented in graphs. A significant proportion of pupils in each class is assessed as having special educational needs and there is a higher than average number of pupils with Statements of special needs across the school. Approximately a third of each year group is learning English as an additional language. Whilst these pupils are rarely at the beginning stages of acquiring English, most are assessed as needing support for such acquisition (from the Reception class upwards). Over recent years, a significant drop in numbers prior to pupils starting their final year has affected the Year 6 cohort as families move out of the area (on average at least a third leave). In consequence, the proportion of pupils with special educational needs has a greater impact than might be expected on overall results, although these pupils may do well relative to their prior attainment. At times, too, pupils learning English as an additional language who enter school late can affect results, while still in comparatively early stages of English language acquisition. This factor is most notable in the English tests.

7. Pupils with English as an additional language make good progress. Where pupils receive specialist support, they participate fully in all planned work and reach good standards in set tasks. At other times, teachers' planning takes appropriate account of identified learning needs, so pupils are well integrated in to class activities. Frequently, bilingual pupils attain at least in line with their peers. At times, they do better than this. Pupils with special educational needs, including those with Statements of special need, also make good progress. They are helped in this by the frequently good quality support they receive in lessons or (less commonly) outside classrooms, when taught for purposes linked to specific targets. Pupils attain in line with their prior attainment. Those with Statements of special need reach standards better than expected at times, because of class teachers' good grasp of how to plan in line with individual education plans and the very good support available to them. All pupils with special educational needs are integrated well into classroom and school life in ways benefiting their learning.
8. The school has identified underachievement in boys' writing and takes appropriate action to address such underachievement. For example, a focus on Key Stage 1 boys' writing has led to notable improvements, such that results in the latest statutory writing tests were better than results in reading. The increased use of information technology through small 'notepad' computers in Key Stage 2 is having a positive spin-off in improving boys' perceptions of writing and their consequent success in tasks set. In light of this success, the school plans to improve this provision. In addition, in continuing to address an issue identified in the previous report, the school is successfully refining good strategies to challenge higher attaining pupils. The co-ordinator for special educational needs now includes these pupils for support teaching purposes in her work with groups across the school. She also runs a lunch time writers' club for any pupil who enjoys writing, including anyone showing particular talent. National strategies for literacy and numeracy are well established and are having a positive impact on standards across the range of attainment.
9. The school sets its targets in line with information gathered through the optional Qualifications and Curriculum Authority tests in Year 4. In 2000, it exceeded its targets and, so, has reviewed its predictions for the current year, taking realistic account of available assessment information. It currently finds pupils of African Caribbean heritage underachieving, compared with peers in both English and mathematics (looking at test results). They score, on average, one percentage point below peers. Supplementary targets have been set to bring these pupils' levels of attainment in line with peers. Although pupils now have personal targets at the start of each school year, they are not clear about the nature and purpose of these. Targets were not seen to feature in lessons during the inspection as an aid to pupils' learning.
10. Pupils develop satisfactory skills in the use of computers. They apply these productively to subjects across the curriculum. By the end of Key Stage 1, pupils combine pictures with text. When word processing stories and poems, they show that they can use menus to change fonts and styles and use a keyboard appropriately to space and punctuate their work. By the end of Key Stage 2, pupils have built on these skills and use computers and multi-media for a wider range of purposes, including control technology. For example, they can access CD-ROMS and a variety of software programs to present information in design and technology, English, geography and history.

11. Pupils reach good standards, especially during the early Key Stage 1 and the upper Key Stage 2, in art, history, geography, music and physical education. For example, during a Year 6 athletics lesson, pupils were helped to improve their performance of standing long jumps to gain greater precision and fluency in their movements through the partnership teaching of a class teacher and an expert coach. In a Year 5 music lesson, a teacher's secure subject knowledge gave good support to pupils, so that they improved their performance of group contributions to a class composition on tuned and untuned instruments, to the benefit of the whole-class performance. In Year 1, pupils reached good standards in singing and developed their speaking and listening skills to advantage through a class teacher's carefully structured music and drama lesson. Consequently, pupils were able to perform songs in assembly to the whole school and their parents very confidently.

Pupils' attitudes, values and personal development

12. Inspection findings are similar to those of the previous report. Strengths are evident in pupils' attitudes to school and in their personal development and relationships. Pupils of all ages have good attitudes to school. They express enjoyment about coming to school and are enthusiastic about what they do.
13. Children in the Reception class are well integrated into the life of the school and show an interest and curiosity in all they do. They join in a Key Stage 1 hymn practice and work hard to learn the words to songs projected on a screen. They participate keenly alongside their older peers. They persist with classroom tasks and are very ready to ask for help and advice from adults when they encounter difficulties. Children make good relationships with one another and with adults. They mix well together, responding positively to the many opportunities adults provide for them to work and play co-operatively. They are confident about finding their way to the school office from the classroom to take the register, for example. Parents confirm that their children are happy to come to school.
14. Pupils in Key Stages 1 and 2 most frequently form good relationships with one another and with teachers and other adults who come in to school. This fact figured very noticeably in a Year 6 citizenship lesson when a local police constable talked to pupils about life after they leave the primary school. Pupils throughout the key stages and across all levels of attainment are keen to put their learning into practice. They concentrate well and work at a good pace on their own, or in pairs or groups. So, in a Year 2 mathematics lesson, pupils helped each other put data on to pictograms, giving pertinent reminders about labelling axes and putting in a key. Pupils mostly listen attentively in lessons and enjoy opportunities to engage in a class discussion. In Key Stage 1, they find it funny when a teacher whispers, so they have to become very still and quiet to hear.
15. Pupils eagerly suggest answers to questions and happily offer ideas in a class discussion. Almost all pupils in a Year 4 mathematics lessons wanted to give answers to questions for doubling and halving numbers, especially when they realised they were getting the answers right, even though questions became more challenging. As they mature, pupils enjoy the greater opportunities provided for personal study. For example, pupils in Year 6 organise themselves efficiently for pursuing their history researches. They especially appreciate the tasks set in connection with their studies on citizenship because they can make their own decisions about how to organise them. At times, pupils do not have sufficient self-control to take such responsibility, as was seen in a Year 4 science lesson where, despite interesting activities, some pupils did not manage to get on with tasks without close adult supervision. As they move up the school, pupils take on a good level of responsibility for a range of tasks. Most of these duties are undertaken independent of adult supervision by the time pupils reach Year 6.
16. Pupils' behaviour is most often good in classrooms and around the school, including in playgrounds. At times, however, behaviour becomes silly, leading to challenging reactions to a teacher's instructions. For example, in a lower Key Stage 2 physical education lesson, one or two pupils reacted disrespectfully when a teacher remonstrated with them because their slow pace affected others' progress. More often, pupils are courteous and polite; they open doors spontaneously for visitors and respond with interest to questions about their school life. Pupils of all ages play well together. During lunch-time play, Key Stage 2 pupils enjoy board games and games of skill when there is often keen audience participation. Pupils can engage boisterously in energetic games running about the playground, but they are considerate of each other. The older pupils look after the younger ones at playtime.

17. There is a happy atmosphere around the school. At times, however, a keen sense of fairness has led to tensions between older pupils in Key Stage 2 and mid-day supervisory staff. This was in response to block punishments being meted out when the individuals or small groups responsible for misdemeanours could not be identified. Matters were resolved successfully. Pupils have a good understanding of the impact their actions can have on others and the difficulties such actions present in dealing with problems, although they remain rightly mindful of the need for fairness in such dealings. No bullying or oppressive behaviour was observed during the inspection. No pupil has been excluded from the school in recent years.
18. Attendance is good, being above the national average. On the other hand, punctuality is a weakness, especially in Key Stage 1.

HOW WELL ARE PUPILS TAUGHT?

19. There has been a good level of improvement in teaching since the previous inspection. A third is now judged good, with an almost equal proportion (31 per cent) judged very good. A further third is satisfactory with just 3 per cent of lessons judged unsatisfactory. Strengths are seen especially in the Foundation Stage, in the early Key Stage 1 and in the upper Key Stage 2 where some of the teaching in Year 5 and teaching in Year 6 is of good or better quality.
20. In the Reception class in the Foundation Stage, the class teacher and nursery nurse's teaching is consistently of good quality. Frequently, it is very good. To illustrate: in one session, through the skilled use of her voice and well-judged questions, the nursery nurse evoked in children a real sense of wonder at events in a story. Because the children were gripped by the story, they wanted to participate and put forward their views. Staff are calm and friendly when managing children, who are made to feel valued and confident. The class teacher sets the tone with her very high expectations of children's work and behaviour and children rise to challenges. The teacher and nursery nurse work closely in partnership to reach common goals, planning jointly to ensure consistency of teaching objectives. During the course of lessons, they make good judgements about where children succeed or where they need support, which informs their planning. Lessons are organised purposefully to allow children to work independently while teachers concentrate on planned activities with groups. In managing group work, adult interventions give high priority to encouraging language development, to good effect. Good links are made across areas of learning, as when the class teacher aided children's reading skills through mathematical work centred on ordering the days and relevant dates of the week. Good support from a specialist teacher for bilingual children in the first half of the Autumn term, when they start school, facilitates assessments of individuals' needs relative to their English language skills. The co-ordinator for special educational needs works closely with Reception staff to pinpoint whether children are experiencing difficulties or displaying outstanding talents of any sort. Teachers' early identification of children's different learning needs is a strength in the Foundation Stage.
21. Key Stage 1 teaching is never less than satisfactory. It is frequently good (38 per cent) or very good (25 per cent). Almost all Key Stage 2 teaching is satisfactory or better (94 per cent). In fact, 27 per cent is of good quality and a further 30 per cent is judged very good. In the very small number of unsatisfactory lessons (representing 6 per cent), managing pupils' behaviour proved problematic, leading to deteriorating relationships between pupils and teachers. Time spent on behaviour management affected pace, so lesson content was not covered as planned and pupils' interest not sustained. Key Stage 1 teachers make good use of assessment information to inform planning. In the later key stage, assessment practice is satisfactory, overall. Where teaching is good or better, however, assessments are well used for planning purposes. For example, in a Year 3 history lesson a teacher's specialist knowledge of bilingual pupils was used to good effect. A task of interest to all pupils, but of particular value to those still acquiring English language skills, was carefully structured so as to produce successful learning right across the class.
22. Where teaching is very good, teachers' challenging work motivates pupils to stay on task and acquire key concepts. For example, in a very good Year 6 geography lesson, a teacher's consistent use of subject vocabulary promoted pupils' own use of correct terminology. So, pupils talked of "settlements" and "undulating" landscapes when searching for features on ordnance survey maps in a locality quite different from their own. A teacher's good humour and judicious interventions, allied to secure subject knowledge, helped a Year 5 class make discernible progress in putting together a whole-class composition on tuned and untuned instruments. Some potentially disruptive pupils were thus diverted

to turn their energies to pursuing a common goal. This outcome was especially commendable in view of the fact that teaching of the class is shared. This arrangement works satisfactorily in the main, although pupils benefit from teaching which defines parameters for behaviour and sets high expectations of achievement. Such expectations are not consistently seen, so pupils at times lose impetus and behave inappropriately, because tasks are not always well understood.

23. Teaching of literacy and numeracy is most frequently good. At times, it is very good. Where unsatisfactory teaching was seen in a literacy lesson, this was owed to the relationship between teacher and pupils and not to poor subject expertise on the teacher's part. By contrast, positive relationships between this same teacher and pupils showed in a numeracy lesson where teaching was good. Teachers know the content of what is to be taught in English and mathematics well. Planning takes good account of what is set out in national strategies for literacy and numeracy. Teachers make increasing use of information technology in lessons and plan tasks to develop pupils' skills. For example, Years 1 and 6 pupils use digital cameras to extend their art and history studies. Year 4 pupils enter information, gathered during physical education, on to a mathematics' database, so furthering their computing skills as well as their grasp of how to create bar charts.
24. Teachers' knowledge and understanding of all National Curricular subjects is generally at least satisfactory. At times, some show very secure subject knowledge (for example, in art, history, geography, music and physical education). Their expertise markedly affects standards achieved. For example, Year 1 pupils improved their speaking, listening and singing skills in a drama and music lesson and reached standards better than might be expected because a teacher's planning and explanations were well matched to pupils' needs (including those of a pupil with communication difficulties). Although no lessons were seen in design and technology, a scrutiny of pupils' work suggests at least satisfactory if not better teaching. However, there is a heavy reliance on worksheets to consolidate pupils' knowledge, especially in Key Stage 2 and this detracts from good standards in oral work. So, much recording in history and geography does not reflect pupils' depth of knowledge, revealed when talking about what they have learned. On the other hand, teachers use of a range of resources supports pupils' learning in these lessons. A good emphasis is placed on handling artefacts and primary sources, in so far as practicable, as well as on researching through CD ROMs, pictures and books. A stimulating Year 5 history lesson based on census material from the late 19th Century noticeably excited pupils. Upper Key Stage 2 pupils are coached very effectively in physical education by an adult with special expertise. Teaching in these lessons has extra quality where class teachers liaise with the coach in actively managing pupils and lesson content. Mostly, planning takes suitable account of content to be taught. Weaknesses are evident in the planning and teaching of science, however. Teachers place too little store on teaching principles relating to scientific enquiry and investigative skills. Consequently, by the end of Key Stage 2, pupils have not gained sufficient confidence in devising, planning and carrying out experiments, despite good practical support for Year 6 groups from a class teacher and support teacher for bilingual pupils.
25. Support for pupils learning English as an additional language helps these pupils progress in line with their peers. For example, very good support in literacy lessons was given to a group of Year 6 pupils - including one pupil still at a relatively early stage of learning English. Through this support, the pupil took part fully in a lesson studying how formal written English is used composing letters. The support teacher has very good knowledge of bilingual pupils. She models well planning and practice to class teaching colleagues. Pupils on the Code of Practice register of special educational needs receive at least satisfactory support in and out of lessons, where this is appropriate. Frequently, good quality support for pupils with Statements of special need amounts to very good teaching. Special needs' support assistants are usefully deployed to help pupils hit targets set in individual education plans (most commonly in literacy lessons). Class teachers have a good awareness of pupils' individual educational plans, which are very well used to inform lesson planning for pupils on the later stages of the Code of Practice register. The co-ordinator for special needs works regularly with Reception children to monitor their progress in areas where concerns are noted. The co-ordinator works as a class teacher for part of each week, modelling good practice.
26. Teachers set homework tasks in line with the school policy and some good examples of these were seen, as when a teacher set a traffic survey task for work relating to geography in Year 5. On occasion, however, pupils are not clear about what is expected. For example, some Year 4 pupils were asked to complete a task as homework, even though the literacy task they had started in class was, actually, a different one. Naturally, some confusion resulted amongst pupils about this.

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

27. Curriculum provision for children under five is good. It has significantly improved since the last inspection when it was reported as being sound. The recently revised curriculum for the Foundation Stage now meets almost all requirements relating to the Early Learning Goals. Currently, ready access to outdoor play is not available, which affects provision for some aspects of physical development and for making sure that outdoor provision is an integral part of curricular planning. This matter is well in hand, however, and should be resolved by the start of the Summer term. The school works hard to provide an interesting and stimulating curriculum for these youngest children and it is successful in doing so. Children are involved in an exciting range of well-structured activities. Learning is promoted through practical experiences in a well-organised and happy learning environment. There is a strong emphasis on the teaching of basic skills and children have many opportunities to work and play independently and together. Children are given a good start to their education, particularly through provision in the areas of communication, language and literacy, mathematics and personal and social development.
28. The curriculum at Key Stages 1 and 2 is broad and balanced. It includes all subjects of the National Curriculum, being based on recent guidelines from the Qualifications and Curriculum Authority. The school is aware of the need to review its planning in light of these to ensure that curricular content is mapped out suitably, so as to preclude an overlap of themes studied in each year group (for example, in history and geography). It is also concerned to adjust planning with regard to difficulties pupils are seen to experience. For example, pupils in Key Stage 1 cannot easily recall work from a lesson a week earlier, so time is lost at the start of lessons in recapping the content covered. The school continues to make sure that planning takes good account of pupils' need to build on core skills and knowledge in all subjects over time. In mathematics, where particular weaknesses were previously identified, planning is now supported effectively by the National Numeracy Strategy. The framework for the national initiative for literacy similarly informs planning for the English curriculum. These frameworks are well used by teachers when planning for pupils with identified needs, such as those learning English as an additional language and those on the Code of Practice register of special educational needs. Taught time in both key stages is above that recommended, especially at Key Stage 2. Less time is allocated to English currently than the percentage recommended, but time for mathematics is greater and reflects a continuing priority given to numeracy in the school's development planning. Supplementary time (7.5 per cent) is used for activities such as circle time (in relation to personal, social and health education) and physical education. It is clear that the school allocates curricular time with great care. Nevertheless, the need to deliver national initiatives constrains time available to other subjects. The school organises 'booster' classes in literacy and numeracy for Years 5 and 6 pupils found in need of extra help with their learning. These are undertaken out of school time and are well attended.
29. Overall, curricular provision throughout the school has improved since the previous inspection. Planning is now of good quality. Procedures for medium and short-term planning have improved and planning is monitored regularly either by subject co-ordinators or through key stage meetings. In addition, the school has worked to cover all elements of art, music and design and technology. It has improved provision for information and communication technology to good effect.
30. There is a high commitment to equality of opportunity consistent with the school's Christian ethos. The curriculum provides good equality of access and opportunity for all its pupils. Provision for pupils with special educational needs and for pupils with English as an additional language is good. Pupils with identified needs are very well integrated into classroom activities. At times, pupils on Stages 4 and 5 of the Code of Practice register of special needs are withdrawn for specific purposes. Such purposes are carefully matched to pupils' individual education plans and take good account of classroom learning as appropriate. The co-ordinator for special educational needs also works with groups outside classrooms for quite clearly defined purposes, well matched to meeting curricular goals. For example, she takes a small group of Reception pupils to work on aspects of communication, language and literacy development and so monitors these pupils' progress regularly to support future planning. Good developments, to include higher attaining pupils within the scope of special educational needs provision, have taken place. The co-ordinator also supports pupils so identified as part of her planned programme of work.

31. Provision for personal, social and health education is satisfactory. It is provided mainly through subjects such as physical education, religious education and science. It is a more formal part of the curriculum for older Key Stage 2 pupils. For example, sex education is provided in Year 6 and drugs education is delivered in Years 5 and 6 with the aid of a team provided by the local education authority and a theatre group. Year 6 also has an active involvement in a 'Junior Citizen' programme and takes part in a range of activities to prepare them for secondary education. The local police cover other aspects, such as personal safety, with good quality presentations. These generate lively discussion and good learning and are thoroughly enjoyed by pupils. The good relationships frequently seen between teachers and pupils ensure that topics of concern can be raised in 'circle time' or in class discussions. So, pupils in Year 6 speak positively about such opportunities as a means of resolving problems that may arise (for example, during break times). However, while subject-based and less formal approaches to personal, social and health education contribute effectively to pupils' understanding and well-being, there is some inconsistency in provision across year groups.
32. Provision for extra-curricular activities after school or during lunch breaks is satisfactory. The school does well in attracting business sponsorship and professional support to aid these activities, especially in sports. (Links with the local education authority's Sport Development Initiative are an example). Sporting activities include basketball, cricket, rugby and tennis. There is also a mixed gender football group. There is a popular and effective club for drama after school and a lunch-time writers' club for pupils with an interest in developing their skills. A specialist art therapy group is being established for pupils who might benefit from the creative experiences it can offer. This follows from a successful club activity run during last year.
33. The school makes effective use of its locality for visits and for curriculum projects in subjects such as history and geography. It also has good community links enhancing the curriculum, including close ties with St Michael's Church and its clubs and the local police. Events in the school include presentations from local Church of England secondary schools in preparation for secondary transfer. Secondary pupils visit the school for work experience. Visits to the seaside and the Year 6 school journey for outdoor pursuits and studies relating to the geography curriculum are regular features. There is good liaison with initial teacher training establishments, including the Middlesex University and the Urban Learning Foundation.
34. Provision for pupils' spiritual, moral, social and cultural development is good. Pupils' general demeanour shows that they feel valued, that they know their opinions and feelings matter and that respect for others is important. A code of behaviour is firmly but fairly maintained to generate a positive attitude to work, the development of a sense of self-discipline and a sense of responsibility.
35. Provision for spiritual development is good and reflects aims and values founded on Christian principles. Assemblies provide good opportunities for reflection, prayer and for learning about a higher being as part of the exploration of well-chosen themes such as 'the Creation' (which was linked to the growth of all living things). Pupils show reverence for prayer and reflection, whether in assemblies or in the classroom. The prayers they write themselves show thought for others and for animals. Hymn singing is a joyous and spiritually uplifting experience.
36. Provision for moral development is good. Pupils are taught to care for one another as well as for others in the wider world. Unkindness is very rare. Pupils like class discussions of topical issues, which fit well into the school's approach to moral teaching. They show a good awareness of the Bible's ten commandments and how these relate to school rules. Pupils grasp the purpose and value of rules, realising that, without them to organise the school community, they might feel "unsafe" or "would not be happy". Adults provide good role models in relation to moral development and the pupils' understanding of right from wrong. Pupils say they respect teachers for praising and awarding sanctions fairly.
37. Provision for social development is good. Bullying incidents are rare and teachers generally handle and resolve bullying issues well, whether through individual or class discussion. Pupils know classroom routines and are learning good personal organisation skills. Pupils of all ages take seriously the small responsibilities they have in their classrooms. All classes take turns in preparing and practising presentations for assembly, which encourages team work. Older Key Stage 2 pupils have more formal responsibilities, volunteering to look after younger pupils and teaching them playground games. They clearly enjoy these responsibilities which they carry out independently. In Year 6, there are good

opportunities for pupils to develop research and organisation skills in work related to the 'Junior Citizen' programme. Pupils' successes, (including the successes of pupils with special educational needs) are recognised and celebrated by all.

38. Provision for cultural development is good, marking an improvement since the first inspection. The school celebrates its very diverse cultural community in its curriculum and its displays, and in its selection of resources. It makes good use of visits to museums and places of interest. Visitors include local residents who share their experiences of, for example, life during the Second World War. The art, music and physical education curriculum are useful vehicles for promoting cultural awareness, for example, music for dancing is selected from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures for child protection and for promoting pupils' wellbeing and health and safety are good. All staff, including those new to the school, are fully aware of child protection procedures. Pupils feel valued. They respect the advice they get from their teachers. Parents find it easy to approach teachers with any concerns about their children's personal progress or welfare. The quality of care children receive in the Foundation Stage ensures that their early experiences of school are very happy ones.
40. Procedures for introducing children and their parents to the school are planned effectively to allow new children to settle quickly into school routines. Consideration is given to those in the Reception class who have not attended nursery school and who may, therefore, find new experiences especially daunting. Time is devoted to the needs of each individual, particularly to those who are not making as much progress as expected. Throughout the school, teachers know their pupils well. Good procedures are in place for the early identification of pupils experiencing difficulties or who display particular talents. Bilingual pupils and those identified for special educational needs provision, including pupils with Statements of special need, are monitored consistently by staff with specialist skills. Assessment information is used effectively to determine learning needs and the deployment of additional support. Targets for pupils on the Code of Practice register relate well to pupils' individual education plans, both in relation to academic development and (where behavioural problems are highlighted as a concern) to emotional and social development. Links with outside agencies are good and serve to promote the wellbeing and progress of pupils with identified needs. The school now has good procedures for determining the needs of its higher attaining pupils and making additional provision for these. It is aware that the learning needs of its high proportion of pupils of African and African-Caribbean heritage would be better served if staffing reflected the make-up of the school. Currently, these pupils have no adult role model to confirm their experiences beyond school and raise their sense of self-identify and self-esteem.
41. Procedures for monitoring pupil's academic progress and personal development are satisfactory overall with some evident strengths. For example, there are good systems for keeping track of each child's progress in the Reception class and the information is well used when planning future work. Assessment procedures in Key Stages 1 and 2 are also good. The school analyses all test and assessment information carefully to inform decisions about its target setting, both for school purposes and for pupils individually. Thus, it has identified the need to focus on raising achievement in particular groups (as with boys' writing). In light of its success in reaching targets set in English and mathematics, the school reassessed the current year's targets. These are based realistically on teachers' knowledge of the Year 6 cohort. Targets set for pupils individually (which mainly address improvements in mathematics and English) take appropriate account of weaknesses identified through the analysis of data. However, they are not recorded for easy reference in lessons and pupils are not clear about their purpose. As a result, review of targets is at a very early stage. The marking of pupils' work is inconsistent and variable in quality. It seldom gives pupils insight into what they do well and how they might make improvements. The school values pupils' talents in art, music and sport as well as their academic skills and pays good tribute to pupils' success in all spheres of learning. Pupils enjoy talking on a personal level to their teachers about their progress.
42. There are good procedures for monitoring and promoting good behaviour. A behaviour policy provides sure guidance to the school's approach. The policy is based on principles of justice – that is, teachers wish to be fair in dealing with difficulties. Pupils are encouraged to accept more responsibilities as they grow older and to rely less on supervision of routine tasks. Teachers' generally high expectation

of behaviour ensures that lessons proceed with purpose in most cases. On the few occasions where expectations of good behaviour are over-prescriptive, lesson pace suffers and a flow of activity is interrupted. This was seen, for example, in a science lesson in the upper Key Stage 2. Past difficulties at lunchtime, experienced by midday supervisors in managing the behaviour of older pupils in the later key stage, have been addressed successfully. The school is aware of the need to continue monitoring this situation to ensure that practices established during In-service sessions in line with the behaviour policy are maintained.

43. Procedures for monitoring attendance are satisfactory, but they are not consistently applied. Almost all parents can account for their children's absences. However, their notes or communications are not recorded in registers in all classes, so that it becomes difficult to report authorised and unauthorised absence accurately. Punctuality, particularly in the lower school, is variable. Letters to parents have an immediate effect, but this effect is not always sustained. The Education Welfare Officer visits the school regularly. There are no pupils on the registers whose attendance is giving cause for concern.
44. The school's health and safety policy is thorough. Accidents and injuries are treated promptly, records are kept and parents are informed as appropriate. Pupils' health education awareness and the need for physical exercise are suitably emphasised in physical education lessons by teachers and expert coaches who come into school. Staff and governors carry out regular inspections of the premises and defects are noted and dealt with immediately. However, a health and safety issue identified in the previous inspection is still unresolved. This matter is not in the control of the school. It concerns repairs to a wall at the rear of the school playground where a considerable amount of rubbish and rotting vegetation has accumulated between the wall and the temporary fencing, creating an unsightly health hazard.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The previous inspection report was favourable and raised no major concerns about home-school links. This remains true. The school's partnership with parents is good. Parents support the school and appreciate teachers' dedication. They say the teaching is good and they value the high expectations the teachers have for their children. A majority of parents feel welcome in school. Arrangements for admission to the Reception class are good and include interviews with parents and a carefully managed start for each child, during which parents are welcome to stay until they are confident that their child is settled.
46. The quality of information produced for parents is good. Most parents state they are happy with the way the school communicates with them and with the information they receive. This view is supported by inspectors' findings. The governors' annual report is interesting and informative and newsletters keep parents well informed of what is happening. The school takes good heed of the needs of parents for whom English is not a first language. For example, information is translated into the main languages represented in school when this proves necessary. In addition, meetings are conducted through interpreters when parents express such a preference. Displays in classrooms and about the school are often of a high standard. They help parents to see and understand what their children are doing as well as displaying samples of good work.
47. Most parents state that they are well informed about their children's progress. A significant minority express concern about this. It is evident, however, that some of these latter are not altogether clear about the different opportunities the school provides for learning about how their children are getting on. Inspection findings support parents' positive views. Pupils' annual reports give details of what pupils know and standards reached. Parents say the writing of reports is not always personal to their child and this view is upheld by inspectors' scrutiny of reports. These do not yet include targets set for pupils and although they explain how a pupil can improve, they give parents no advice about how to help their children. Pupils' reading records provide a good school-home link. They are well used, particularly in the younger classes to communicate parents' assessments of their children's reading. Parents and carers make a valuable contribution when they share the reading books that their children regularly take home.
48. Parents with children identified as having special educational needs, including those with Statements of special need, are well informed of their children's progress. Included in this information passed to parents is the early identification of such needs when teachers first become concerned that learning is

not proceeding as smoothly as one might expect. Parents are fully involved in reviewing individual education plans and in adjusting targets, as necessary. Parents with children on the later stages of the Code of Practice register of special needs are properly involved in relevant review procedures.

49. There is a small but active Parents' Association, which raises worthwhile sums for school activities. These sums are used well for projects designed to improve the school's quality of education. For example, parents' helped to provide the very good range of climbing equipment in playgrounds. Staff and parents worked hard on a joint enterprise to improve the appearance of the outside environment by building a pond and planting trees at the front of the school. As well as enhancing the appearance of the school, these facilities promote classroom learning (as when pupils study pond life in science). The school can rely on regular volunteers who help in teaching the recorder, by hearing individuals read and on school study visits. This is much appreciated by school staff. A minority view states that the school does not work sufficiently closely with parents, so school staff are seen as 'distant' and not very approachable. Inspectors support the positive views put forward by a majority (expressed in responses to the questionnaire and at the parents' meeting prior to the inspection).
50. The school works hard to organise evenings to tell parents about aspects of the curriculum, but has had limited success with this. Such events are not as well attended as regular review meetings. In the review meetings, parents value highly opportunities to discuss their children's progress with class teachers and with other specialist staff, as appropriate. They also appreciate class teachers' readiness to talk informally when something concerning 'crops up' during a term. Similarly, parents value the way the headteacher is always available to discuss concerns they may have and are pleased that he listens carefully to what is said. If an issue is of general concern, the head is careful to gather all facts before taking action. Once a course of action is determined, it is pursued diligently. This was the case, for example, when parents raised anxieties about relationships between older pupils and supervisory staff at lunchtime.
51. The school has close links with the local community and members' involvement with the school is actively encouraged. The school also benefits from close ties with the church. Visits by the Rector (who is also Chair of governors) and his curate are a regular feature of assemblies and school life more generally. Visitors to school make a very real contribution to the curriculum. Pupils welcome visitors in a friendly way and their regular contact clearly helps pupils' personal and social development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership provided by the headteacher is good. He is well supported by members of the governing body and senior management team. He has a clear view of the school's strengths and weaknesses. Due to his leadership and improvements agreed with his senior management team and subject co-ordinators in their roles, the school has made good progress in addressing issues noted in the last inspection report. Although co-ordinator roles have been strengthened, the role of the deputy headteacher would benefit from further clarification, so that all key members of staff are fully involved in guiding the school forward with energy and unity of purpose.
53. The headteacher's strong commitment to equal opportunities and to the value placed on each individual underpins the school's Christian ethos. He is well regarded by staff, governors and parents, who admire his success in generating a climate where pupils of all abilities and backgrounds mix happily. Communication is good and staff work well together in their determination to lift standards. Senior managers are knowledgeable about all aspects of the school's work through formal and informal meetings, allied to a range of monitoring activities. The headteacher follows a planned programme of observations of classroom teaching and learning practices throughout the school. Senior managers are also involved in this work, especially as it relates to the implementation of government initiatives for English and mathematics and the development of information and communication technology. In addition to monitoring teachers' planning, most co-ordinators have observed teachers and pupils at work in their subjects. The school's review of provision as well as its analysis of test results has rightly led to the identification of science for development purposes. The crucial areas of special educational needs and support for pupils who speak English as an additional language are led and managed effectively. The co-ordinator for special educational needs and a teacher from the local education authority's service for minority ethnic pupils each work closely with the headteacher. He gains a good oversight of provision through adopting this partnership approach. Decisions about the needs of pupils and the deployment of limited teaching resources to meet these are thus well understood by all

involved. The very good management of such areas plays an important part in ensuring that the pupils concerned reach standards commensurate with their capabilities. The importance accorded to special educational needs is highlighted by the co-ordinator's inclusion on the senior management team.

54. The governing body fulfils its statutory responsibilities and is very supportive of the headteacher and staff's work. It is well co-ordinated through committees with defined terms of reference and its action plan has evolved from priorities in the school development plan. A combination of good quality information from the headteacher and from visits to the school gives governors a sound knowledge of the school and areas which need developing. Added to this, a significant number of governors work in the school, importantly supplementing their knowledge of what needs to be improved. The governor for special educational needs is particularly committed to her responsibility. She takes a keen interest in monitoring events and reporting back to the governing body. The finance committee monitors the budget carefully to ensure that funding is available to meet the school's priorities.
55. The school development plan is a plainly written, working document based suitably on an audit of the school's current position. The school finds it difficult to plan for the long term because it is never sure of what its allocated budget is to be. It, therefore, sets targets pragmatically within periods of a year. The involvement of staff and governors in development planning means that educational priorities are designed to move the school forward. Procedures for monitoring and evaluating the extent to which these priorities are achieved, however, are not fixed sufficiently on improving standards in teaching and learning. Science, for example, which the school currently and rightly identifies as a focus for attention, lacks these relevant monitoring procedures.
56. Educational developments are supported through careful financial planning. The school has good structures in place to ensure the strategic management of its resources. There were no recommendations for improvement in the last auditor's report. The school always seeks best value for money in its spending which helps the school reach its objectives. Specific grants for pupils with special educational needs and those who speak English as an additional language, as well as grants for numeracy and literacy, are clearly designated and efficiently used. Good financial control is complemented by efficient school administration. The administration officer provides an efficient service and always has a warm welcome for pupils, parents and visitors. The site manager efficiently makes sure that the school is well maintained. Effective use is made of staff, accommodation and learning resources to support pupils' learning.
57. The school's clearly detailed aims have been developed and agreed collaboratively. They are relevant to its mission and form a centrepiece for what is generally a shared sense of purpose. The school successfully meets its aims. Policies, such as those for improving pupils' behaviour and teaching and learning, have arisen through detailed consultations with staff. The appraisal system is good so that teachers' personal development needs are properly met. Staff members at all levels benefit from regular in-service training, well aimed at supporting their professional development to meet needs identified in school development planning or through the appraisal process. There is a clear induction programme for newly qualified teachers. These members of staff gain considerably from an openness of staff-room relationships. Newcomers are welcomed and helped by experienced colleagues. The formal system set up for mentoring purposes does not work so effectively.
58. The school's own strategies for improvement, together with the introduction of national literacy and numeracy strategies, leave it well placed to raise standards and to meet development priorities. The school uses new technology with increasing effect. Office systems are well supported by technology, which is becoming prominent in classrooms following improvements to provision.
59. Teachers and support staff are well matched to curricular demands and the age-range taught. They are suitably qualified. However, staffing does not reflect the make-up of the school, since a high proportion of pupils are of African or African-Caribbean heritage and all staff members are white. The school is aware of this deficiency and wishes to redress imbalances with new staff. Parents rightly raised this issue as important, knowing it is intrinsic to securing good levels of self-esteem for their children and generally improved standards. Currently, the headteacher acts as a 'caretaker' co-ordinator for art and music, which places an additional burden on his workload. Plans are in hand to resolve this difficulty in relation to art. The school is rightly anxious to achieve similar success with music in order both to relieve pressure on the headteacher and to ensure that the good standards established are maintained through focused monitoring and support. Staffing levels to suit pupils with special educational needs

and those learning English as an additional language are adequate. Cuts in time, owed to tight financial constraints, have led to a radical reappraisal of deployment of available staff in both these areas. For example, the co-ordinator for special educational needs cannot support pupils on the early stages of the Code of Practice register of special needs in lessons or small groups outside the classroom as regularly as was once the case. Monitoring of such pupils' progress is now mostly achieved in the co-ordinator's own time through other means.

60. Accommodation is used to the full. Classrooms are good working environments with very interesting displays linked directly to curricular themes. Classrooms and the hall are of a reasonable size. They are well maintained and provide adequate learning spaces. Areas available for children under five combine as a stimulating and well-maintained place for those children to work and play. Accommodation for these youngest children is being improved imminently through the provision of a covered outdoor space.
61. Resources are generally sufficient, well-chosen and of good quality. In some subjects, resource levels are good, as in history where a stimulating range of artefacts underwrites staff planning. Library provision is good, with a small area downstairs for the younger pupils and a larger room upstairs for pupils in Key Stage 2, both suitably stocked with a range of books matched to pupils' ages. These are mostly fiction for the younger pupils with a mixture of fiction and non-fiction for pupils in the later key stage. The school is widening the scope of its non-fiction material as a means of encouraging boys' interest in reading. The school has adequate information and communication technology resources, although computers are sometimes switched on throughout lessons then not utilised. The school makes good use of limited outdoor space. For example, there is an attractive pond in the front playground, well used for lesson purposes, and a range of climbing frames which pupils enjoy using and find challenging.
62. At the time of the last inspection, the school was reported to be giving satisfactory value for money. The school now gives good value for money. This judgement takes into account pupils' personal circumstances and prior attainment, the quality of education provided, pupils' attitudes, behaviour and personal development, improvement since the last inspection and the outcomes of education in terms of standards achieved. It also takes into account the unit cost of education, which is average for a school of this type.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should ensure that:

- High standards of teaching frequently observed are reached more consistently across the school, by:
 - improving teaching in science in order to raise levels of attainment; and
 - monitoring teachers' management of pupil behaviour more rigorously.

(paragraphs: 3, 5, 21, 22, 23, 24, 42, 78, 87, 89, 92)

- Targets set for pupils are clearly referred to during lessons.

(paragraphs: 9, 41, 77, 83)

- The deputy head's role is clarified and sharpened.

(paragraph 52)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in an action plan. These are indicated in paragraphs: 25, 43, 53, 59, 67.

- Procedures in place for monitoring pupil absence and punctuality should be followed more strictly
- The deployment of the co-ordinator for special educational needs should be reviewed.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH SPECIAL EDUCATIONAL NEEDS

63. Provision for all pupils identified as having special educational needs is good. Pupils reach standards at least in line with their prior attainment. Pupils with Statements of special need reach standards better than might be expected at times. The school's emphasis on equality of opportunity for all pupils ensures their integration into all aspects of school life as far as practicable. At times, the nature of the needs identified means that pupils are taught outside classrooms. Decisions about such matters are always taken by reference to identified needs and the way these are seen to affect the learning targets set for these pupils.
64. The very good quality of the leadership and management for this area is a notable strength. The co-ordinator for special educational needs is a senior manager working in close partnership with the headteacher. Her high profile gives her a strong position from which to oversee provision across the school and to be well informed about more general teaching and learning practices relating to special educational needs (such as how teachers' planning affects pupils with identified needs). Partnership further ensures that the headteacher is kept properly informed about all aspects of work, so that decisions affecting the deployment of staff are jointly undertaken and understood.
65. The early identification of pupils giving cause for concern in the Reception class leads to good levels of monitoring by the co-ordinator in liaison with Reception staff. In addition, the co-ordinator works with pupils regularly. Subsequent decisions about their learning needs are thus made from an informed position. High attaining pupils with special talents are now encompassed by special needs provision. The co-ordinator works with these pupils to good effect as part of her planned programme over the course of the school year. She has a very good grasp of how teachers utilise pupils' individual educational plans through her rigorous monitoring of these. Monitoring also allows pupils to move along (or off) the register as targets are reviewed regularly. Targets in individual education plans are set out in achievable steps and are adjusted in line with review decisions.
66. Teachers' planning for pupils on the early stages of the Code of Practice register of special needs takes suitable account of pupils' individual education plans through work matched to different levels of attainment. Planning is detailed in relation to targets set for pupils on Stages 4 and 5 of the register. This is especially true for a pupil with communication difficulties, where a tightly structured day is deemed necessary to meet his needs. The co-ordinator provides a good exemplar of practice in her work with individuals and small groups as well as in her work as a class teacher for part of the week. She has high expectations of *all* pupils and makes these clear. Pupils with special educational needs, including those with Statements of special need, know the parameters set and respond well to these. Teaching by specialist support staff ranges from satisfactory to very good. Where the latter is seen, support staff show good levels of involvement in managing and supporting pupils. They are calm and cheerful, but firm about what is to be done. Consequently pupils, including those with Statements of special need, often do better than might be expected. For example, they sit and listen quietly, and take part in whole-class sessions for longer than usual.
67. Outside agencies are well used by the school. They are involved with pupils at each stage of assessment and review, as necessary. The school works to involve parents from the time when concerns are first highlighted about a child's progress. The co-ordinator is meticulous in ensuring that review procedures are followed correctly and that everyone involved has a good insight into the process and subsequent outcomes. The co-ordinator's time has been cut over the past two years because of tight financial controls. This has meant a greater proportion of time spent in class teaching, with a subsequent loss of time to specialist practice during the working day. The co-ordinator strives hard to overcome the difficulties this cut-back has presented. But it is still the case that she now has less 'hands on' contact with pupils on the early stages of the Code of Practice register of special needs and so spends less time working alongside colleagues in classrooms where her good practice can be seen. The impact of this reorganisation is lessened because of the co-ordinator's personal commitment and readiness to spend her own time on important matters having to do with special needs' pupils. The school is nevertheless rightly concerned about what has been lost through the cut-back.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

68. Provision for pupils learning English as an additional language is good. Pupils make good progress. Consequently, they frequently reach standards at least in line with their monolingual peers. Where this is not the case, it is owed to pupils' late entry in to school with little, or no, English. Pupils may also have other learning needs than those associated with acquiring new language skills. At times, pupils reach standards better than might be expected considering their knowledge of English on entry to school.
69. The support provided through Ethnic Minority Achievement Grant funding, whilst limited, is of very good quality. The relevant teacher works in partnership with the headteacher, so her time in classrooms is maximised - both to work with pupils and to exemplify good practice to colleagues in the planning and delivery of lesson content. The support teacher also liaises with class teachers on all aspects of planning in those lessons where support is given, to make sure pupils are well integrated into these. Very good working partnerships have evolved through such practice, to the benefit of all pupils but, especially, bilingual learners, whose self-esteem is well-guarded by their being able to make progress on a par with their peers. Class teachers have also gained substantially in professional understanding of bilingual pupils' needs through this collaborative approach. Their improved understanding helps teachers' planning when support teaching time is not available. Time is allocated to classes throughout the school across the year, since approximately a third of each year's cohort is put aside for support teaching purposes.
70. Pupils seldom enter school without any knowledge of English, but many are at an early stage of English language acquisition. In light of cuts to provision, difficult decisions had to be made about the deployment of a valuable resource. Consequently, support teaching is allocated to classes in 'blocks' of time rather than being spread across classes week by week. This approach has given very good impetus to developments related to partnership teaching. Priority is placed sensibly in the Autumn term on the Reception class, so that its class teacher is supported by specialist expertise in assessing the English language learning needs of new entrants. The support teacher also collaborates with class teachers during this first term to assess pupils' progress in line with assessment criteria used by the local education authority. Results from these assessments are analysed carefully as a way of determining weaknesses in individual pupils' progress. The support teacher is readily available to give advice to colleagues about meeting pupils' needs. Her knowledge of classroom teaching and learning practices through her collaborative work with staff is valuable in this regard.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	33	33	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	203
Number of full-time pupils eligible for free school meals	41

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	72

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	14
	Girls	14	15	16
	Total	26	26	40
Percentage of pupils at NC level 2 or above	School	87 (84)	87 (75)	100 (72)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	13	15	14
	Total	24	27	26
Percentage of pupils at NC level 2 or above	School	80 (88)	90 (66)	87 (69)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	17	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	9
	Girls	13	12	14
	Total	23	22	23
Percentage of pupils at NC level 4 or above	School	79 (71)	76 (54)	79 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	11	11	10
	Total	20	20	19
Percentage of pupils at NC level 4 or above	School	69 (61)	69 (61)	66 (57)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	56
Black – African heritage	62
Black – other	0
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	2
White	71
Any other minority ethnic group	6

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)	8.9
Number of pupils per qualified teacher	22.8
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	165

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/00
	£
Total income	447,833
Total expenditure	456,710
Expenditure per pupil	2,250
Balance brought forward from previous year	8,068
Balance carried forward to next year	-809

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	4	0	0
My child is making good progress in school.	43	48	9	0	0
Behaviour in the school is good.	44	44	9	0	0
My child gets the right amount of work to do at home.	31	44	17	4	2
The teaching is good.	41	50	0	0	9
I am kept well informed about how my child is getting on.	35	35	22	7	0
I would feel comfortable about approaching the school with questions or a problem.	57	33	7	0	2
The school expects my child to work hard and achieve his or her best.	56	41	4	0	0
The school works closely with parents.	39	43	13	6	0
The school is well led and managed.	52	37	6	0	4
The school is helping my child become mature and responsible.	41	50	4	0	4
The school provides an interesting range of activities outside lessons.	30	24	30	6	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal and social development

71. Children's personal and social development is given high priority and underpins all the work in the Reception class. Teaching in this area of the curriculum is very good. Children settle well into the basic routines of a caring and safe environment where high expectations are fostered. They are encouraged to listen to others, to share, to take turns and to relate positively to adults. As a result, strong all-round relationships are soon forged. During the inspection, children were observed changing on their own with some speed for physical education lessons, illustrating the stress placed on lifting children's self esteem by boosting their confidence and independence. Children respond positively to new challenges, displaying enthusiasm and enjoyment in their work and play. They listen attentively, soon able to sustain concentration for long periods. They behave very well and gain a good understanding of right and wrong. Well-structured activities support children's personal and social development effectively, encouraging children's co-operative play and consideration for others. Children make good progress in this area and most are set to achieve the early learning goals by the end of the Foundation Stage. Bilingual children make very good progress and attain at least in line with their peers. Those with special educational needs also make very good progress and attain in line with their prior learning.

Language and literacy

72. All children make very good progress in all areas of language, because of the very high quality teaching. A significant number have a poor vocabulary on arrival in school and are not able to engage in extended conversations with adults. Rich opportunities are provided for children to improve their speaking and listening skills through stories, poems and rhymes. For example, in a story telling session, children listened awe-struck as the nursery nurse read to them the story of 'Mrs Honey's Hat'. They were held spellbound by her reading skill. As a result of such very high quality teaching, children of all abilities become enthusiastic about books and can retell stories they have heard. Their writing is developing well. They are able, regularly, to exercise simple writing skills in the 'Writing Corner'. Most can start their names with a capital letter. Children make very good progress through the competence in teaching the basic skills of reading and writing found in both adults who teach them. The priority given to early reading and writing skills is evident in many activities across areas of learning. Evidence shows that most children achieve expected levels by the time they are five, including those children for whom English is not a home language. Children with special educational needs attain at least in line with their prior learning.

Mathematics

73. Mathematics teaching is very good. Children learn to count with increasing confidence and 'investigate' numbers well. In one activity, very good learning resulted from pupils ordering days of the week. Children are given many interesting tasks to consolidate new learning, including reciting nursery rhymes such as 'Sally Go Round The Sun'. Adults introduce mathematical language very effectively, so children soon begin to recognise and name shapes such as circles, triangles, cuboids and prisms. They use terms such as 'more than' and 'less than' appropriately. They learn to write numbers and become familiar with the concepts of addition and subtraction for numbers to 10. A good range of practical activities helps sharpen children's grasp of number, shape and measures. All make very good progress in this area of learning and most, including those learning English as an additional language, are set to reach expected levels of attainment in relation to the early learning goals by the end of the Foundation Stage. Children with special educational needs reach standards in line with their prior learning.

Knowledge and understanding of the world

74. Due to the high quality of teaching, children under five make very good progress in their knowledge and understanding of the world and most reach learning outcomes expected by the age of five. This

includes those children for whom English is an additional language. Children with special educational needs make similar progress to their peers and attain in line with prior learning. Children talk with interest about events taking place in and out of school. Well planned activities, such as nature walks about the school environment, visits to Alexandra Palace, to the local shopping area and to the seaside, are successfully adapted to their growing knowledge of nature and of the world around them. As a result, they talk about features of the local environment and are able to express their own personal views. During the inspection, children were seen planting seeds as they discussed with adults and each other conditions needed for the seeds to grow into plants. They observe the passing of the seasons and describe the weather. Information and communication technology skills are very well taught. Children were observed opening programs on computers and manoeuvring a mouse skilfully to move objects on a screen. They could deal with colour by using the 'fill' facility. They gain a good insight into their own personal histories through talking about photographs and toys.

Creative development

75. All children make very good progress in creative development. There is a very good balance between guided activities and opportunities for children to apply their own ideas freely. They paint and draw with increasing control, as when they use a mixture of techniques to make cards for 'Mother's Day'. They experiment with mixing paint for a desired effect. There are many opportunities for children to work freely in the well-designed art corner. Imaginative play is stimulating and children involve each other in related activities. They are taught many songs and rhymes to reinforce their learning across the curriculum. In music lessons, they experiment with different musical instruments to make sound patterns. In a very good dance lesson about growth, they were very well motivated, using imaginative and controlled movements, showing, for example, how a caterpillar changed when it became a butterfly. Such experiences make a good contribution to children's spiritual, social and cultural development. Most children, including bilingual learners, are set to reach the early learning goals by the end of the Foundation Stage. Children with special educational needs are set to achieve at least in line with prior attainment.

Physical development

76. Children make good progress in developing physical control, mobility and awareness of space. Physical education lessons in the school hall and playground allow children to learn to move in space, improve their balance and develop physical skills. In these lessons, the teacher and nursery nurse make sure that children are safe, but at the same time encourage independence. However, provision for frequent and free physical outdoor play with a range of large toys and climbing apparatus is inadequate, at present, because of restrictions on access to outdoor play areas. So children's attainments in this aspect of physical development are barely in line with what is expected when they are five. Nevertheless, fine motor skills are well developed, as children use tools such as scissors, crayons, and construction kits in their work. Overall, children are set to achieve the early learning goals by the end of the Foundation Stage with strengths evident in the development of fine motor skills. Children learning English as an additional language achieve on a par with their peers. Those with special educational needs succeed in line with their prior learning, because of the good quality support they receive.

ENGLISH

77. Standards in English are satisfactory, overall, for seven and eleven year olds. This is a similar finding to that of the previous report. However, the picture is rather more complicated than this comparison suggests, since a greater proportion of pupils gain results at higher levels in statutory tests at the end of both key stages than was previously the case. Results over time fluctuate dramatically in both reading and writing at Key Stage 1, but especially in writing, and in the English tests at the end of Key Stage 2. These fluctuations illustrate differences in cohorts in a small school year-by-year (see paragraph 6). Overall, the trend, over time, shows the school's average points' score for English to be broadly in line with national trend for pupils of eleven years of age. Pupils learning English as an additional language make good progress and frequently achieve at least in line with their monolingual peers. Pupils with special educational needs, including those with Statements of special need, also make good progress. Through the frequently good quality support they receive, these pupils build successfully on prior learning and achieve in line with prior attainment.

78. In the 2000 statutory tests, seven-year-olds succeeded broadly in line with pupils in all schools at the expected Level 2 and the higher Level 3 in reading. However, results in the upper range of Level 2 were very poor compared to results, nationally. Consequently, the overall points score places pupils as below the national average, overall, in reading. In writing, pupils succeeded broadly in line with pupils in all schools at the expected Level 2, including in the upper range of this level, and the higher Level 3, putting them in line with the general average when scores are aggregated. When pupils' results are compared to those of peers in similar schools, attainment in reading is broadly in line with these peers' results. However, this observation hides the fact that pupils reached above average standards at the expected Level 2 and the higher Level 3. Their overall points' score is detrimentally affected by below average attainment in the upper range of Level 2. Pupils' results in writing are above those of peers in similar schools at all levels. In common with national trends, boys did less well than girls in reading and writing and results for both are below national levels for their gender over three years, especially in writing. Teachers assessed pupils' speaking and listening skills as below the national average at both the expected Level 2 and the higher Level 3.
79. In the 2000 statutory tests at the end of Key Stage 2, pupils succeeded broadly in line with pupils in all schools at the expected Level 4 and the higher Level 5, giving an average points' score close to the national average. Pupils' results are well above the average at both levels when compared to the results of peers in similar schools, as reflected in the above average points' score result. Over three years, boys' achievement is similar to that of girls in the school and better than the averages for boys nationally. Over this period and against the national trend, girls achieved less well than their peers.
80. No significant differences were found in the attainment of different groups during the inspection. Findings largely support the picture represented by 2000 statutory test results at both key stages, although pupils are judged to achieve good standards in some aspects of the curriculum by eleven. For example, they develop good speaking and listening skills in a range of activities across subjects and higher attainers gain good levels of fluency in reading. By the end of Key Stage 1, pupils are also judged to achieve better standards in speaking and listening than predicted by teacher-assessments in 2000. They build well on earlier learning and confidently express their views by seven, as well as joining in question and answer sessions at the start and end of lessons for different curricular purposes.
81. The school has identified underachievement in boys' writing and in the performance of pupils of African Caribbean heritage through its analysis of data. It is taking appropriate action to address such underachievement. For example, a focus on boys' writing at Key Stage 1 has led to notable improvements, such that results in the latest statutory writing tests were better than results in reading. The increased use of small 'notepad' computers in Key Stage 2 is having a positive spin-off in raising boys' opinions of writing, leading to more success with tasks set. In light of this success, the school is planning to increase this provision. Also, by continuing to address an issue pinpointed in the previous report, the school is working out good strategies for challenging higher attaining pupils. The co-ordinator for special educational needs now includes these pupils for support teaching purposes in her group work, often choosing literacy tasks as a medium. She also runs a lunch time writers' club for those pupils who enjoy or have special talents in writing. The National Literacy Strategy is well established and more time given to literacy skills for extended writing purposes is proving beneficial. The English curriculum is broad and balanced and supports the work of other subjects appropriately.
82. The school pays good attention to developing pupils' speaking and listening skills. For example, in a Year 1 lesson, drama was well combined with music to help pupils speak clearly with audience awareness, leading later to a good performance in a school assembly. In Year 2, pupils listened intently to a teacher's introduction to work on 'opposites'. They responded keenly with good examples of their own. By the end of Key Stage 2, pupils have a sharp awareness of the different purposes and styles of spoken language. They listen very well, answer questions, using correct subject terms, and can give good explanations for events and ideas. For example, pupils showed a keen appreciation of the kind of language they can use when writing a formal letter to an official. Pupils with special educational needs are helped to join in discussions in all classes. They frequently make pertinent contributions. Pupils with English as an additional language benefit from the quiet attentiveness of their peers during lessons and contribute effectively once they speak English confidently. Those at a relatively early stage of English language learning also benefit from very good quality support. This was seen with a Year 6 pupil who was able to participate fully in a letter writing activity.

83. By seven, standards in reading are satisfactory, overall. Higher attaining pupils read fluently and expressively, have sound word attack skills and self-correct when meeting unfamiliar words. Lower attainers are often hesitant, but many tackle unfamiliar words, using sensible strategies, including using initial letter sounds and picture clues. A number of these older Key Stage 1 pupils have some notion of the difference between fiction and non-fiction. They realise that fiction is arranged in alphabetical order. They know terms such as 'author', 'character', 'contents' and 'index'. Such know-how is built upon effectively in Key Stage 2, so that by the age of eleven, most pupils succeed in line with expectations for their age. Higher attainers work comfortably within expected levels. They read quite complex texts with improving fluency, expression and variety of intonation. They have an awareness of character and story structure and can predict how a story might end. Pupils with special educational needs, including those with Statements of special need, make good progress. By eleven, they attain broadly in line with their prior attainment. Bilingual pupils also make good progress, enabling most to attain in line with their monolingual peers by the end of Key Stage 2. Where this is not the case, it is generally because pupils enter school during Key Stage 2 with little, if any, skills in the English language. Opportunities for pupils to develop their independent research skills are limited and not consistent across classes in the key stage.
84. By the end of Key Stage 1, pupils reach satisfactory standards in writing, broadly in line with expected levels of attainment. They write simple sentences with spellings that at least conform to the sound of words. Higher attainers write neatly, using well-constructed sentences and basic punctuation, such as a full stop and capital letters. Their spelling is mostly correct. By the age of eleven, pupils have a satisfactory grasp of grammar and punctuation and can write stories with attention to plot and characterisation. They use different forms of writing appropriately, as for example, making notes when summarising newspaper articles and rewriting formal letters and official forms in everyday language. Handwriting and presentation are satisfactory. Most pupils have developed a well-formed script by the end of Year 6, although some pupils find the mechanics of writing quite a challenge. Across the key stages, writing tasks are usually well matched to pupils' needs, including those of pupils with special educational needs and those for whom English is an additional language. The regular use of worksheets for recording answers and ideas in the literacy hour, however, is limiting and not always sufficiently challenging to meet the needs of average and higher attaining pupils. Writing tasks in other subjects, such as history, are more varied and individual. For example, across levels of attainment, pupils in Year 6 write at creditable length when creating their own versions of a Greek myth, history work being centred on the Ancient Greeks. Higher attainers use an extensive vocabulary well suited to such work.
85. Pupils' responses to literacy lessons are most frequently good and contribute to the progress they make. They concentrate well during whole-class and group sessions, are keen to answer questions and take an active part in discussions. All pupils collaborate well and share resources sensibly. They take care of and help pupils with special educational needs and those developing their command of English. Older pupils are aware that they have personal learning targets, but these are not accessible for daily reference, so their use is limited.
86. Teaching ranges from very good to unsatisfactory. It is most frequently good or very good in equal measures. In the instance where unsatisfactory teaching was seen, this was owed to difficulties in managing some pupils' inappropriate behaviour and not to the quality of the teaching of lesson content. The teaching of key basic skills is effective. Teachers have good subject knowledge and are fully conversant with the requirements of the National Literacy Strategy. They set clear teaching and learning objectives in line with these requirements. Objectives to be met are frequently displayed very helpfully where everyone can see them, as a reminder to support learning. Teachers know their pupils well and plan appropriately for different levels of need. Support for pupils with special educational needs in lessons is at least satisfactory. It is frequently better than this and is very good for pupils with Statements of special need. Support for pupils learning English as an additional language is of very good quality. Teachers generally conduct lessons at a brisk pace and use questions effectively to enhance and consolidate learning. A particularly good feature is teachers' focus on developing subject vocabulary and the use of proper terms for language. Presentations at the start of whole-class sessions are often clear and lively, so pupils are kept interested and involved. The review of learning at the end of lessons takes good account of the original lesson objective. It is very helpful in establishing what pupils have learned and highlighting problems, adding usefully to teachers' ongoing assessments during lessons. Assessment information is used well for planning purposes. Work is regularly marked and praise given where due, but comments do not always include guidance for improvement.

87. The subject is well co-ordinated. The monitoring of plans and of teaching and learning is rigorous and effective. This marks progress since the last inspection. Resources are good and aids such as overhead projectors, 'notepad' computers and mini white boards are used well in lessons. Pupils regularly use a computer for language study and to redraft their work. The school has a well-stocked library, which is used regularly by pupils.

MATHEMATICS

88. Overall, standards reached are broadly in line with those expected of seven and eleven-year-olds at the end of each key stage. In number, there is evidence of good standards at both key stages. Higher attaining pupils and some of average attainment frequently do well across the mathematics curriculum. Pupils learning English as an additional language make good progress and frequently attain at least in line with their monolingual peers. Those with special educational needs, including those with Statements of special need, also make good progress. They build well on prior learning and attain in line with their prior attainment. Despite fluctuations over time, standards have risen since the previous inspection in both key stages, but especially in Key Stage 2. They have also risen in relation to the proportion of pupils reaching the higher Level 3 at Key Stage 1 and Level 5 at Key Stage 2.
89. In the 2000 statutory tests, all seven-year-olds gained the expected Level 2 or above. Results were considerably better than those of pupils in all schools at this level, placing the school in a top five percentile banding. At the higher Level 3, however, pupils' attainment was below that of their peers in all schools. Also, a significant number of pupils achieved at the lower Level 2. Consequently, the average points' score, from an aggregation of points awarded for each level, reveals results broadly in line with those of all schools. Pupils' results at expected levels are, again, very high when compared with those of peers in similar schools. At the higher Level 3, pupils succeeded broadly in line with similar schools' results, making aggregated scores above the average of these schools.
90. At Key Stage 2, eleven-year-olds attained broadly in line with their peers in all schools in the 2000 statutory tests at the expected Level 4 or above. Results were below these peers' results at the higher Level 5, making the average points' score for the two levels below the national average, overall. When pupils' results are compared with those of peers in similar schools, the pupils are seen to gain above average scores at expected levels and to be broadly in line with these peers at the higher Level 5. Consequently, comparisons show results to be broadly in line with those of similar schools for average points' score purposes. Factors beyond the school's control affect overall results at Key Stage 2 (see paragraph 6).
91. The school sets its targets in line with information gathered through the optional Qualifications and Curriculum Authority tests in Year 4. In 2000, it exceeded its targets and so has reviewed its predictions for the current year, taking realistic account of available assessment information. It continues to highlight mathematics in its school development planning to build on its success in tackling weaknesses found in previous years through its analysis of data. It currently finds pupils of African Caribbean heritage to underachieve compared with peers, looking at test results. They score an average of one percentage point below peers. Supplementary targets have been set to bring these pupils' levels of attainment in line with peers. Inspection evidence finds no significant differences in achievement between groups. However, although pupils now have personal targets at the start of each school year, they are not clear about the nature and purpose of these. They answer vaguely when they are asked about their targets and there is no evidence of these in pupils' workbooks, or of the pupils being reminded of particular goals in lessons.
92. By Year 2, pupils have a good knowledge of numbers to a hundred. They can quickly pick out '10 more than' or '10 less than' numbers they are given for 'mental maths' on a 100 square, because they recognise the pattern of numbers in each column. Once they grasp the nature of questions, higher attaining pupils do not need such prompts. Pupils have a good knowledge of how to collect information for pictograms. They know that charts have vertical and horizontal axes and that these must be labelled as such. Some pupils recall that charts need a key (as when symbols show how many people each represents). They read task instructions and extract information from their finished charts to answer questions. Year 1 pupils show a sound knowledge of how to tell what hour it is on an analogue clock. They know familiar times of the day (for example that "12 o'clock" is dinner-time at school) and know the 'little' hand tells them what "o'clock" it is. They quickly see how to answer

questions about the half-hour. Pupils are less confident when recording such things, although they can tell times accurately from clocks on worksheets.

93. By eleven, pupils write answers to problems quickly on their personal 'white boards' during 'mental maths' sessions. They explain their strategies to the class with assurance. For example, they multiply 75 by 7 as a money calculation, using decimal notation or whole numbers. Pupils realise how to record sums vertically and horizontally. They know place value matters and that zero is a useful 'place-holder' even though it may not be essential. Higher attaining pupils apply their knowledge of decimals in money when subtracting 0.02 from 0.5, quickly reaching the answer 0.48. Pupils use calculators adeptly and can usually tell whether answers are reasonable. Lower attaining pupils find it difficult to explain why answers are or are not reasonable. Year 5 pupils reveal their good insight into 'four number' operations when setting down calculations on their 'white boards' to arrive at a target number set by a teacher. High attaining pupils construct long symbol and number strings to hit the target, shifting between multiplication, division, subtraction and addition easily. Lower attaining pupils manage simpler number 'sentences' accurately. Pupils across all levels of attainment know which number operation is the inverse of another. Year 4 pupils have a good knowledge of the language of charts for data handling. They know, for example, where to find a 'point of origin' and that either a vertical or horizontal axis will have scale. Most pupils realise that scale will vary, depending on the size of the paper and the nature of information being entered. Year 3 pupils recognise the properties of two and three-dimensional shapes. Higher attaining pupils know appropriate vocabulary such as 'faces', 'vertices' and 'edges', although they do not always use it accurately. Lower attaining pupils make progress with adult support. For example, they can separate shapes which will 'roll' from others.
94. Teaching ranges from satisfactory to very good and is most frequently good or better. This marks an improvement since the previous inspection. Teachers have good sense of how to teach basic skills. They plan solidly within the framework of the National Numeracy Strategy. They use support staff advantageously, both for pupils with special educational needs, including those with Statements of special need, and for more general purposes. For example, a classroom assistant working with Year 4 pupils made sure that a group completed a task, skilfully monitoring and supporting those entering data on a nearby computer. Teachers use information technology effectively to extend pupils' facility with numbers. Year 4 pupils engage with data programming. Year 6 pupils enjoy challenging each other, in pairs, to 'beat the clock' in a computer number game. The marking of pupils' work is completed conscientiously, but is not often informative. It seldom gives an idea of how pupils might improve their work, except where this is untidy and difficult to read.
95. Where teaching is good or better, teachers set clear objectives for lessons and maintain a good pace. They insist on time limits for responses to 'quick questions' in 'mental maths' and keep to these. In a very good upper Key Stage 2 lesson, a teacher humorously re-negotiated her time limit as problems became more demanding. It was thus set at 45 seconds for working on target numbers when four-number operations replaced two. Where teaching is satisfactory, teachers set inconsistent parameters for behaviour, affecting the pace of lessons. So, in a Year 5 lesson, in spite of warnings, a 'buzz' of chatter continued while problems were read out and pupils tried to explain how answers were achieved.
96. The co-ordinator is committed and hard working. He knows his subject and sees where further developments are needed. Rightly, he finds scope in developing the school's use of assessment data to give teachers readily accessible information about pupils' strengths and weaknesses. Thus, target setting is more easily accomplished. He has successfully monitored classroom teaching and learning and become more professionally skilled through this, although monitoring time is currently limited by tight financial controls. Sufficient resources ensure that National Curriculum requirements and the demands of the National Numeracy Strategy are properly met.

SCIENCE

97. Standards reached by Year 2 pupils are below those expected for their ages. A significant number of pupils have difficulty explaining their work and making task-related observations. Year 6 pupils reach standards in line with expectations in their knowledge of 'life processes', 'living things' and 'materials and their properties'. However, inspection evidence reveals that pupils' attainment in scientific enquiry and physical processes is below average. Investigative and experimental skills have not been progressively taught in school. So, Year 6 pupils lack skills conducting independently planned

experiments. The school knows it has to lift standards in science, which has implications for in-service training. Staff confidence in teaching pupils the important skills of scientific enquiry - central to successful learning in this subject - needs bolstering.

98. Results in the 2000 statutory test for eleven-year-olds show standards below the national average and the average for similar schools. Although the proportion of pupils achieving the expected Level 4 was close to the national average, the proportion reaching the higher Level 5 was below average. Consequently, when scores for each level are aggregated, results fall below average, overall, when both these comparisons are made. Over time, results show that the school has kept pace with national trends. Standards are now better than they were at the time of the last inspection. Teacher assessments of pupils at the end of Year 2 in 2000 show standards to be below average compared to those of all schools, but close to the average for similar schools.
99. Girls did not achieve as well as boys in statutory tests at the end of Key Stage 2. The school has identified this poor achievement as something to improve. Although some girls do not readily offer answers to questions, no evidence arose during the inspection for a difference in the attainment of boys and girls. In most lessons, teachers are careful to encourage all pupils to answer, and groups are mixed, with girls and boys at all levels of attainment working together.
100. Teaching and learning throughout the school are satisfactory, overall. No significant difference is found between teaching in Key Stage 1 and Key Stage 2. Of the lessons seen, teaching was good in 33 per cent and satisfactory in 50 per cent. One unsatisfactory lesson was observed in the upper Key Stage 2, where the organisation of activities and management of pupils were not good enough to allow all pupils to progress satisfactorily. In the best lessons, interesting tasks are well chosen with a good balance of direct teaching and opportunities for pupils to apply their enquiry skills to finding things out for themselves. A good example of this was seen in a Year 6 lesson where pupils found out how to recover dissolved solids in various ways, including the use of systems of filtration and evaporation. The influence of teaching on learning in Year 6 is weakened by the fact that pupils' investigative skills are not systematically developed year on year. Many pupils found it hard to predict outcomes and test their predictions. In fact, good learning seen in a Year 1 lesson was a direct result of the teacher challenging pupils to compare and describe materials in terms of their reflective properties. Because pupils were motivated by the teaching, worthwhile group discussions followed. In all lessons where pupils are challenged by teaching, pupils behave very well, concentrate on what they are doing and persevere to overcome difficulties. Such good attitudes contribute markedly to pupils' learning. Pupils in both key stages have a sound knowledge of life processes and living things, because these topics are well taught. Year 2 pupils realise that different creatures live in different habitats. In one Year 4 lesson, pupils showed a good grounding in the terminology for major bones of the human body.
101. Analysis of pupils' work shows that there is a growing emphasis on fostering the important skills of enquiry in some classes. Years 3 and 4 pupils, for example, are introduced to fair testing and to the importance of making predictions. A good example came with Year 4 pupils predicting whether a bulb will light in various circuit arrangements. They tested their predictions and concluded that bulbs will not light if there is a break in a circuit. Pupils' work shows too little emphasis on their own recording of what is done in exercise books in Years 5 and 6, where much work is completed via worksheets. As a result, pupils have little to refer back to when revising and they cannot see the progress they are making in learning. Nor does teachers' marking indicate how pupils might improve their work.
102. Effective provision for pupils with special educational needs and those who speak English as an additional language gives them full and equal access to the curriculum. As a result, these pupils make progress comparable to that of other pupils of similar abilities.
103. The co-ordinator has a thorough grasp of strengths and weaknesses in provision. She has well worked out plans for future improvements in investigative science through In-service training for teachers. She accepts this as priority for the subject. Satisfactory resources are limited in terms of their effect on standards and their actual potential for encouraging pupils to work at more demanding levels. Assessment procedures are being refined, but are insufficiently rigorous in pointing to skills requiring development if all pupils are to progress at a greater rate. In-school events (such as a visit from the Quantum Theatre) and outside visits are well used to increase pupils' interest in the subject.

ART

104. One lesson was observed in each key stage. Judgements are based on these and on a scrutiny of work in classrooms and around the school. In Year 2, skills gained in art are currently applied to design and technology. No examples of work were available in Year 6. Judgements on standards at the end of Key Stages 1 and 2 are, therefore, not made. In other year groups, standards are generally in line with those expected for pupils' ages. At times, pupils reach good standards in handling paint with different brushes for different effects. Resulting work is pleasing and lively. Pupils with English as an additional language reach standards on a par with their monolingual peers. Pupils with special educational needs, including those with Statements of special need, make good progress. They succeed in line with their prior attainment and, at times, do better than might be expected. These findings are similar to those of the previous inspection. Curricular provision has improved since then. Pupils across the school study the work of a range of famous artists and all curriculum elements are laid out suitably in planning documents.
105. Year 1 pupils meticulously draw and paint spring blossom. They look at the shapes of twigs and realise how blossom grows from these. Some results compare well with the original: pupils see how to keep checking that they are getting a painting right. Others find it harder to transfer what they see on to paper. When painting, pupils mix colours knowledgeably, using watercolour 'tablets'. They know that red and yellow will make orange and a touch of blue will make brown. Most strive for the correct shade of pink or yellow for blossoms and brown for twigs. They mix colours until they are satisfied, knowing it is important to have clean water for this. They apply paint to their drawings with varied levels of skill. Most stay more-or-less within lines they have drawn. All handle pencils and brushes with dexterity. A pupil with special educational needs managed a very pleasing result through sensitive support from a special needs assistant.
106. Year 3 pupils dip a variety of natural and manufactured objects into thick paint and print on a prepared sheet. Some soon realise that it helps if there is not too much paint on the object: the printed image is clearer. Some build up repeating patterns in a formal way. Others print more randomly. These latter pupils overprint shapes when their sheets are full and some experiment with the effects they achieve through this means. Work in a Year 4 classroom displayed pupils' good skills in using paint to create 'mirror' images, suggesting reflections in water. Year 5 pupils followed up a visit to the Tate Modern and National Gallery with paintings 'in the style of' famous artists of their choice. Their paintings go beyond mere copying. Each is individually realised and executed. Some are very pleasing and show an interest in exploring colour and pattern on a flat surface, clearly sparked by the original work. In much of the work seen, pupils take good account of a picture space. They choose colours with assurance and boldly apply these, using brushes of varying sizes, frequently painting directly on to paper. Pupils take pride in presenting their work. Year 3 pupils illustrated stories of Moses with well-executed drawings. These were carefully coloured with pencil crayons and felt tip pens and detailed attentively. Illustrations and text are thoughtfully placed to make an impact on a reader.
107. Teaching was satisfactory in one lesson and good in the other. In the latter lesson, the organisation and structure of activities meant that pupils could work with quiet concentration. A calm ethos filled the room. A teacher's high expectations helped pupils set about getting clean water for themselves. Support for a pupil with particular needs was very good, helping him make progress in line with the rest of the class in all aspects of work. Effective use was made of a digital camera. All pupils enjoyed taking a photograph of their vase of flowers and behaved very responsibly with the camera. At the end of the lesson, the teacher's clear focus on comparing paintings and photographs allowed pupils to grasp the purpose of the work (this had been discussed earlier). They were intrigued to compare images and became better aware of how a reproduction of Van Gogh's 'Sunflowers' was not the same thing as a photograph of a sunflower next to it on the wall.
108. The school has adopted Qualifications and Curriculum Authority guidelines and planning is suitably based within these. Planning links well with information technology, history and literacy. Pupils paint portraits of Tudor kings and queens and illustrate stories and poems with drawings. During this school year, the headteacher is acting as 'caretaker' co-ordinator but plans are in hand for the role to be delegated next year. This delegation will allow a sharper oversight to be given to the subject, in line with past practice. There is currently no formal monitoring of classroom practices. The school wishes to remedy this situation, to bring art in line with other subjects. Because of national priorities, art has not become a priority for development, but it currently has more prominence. School development planning identifies art as a means of improving provision for pupils' cultural development. So, recently,

teachers visited art galleries to discover how best to use such facilities for study visits. This re-ordering of priorities is already having a positive impact on classroom learning. Resources are sufficient to ensure that all elements of the curriculum are properly delivered.

DESIGN AND TECHNOLOGY

109. Year 2 and Year 6 pupils reach average standards. Due to the school's time-tabling arrangements, no lessons were observed during the inspection. When the school was last inspected, pupils at the end of Key Stage 1 reached average standards, but worked at below average levels at the end of Key Stage 2. This happened because skills were not being built on and developed over time. This issue, crucial to raising standards in the subject, has now been addressed. A judgement on pupils' attainment is based on discussions with teachers, analysis of teachers' plans, photographs of past work and of pupils' work on display. All evidence indicates that teaching supports good progress in pupils' learning. Such notable improvements in provision and attainment have been achieved through the enthusiastic and well-informed leadership of the subject co-ordinator. By applying skills gained through her own extensive training she has helped class teachers' improve their work in the subject. Where teachers have special subject expertise this is well exploited when teaching their own and other classes.
110. Design and technology is not only taught as a discrete subject. It reinforces work in other areas of the curriculum such as mathematics, science and history. For example, Key Stage 2 pupils apply knowledge of electrical circuits gained in science lessons to design and build controlled vehicles. Year 5 pupils design and make musical instruments linked to their science work on sound. Evidence shows that design and technology skills develop over time through pupils building well on previous learning. Year 1 and Year 2 pupils are given tasks utilising a range of materials, food and items that can be assembled to make products. Work on display and photographic evidence show that teachers realise how much pupils' designing skills matter (seen, for example, when pupils in Year 3 were encouraged to design a monster with one moving part controlled by pneumatic power). Pupils are expected to monitor their work as it develops so as to identify possible improvements. Food technology is suitably represented in the school's planning. Pupils design healthy diet-sheets and menus and bake bread and cakes from recipes. They work safely in wood, using a range of tools and equipment, paying attention to function and the quality of finish. They mark, cut out and join with increasing precision, because teachers expect pupils to produce work of good quality. Work on display shows pupils with special educational needs and those learning English as an additional language are well supported, so they play a full part in lessons and their progress is good. All pupils have full and equal access to the curriculum.
111. The subject co-ordinator has raised the profile of the subject by organising competitions. The school's entry to a competition organised by the local shopping centre was the winning product. Entries had to be made from reclaimed materials. Such occasions heighten pupils' awareness of environmental issues and extend their interest in designing and making. The scheme of work closely follows national guidance in identifying skills to be developed. Teachers assess the development of these skills well to inform their planning so as to help pupils of differing attainment progress. Resources are sufficient for curriculum needs. They are well managed and are readily available to teachers.

GEOGRAPHY

112. Because of time-tabling, only one lesson was seen in Key Stage 1. Four were seen in the later key stage. Judgements are based on these, on a scrutiny of pupils' work and teachers' planning. At the end of Key Stage 1, pupils reach standards in line with those expected for their age. By eleven, pupils reach good standards in oral work. They demonstrate secure knowledge of map work and use a subject vocabulary confidently. Limited recording of work was seen and what was available did not reflect these older pupils' good understanding as evident in lessons, consisting mainly of the completing of work sheets. Overall, evidence shows that standards have improved in some aspects of work since the previous inspection. Pupils with special educational needs, including those with Statements of special need, make good progress and attain in line with prior learning. Pupils with English as an additional language also make good progress, so that by the end of Key Stage 2 they are reaching standards comparable with their monolingual peers.

113. Few samples of work were available in Key Stage 1 since curricular delivery concentrates on oral work and practical activities. Pupils were observed in a Year 2 lesson learning about different localities and how these differences affect life-styles. For example, through Barnaby bear's travels, they consider and compare buildings in Italy and London. A scrutiny of work shows that pupils can recognise that types of homes differ according to differences in locations and ways of life. They are also beginning to use an appropriate subject vocabulary in response to teachers' questions. Higher attaining pupils are starting to grasp how to use scale for their drawings, as when they reduce the size of buildings to fit these on to their paper.
114. Pupils build successfully on these skills in Key Stage 2. In Year 3, pupils recall their work on tropical climates and compare these with more temperate regions, explaining how climates influence people's choice of clothing. A high attaining pupil names all five continents in answer to a teacher's questions. Pupils know that the North and South poles are very cold regions. They can locate the North pole as 'further north than northern Canada'. Year 5 pupils use the results of a traffic survey to suggest possible solutions to traffic problems in the school's locality. They use maps to point out features such as major 'A' roads. They can pick out residential areas. Year 6 pupils working in small groups place a grid on an Ordnance Survey map, identifying an area of interest to them. They name features, using a geographical vocabulary correctly and talk knowledgeably about contour lines and land features. They name streams, mountains, wooded areas, small settlements and places of historical interest, such as a castle. Their command of geographical terms is developing well, with pupils able to use terms such as "undulating" and "symbols" correctly.
115. Teaching ranges from satisfactory to very good. Teaching strengths are seen in the upper Key Stage 2. Good features of teaching across the school include clear introductions to lessons with reference to previous work, a focus on introducing geographical terms, effective questioning and the efficient organisation of pupils and resources. These good aspects of teaching generate lively discussion and attention to detail when pupils start work. Good examples of planning were also seen in teachers' records where teachers carefully match tasks to pupils' different levels of attainment. This marks an improvement since the previous inspection. Pupils show interest, follow instructions well and settle to tasks quickly. In response to very good teaching in Year 6, pupils engaged productively in discussions within their groups. They negotiated an area which was of interest to all group members as a focus for map work and concentrated hard on the task set, well aware of the teacher's high expectations in this regard.
116. Resources are good and equipment such as overhead projectors is used very effectively. However, there is an over-reliance on worksheets which tends to limit the opportunities for pupils to record their own ideas. Visits to places of interest and a good use of the immediate locality and areas further afield enhance the geography curriculum. Of particular value is an extended Year 6 study visit to Wales, preparations for which are an excellent stimulus for pupils' map work. The co-ordination of the subject and the monitoring of the curriculum and learning are limited by the fact that the co-ordinator is a part-time member of staff. However, monitoring activities relating to planning are undertaken by key stage co-ordinators through planning meetings, as well as informally by the subject co-ordinator. The co-ordinator is aware of some overlap of curricular delivery due to the adoption of Qualifications and Curriculum Authority guidance and of the need to address this to ensure that the curriculum is mapped out appropriately across the school.

HISTORY

117. Lessons were observed in almost all classes in Key Stage 2, but only one was seen in Key Stage 1. Judgements are based on these lessons and on a scrutiny of work in pupils' books and displays. At seven, pupils reach standards for their age. By eleven, they do well orally. However, no extended writing was seen and pupils' written work did not reflect the skills and understanding of concepts they revealed during class discussions. Pupils learning English as an additional language attain broadly in line with their monolingual peers. Pupils with special educational needs, including those with Statements of special need, make good progress and build satisfactorily on prior knowledge.
118. Seven-year-olds can write knowledgeably about the Fire of London. Higher attaining pupils write several sentences, setting events in sequence in their own words. Pupils explain how and where the fire started. Lower attaining pupils complete sentences about events surrounding the fire accurately. Younger pupils in Year 1 talk in simple terms about 'then' and 'now'. They know that people watched

Punch and Judy shows on the beach “in the olden days” and can recall their own experience of watching Punch and Judy when they visited the Millennium Dome (while in the Reception class). Pupils copy a picture of someone in a bathing machine. They realise that these machines are not used now at the sea-side. They learn about time passing, by sequencing photographs of themselves from babyhood to the present, sometimes along a time line marked to show each year’s events.

119. Year 3 pupils know that the Vikings invaded Britain hundreds of years ago and raided places such as monasteries where monks lived. They know that Jorvik is a Viking name for present day York. Pupils understand how archaeologists compile pictures of the past from the things they dig up - such as brooches, pots, helmets and pieces of clothing. They are beginning to see that such pictures are not necessarily accurate and might change when something else is discovered at a later date. They understand historical ‘fact’ and ‘fiction’ when deciding whether it is likely that archaeologists dug up a high-heeled shoe as well as a brooch at the Jorvik site. Year 5 pupils study census information from late Victorian times. They know that this is collected at ten yearly intervals, and one boy points out that the date of the one they are studying must end in “1”, because there is a census this year and it is 2001. Pupils can extract relevant information from the census to answer questions and see how different life was for many people just over a hundred years ago. For example, they realise that a quite modest household kept a servant girl. At the end of Key Stage 2, pupils talk knowledgeably about what they saw on a visit to the British Museum as part of their work on the Ancient Greeks. They link their findings to classroom learning prior to their visit very well. They talk about the Elgin marbles and explain what these are. They are aware of the current controversy surrounding the marbles and arguments about whether they should stay in Britain. Pupils know how to distinguish between primary and secondary source materials. They know about different forms of trading, for example, bartering goods or using money, and the importance of different kinds of building to the life of a country, such as places of worship. Pupils know the Ancient Greeks left legacies lasting right up to the present day and can give examples of these (as found in many modern English words related, for example, to democratic government and styles of architecture).
120. Teaching is never less than good and is sometimes very good. Teachers are authoritative in their subject knowledge and enthusiastic in putting across lesson content. They plan and organise well, making good use of artefacts, including facsimiles of such things as Greek vases, and primary source materials. They integrate these well with many information books informing pupils’ researches. Year 6 pupils enjoyed accessing photographs they had taken in the museum on a computer, to create their own illustrated texts on a screen. A number also gained from the chance to use small ‘notepad’ machines for keying in research findings. They consequently concentrated hard on making notes. A Year 3 teacher’s expertise in the needs of bilingual pupils gave very good support to these pupils’ learning. Through a well-structured task, they consolidated their store of key words and worked out whether something was ‘fact’ or ‘fiction’, thus progressing in recording ideas in line with monolingual peers. The use of census material provoked a lot of animated discussion and motivated Year 5 pupils to persist with tasks. A teacher’s skilled questioning made sure that all pupils, including those with special educational needs, were included in discussions and were successful in finding their way around the columns and ‘old style’ handwriting of the census. In Year 6, pupils responded well to a teacher’s consistent use of subject vocabulary (“evidence” and “source materials”), and liked having their views taken seriously. Points were well explored and developed during interchanges between the teacher and individuals or groups.
121. The school is now following the latest Qualifications and Curriculum Authority guidance in its planning. As yet, there is no updated scheme of work to show how the school is adapting the guidelines to its own needs, although elements to be taught are set out plainly for each year group. Good links are made with other subjects. For example, the immediate locality is well exploited for both history and geography studies, while useful links are made between the two subjects as appropriate. Year 6 pupils studied Greek myths for literacy purposes and wrote their own versions of these as well as explaining what the Ancient Greeks believed. Year 1 pupils’ work on ‘changes over time’ was linked to ‘growth’ in science. Members of the local community talk about their experiences in the Second World War or what it was like when they were at school. So pupils learn first hand of the value of oral history.
122. The co-ordinator is a part-time member of staff and this fact limits the time available for monitoring classroom practices and for overseeing curriculum coverage. The subject is nevertheless well served by teachers’ own enthusiasm and interest. However, there is a heavy use of worksheets to consolidate content taught and too little of pupils’ own writing to show what they know and understand. At times,

work sheet activities are more suited to literacy studies than to history, as when pupils put back words missing from sentences. There is a good range of resources, including artefacts for pupils to handle.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Attainment in information and communication technology is broadly in line with expectations at the end of both key stages. Standards have improved since the previous report where raising attainment was a key issue for action. This improvement has been effected through good quality additions to hardware and software, enhanced training for teachers and developments in the curriculum. In some contrast to what was observed by the previous report, all pupils have regular access to computers and records of this use are maintained to ensure equal access. Progress is satisfactory across the school. In some instances, pupils make good progress. For example, the regular use of 'notepad' type computers is aiding writing and literacy in general, particularly with boys. Pupils with special educational needs, including those with Statements of special need, make good progress and achieve in line with prior attainment, assisted by carefully planned tasks to meet their identified learning needs. Pupils with English as an additional language also make good progress and reach standards similar to their monolingual peers by the end of Key Stage 2.
124. By seven, most pupils explore ideas and share information, using satisfactory mouse and keyboard skills. They create pictures and combine them with text. They key in data about their favourite pets to produce bar charts and picture graphs. While word-processing stories and poems, pupils show that they can use menus to change fonts and styles and space and punctuate their work, using the keyboard appropriately. They are becoming familiar with communication resources such as emailing and of the uses of digital cameras. For example, Year 1 pupils were introduced to the concept of taking a photograph from their own perspective by the combination of information and communication technology and photography with a digital camera.
125. By the end of Key Stage 2, pupils have refined these skills successfully. They use computers and multi-media for a variety of purposes, including control technology. They gather information from CD-ROMs and present information for other subjects such as design technology, English, geography, history and religious education, using a range of software. Year 4 pupils were seen using a data program to create graphs. This activity, together with a discussion about the advantages and disadvantages of different types of graphs and charts, contributed effectively to their learning in mathematics. Pupils produce 'mini biographies' by combining digital photography and text. In Year 6, pupils explored the use of such photography to enhance the presentation of work on the Ancient Greeks in connection with history studies. They enjoyed research-appropriate texts, combining these with their illustration.
126. It was possible to observe only one lesson where computer skills were being taught directly, but work on display and a scrutiny of work samples and lesson plans indicate that teaching is at least satisfactory. Teachers have benefited from training and guidance, which has served to enhance their subject confidence and knowledge. Plans show instances of imaginative use of information and communication technology in lessons. Teachers also manage equipment efficiently to promote learning in subjects across the curriculum.
127. Pupils respond well to the opportunities provided. They take turns on computers fairly, help each other and share ideas. They operate equipment carefully and take pride in their completed work. Some have won awards in a commercially sponsored computer competition.
128. Through the National Grid for Learning, the school has increased both its equipment and expertise. The updating of resources and training continues as a priority of development planning. Although some technical problems remain, the school has Internet and email access and the use of both is expanding. The subject is co-ordinated efficiently and enthusiastically. Although time for monitoring classroom teaching and learning practices is limited, the co-ordinator has a good overview of classroom events. Systems in place to record pupils' use of computers, for example, provide useful information about what is being learned in addition to teachers' planning. Resources, including televisions, video recorders, listening centres and overhead projectors, are in regular use. Overhead projectors are useful accessories to learning in literacy and numeracy lessons.

MUSIC

129. Two strands of the music curriculum were observed. Pupils sang in hymn practice in each key stage and in lessons in Key Stage 1. Two Key Stage 2 lessons exploring sounds and developing composing skills were seen. No Year 6 lessons were time-tabled during the inspection, so a judgement on standards reached by eleven-year-olds is not given. Pupils achieve good standards of singing in hymn practices and in assembly. In Key Stage 1 lessons, pupils succeed broadly in line with expectations for their age at seven. Year 5 pupils reach good standards in composing and performing because of a class teacher's expert subject knowledge. Those learning English as an additional language and pupils with special educational needs make good progress and achieve standards in line with their peers. Pupils with Statements of special need sometimes do better than might be expected through the good support they receive. They join in activities alongside their peers which marks an improvement on what was found by the previous inspection.
130. Year 1 pupils show above average skills for their age in singing. They learn songs for a drama/music presentation by heart. They sing in tune and keep good time, listening well to one another. Pupils improve their performance through practising a control of their breathing and through modulating their voices from soft to loud. Pupils with special educational needs participate fully in a rehearsal (for a class assembly later in the week) because of very good quality support from an assistant and a teacher's clear instructions and helpful demonstrations. Year 2 pupils manage to sing a two-part round successfully after several attempts. Groups find it hard to maintain their separate parts, but, having succeeded, they go on to sing in four parts for the first time very creditably. Pupils can maintain a pulse by clapping or beating untuned instruments in correct time. They alter the dynamics of their voices to make a tuneful sound that is not loud or harsh, but they do not consistently sustain such tunefulness. Their good skills in singing are evident in hymn practices. Key Stage 1 pupils in the Reception class join in and sing in time with their older peers. Pupils at both key stages know familiar hymns by heart. They listen attentively to the tunes of new songs and soon see how to fit words and tune together. Such singing is considerably enhanced by the accompanying pianist's skills. Pupils enjoy singing along with the piano and watch closely when to come in after an introduction.
131. Year 3 pupils make interesting sounds using 'body claps' and voices to build up a sound-picture of someone walking along a busy street. They rub their hands for a gentle rain sound, beating their feet on the ground in a walking rhythm and making increasingly strident traffic noises. Under their teacher's firm direction, they listen attentively to the pattern being formed and most improve control over their own sounds through practice, so the performance, overall, improves. Older, Year 5 pupils work on a class composition with a range of tuned and untuned instruments to good effect. They build successfully on work begun in a previous lesson so elements of the composition begin to come together. Pupils recognise how different tunes stand for distinct elements of their story (for example, a hero, explorers, snakes). They co-operate on their themes in groups, then take a productive part in the ensuing class discussion on how best to fit the themes together. The teacher's subject knowledge and skilful pupil management means that all class-members are well involved with tasks and want to take part in a whole-class performance. They have a fair insight into what this entails. One girl volunteers to conduct a 'first performance' of the piece and does this with suitable gestures and body language, although she hasn't quite got the hang of capturing the 'orchestra's' entire attention! Nevertheless, pupils are rightly pleased with their first effort and agree that the different elements are an improvement on previous work. They handle instruments correctly and can manage quite demanding ostinato effects. Three pairs of pupils played rhythms on chime bars, against each other in one group and also against other instrumentalists, as these joined in.
132. Teaching has improved since the previous inspection. It ranges from satisfactory to very good, but is most consistently good or better. Where it is good or better, teachers' subject confidence and very good skills in organising and presenting tasks are to the fore. No time is lost and pupils' good levels of interest are sustained. They want to improve their singing and instrumental work. Where teaching is satisfactory, a lack of experience is sometimes evident. For example, older Key Stage 1 pupils enjoy using instruments to accompany their singing and this is helpful to fulfilling a lesson's aims. However, such use is limited. Pupils become easily distracted while they wait their turn, finding it hard concentrate on a task.
133. The school places a priority on its music provision which is thought to be central to promoting pupils' spiritual and cultural development as well as their personal development (through its creativity). The school makes good use of the local education authority's music service. A visiting teacher gives

weekly piano and violin lessons to all pupils who opt for these. The school benefits more generally through In-service provision from advisory staff, aimed at making sure that all teachers are confident in the subject. Parental contributions help widen the school's range of music to good effect, as when a parent arranged for an African dance and drumming group to perform in school. A parent gives weekly recorder lessons to Key Stage 2 pupils who choose these. The choir is popular and well attended by pupils from Year 3 upwards. It sings at local venues during the year, especially at Christmas time, and is popular with members of the local community.

134. The school follows the latest Qualifications and Curriculum Authority guidelines in its planning. Over time, all elements of the music curriculum are covered in line with recommendations. Resources are sufficient to cover curricular requirements and there is a good range of tuned and untuned instruments. Recently, these instruments have been augmented with others from different musical traditions to provide pupils with a more interesting selection. Similarly, the school is building up its collection of CDs and tapes, illustrating different types of music. Following the recent retirement of the previous co-ordinator, the headteacher is acting in a 'caretaker' capacity. The school is concerned to replace the expertise of the previous post holder as soon as practicable. Currently, she gives valued support to the school through her continuing work with the choir.

PHYSICAL EDUCATION

135. Standards of attainment are average at the end of Year 2 and above average when pupils leave the school at the end of Year 6. Most pupils enter the school with below average standards for their age. They make good progress via a broad curriculum, designed to promote their physical development and social interaction to good effect. Bilingual pupils attain on a par with their monolingual peers. Pupils with special educational needs, including those with Statements of special needs, attain in line with their prior attainment.
136. Lessons in games, athletics, dance, gymnastics and swimming were observed during the inspection. Year 6 pupils attend swimming lessons at the local pool and they make good progress because of an instructor's good teaching aided by an accompanying teacher. By the end of Year 6, most pupils meet the expected standard of being able to swim 25 metres with recognised strokes.
137. By the end of Year 2, guided by knowledgeable and supportive teaching, pupils have raised their expertise in physical control and mobility. They perform a range of movements involving running and balancing and are becoming suitably aware of space. They plan and perform simple skills safely and link actions together with fair control. In games' lessons, teachers help pupils develop dimensions of play that include running, throwing, catching and control, using hands and feet. Planning shows that, in dance, pupils explore moods and feelings and develop their response to music and other stimuli. Most pupils, by the end of Year 2, remember, reproduce and explore simple actions with control and co-ordination.
138. Pupils enter Key Stage 2 with a good grounding in important skills. They develop good ball skills, as observed in a Year 3 lesson where pupils were taught skills of sending, receiving and striking a ball and how to apply these suitably within 'small sided' games. A local Sports' Development initiative organises athletics training, helping along promising pupils and increasing class teachers' ability to teach this aspect of the curriculum. Where class teachers play active teaching roles alongside a visiting coach, as in a Year 6 lesson, pupils make very good progress in athletic skills. They also achieve well in dance, because they are taught skills and techniques systematically. This was well illustrated in a Year 5 lesson when the teacher's effective planning and lesson structure were influential in provoking pupils to devise a range of movement patterns in group sequences. In a Year 4 gymnastic lesson, taken by a teacher from the upper key stage, pupils performed jumps with good precision and control. The teachers' high expectations led pupils to work hard and use lesson time to the full. Pupils in Year 6 take part in a wide range of outdoor pursuits during their annual residential study visit. Staff report that pupils enjoy these activities, are good ambassadors for their school and are well versed in problem-solving skills.
139. Teaching and learning were very good in 25 per cent of the lessons seen, good in 38 per cent and satisfactory in 37 per cent. Teachers have secure subject knowledge and plan their lessons with clear learning intentions. Lessons begin with good warm-up sessions and are generally structured well enough to keep pupils warm and to allow them enough time to explore, practise and improve their skills at their own levels of capability. In the best lessons, teachers make good use of rest periods for pupils

to practise techniques in their own ways. Throughout the school, there is a good emphasis on teaching correct skills. Most teachers have positive relationships within their classes. As a result, pupils enjoy their lessons, behave well and work together safely and co-operatively. All teachers are aware of the needs of lower attaining pupils and fully include them in lessons. During the inspection, many Year 5 pupils missed an athletics lesson because they did not bring their kit to school. The school needs to ensure, with parents' co-operation, that pupils have correct kit for lessons, so that the pupils are not deprived of healthy exercise.

140. The co-ordinator has a good understanding of what needs to be done to further enhance provision. She realises that teachers' expertise in teaching gymnastics merits attention. There is a good supply of resources for games' lessons and these are efficiently used. The hall space is rather inadequate, especially for older pupils, and the school cannot use a field. However, teachers teach the full curriculum well in the limited space they have. A good range of extra-curricular sports enriches the curriculum and pupils' experiences. Good links with sports' clubs and frequent opportunities to take part in cricket, rugby and athletic competitions support pupils' social development and sense of achievement. Good results in this event reflect their attainment in the subject.