

INSPECTION REPORT

GRANARD PRIMARY SCHOOL

Putney, London

LEA area: Wandsworth

Unique reference number: 101028

Headteacher: Mrs Glynis Cobb

Reporting inspector: Mr David Cann
2009

Dates of inspection: 24 - 27 June 2002

Inspection number: 196855

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Cortis Road
Putney
London

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Telephone number: 0208 788 3606

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Appropriate authority: The governing body

Name of chair of governors: Mrs Elizabeth Al Qadhi

Date of previous inspection: 30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20009	David Cann	Registered inspector	Art	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>How well are pupils taught?</p> <p>What should the school do to improve further?</p>
9173	Sarah McDermott	Lay inspector		<p>How high are standards?</p> <p>Pupils' attitudes, values and personal achievements</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
23588	Charanjit Ajit Singh	Team inspector	<p>English as an additional language</p> <p>Foundation stage</p> <p>Geography</p> <p>History</p>	
23413	Robert Allen	Team inspector	<p>Music</p> <p>Religious education</p>	How well is the school led and managed?
15079	Anthony Boys	Team inspector	<p>Equal opportunities</p> <p>Special educational needs</p> <p>Science</p>	
1616	Philip Schofield	Team inspector	<p>English</p> <p>Physical education</p>	How good are the curricular and other opportunities offered to pupils?
18116	Christopher Taylor	Team inspector	<p>Design and technology</p> <p>Information and communication technology</p> <p>Mathematics</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Granard Primary School has 352 pupils on roll aged three to 11 years. It draws pupils mainly from the immediate residential area where there is a variety of accommodation, much of which is rented. Pupils' skills on entry are generally below those expected. Forty-two per cent of pupils are eligible for free school meals, which is well above the national average. Overall, half the school population comes from ethnic minorities with a wide variety of backgrounds. Twenty-four per cent of pupils learn English as an additional language; most have very limited understanding on entry to the school. Currently 24 per cent of pupils are on the special educational needs register. The school also runs a Learning Support Unit funded by "Excellence in Cities" which provides support for 30 pupils on a part-time basis, 18 of whom are from Granard Primary. The number of pupils who join and leave the school other than at the usual ages is above average as a result of parents moving in and out of the area. There have been many recent staff changes and one third of the teachers were appointed during the current academic year. The headteacher was appointed in 2001, the acting deputy headteacher in 2002 and five staff are on temporary contracts.

HOW GOOD THE SCHOOL IS

Granard Primary School provides pupils with a good range of learning opportunities and a sound quality of education. The headteacher and staff work effectively to create a welcoming environment in which pupils develop good relationships and a positive approach to school. Children receive very good teaching in the Nursery and the quality of teaching in the rest of the school is good overall. Current pupils are attaining levels which are below national expectations in English, mathematics and science but they progress well in literacy and make satisfactory progress in numeracy and science. The school offers sound value for money.

What the school does well

- The school provides a very good start to children's education in the Nursery and Reception classes. Children settle into school quickly and learn to relate well with one another and adults. They make good progress in acquiring skills in language and other areas of learning.
- The quality of teaching is good overall with a high proportion of very good lessons observed. Teachers relate well to pupils and set high expectations for good behaviour.
- Pupils respond well to the encouraging approach of staff. All pupils are included in school life and they have positive and enthusiastic attitudes to school.
- Pupils benefit from a good range of learning activities which include sporting, cultural and residential experiences which are both relevant to them and extend their skills and knowledge.
- Teachers are very good at developing pupils' understanding of social and moral issues.
- The school provides good support for pupils with special educational needs.
- Very good use is made of the school's accommodation and grounds to provide pupils with an attractive and safe learning environment.

What could be improved

- The quality of teaching by closer monitoring and support of staff.
- The assessment of pupils' progress and the way the information is used to plan learning.
- The way management responsibilities are delegated, including the roles of subject leaders.
- The attendance rate of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and three key areas were identified as being in need of improvement. The school has made sound progress in addressing these but extensive changes in personnel have meant that many procedures and roles have had to be reviewed and adapted. The school has done well to raise pupils' attainment particularly in English and mathematics and to improve the quality of teaching. Pupils' attitudes have continued to improve and the school has built on its

strengths in providing a wide range of activities and relevant learning experiences for pupils. Work has been undertaken to develop consistent expectations of what pupils should learn and how to behave but with many staff changes this is an area which still needs reinforcement. The school has introduced teaching programmes which are being used effectively in nearly all subjects but assessment procedures are still not well established and used by all teachers. The roles of management have been particularly disrupted by the changes in personnel but the school does have a strong commitment to improve and the capacity to implement the necessary steps to achieve this.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	B
mathematics	E	E	E	D
science	B	D	E	C

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

Year 6 test results are below the national average but they have risen since the last inspection at a higher rate than that achieved nationally and reflect improvements in literacy and numeracy teaching. In 2001, pupils' results were well below the national average in English, mathematics and science. Against similar schools, results were above average in English, average in science and below average in mathematics. Current pupils are attaining levels below expectations in these subjects but standards are higher than last year in English and mathematics. Their progress is good and pupils achieve what is expected of them. Pupils' results in 2001 were just below the agreed target in English but well below in mathematics. In 2002, pupils are expected to meet more challenging targets in English and are close to achieving the high targets set for them in mathematics. These levels have been reached in spite of the above average numbers of pupils with special educational needs, the high number learning English as an additional language and the relatively high turnover of pupils. Pupils achieve good standards in music and physical education and attainment in other subjects is mainly in line with expectations. Higher ability pupils are generally well challenged and the school is good at identifying those who have the capacity to extend their learning in a range of subjects with the result that they make good progress. Support for pupils with special educational needs is well organised and these pupils make good progress throughout the school. Those for whom English is an additional language receive a satisfactory level of assistance and the school's focus on improving literacy skills promotes their learning. Pupils' results at Year 2 in 2001 were well below the national average in reading, writing and mathematics. Against similar schools, the results were above average in reading, average in writing but well below average in mathematics. Current pupils are attaining the same levels in reading but improved levels in writing and mathematics. Pupils make satisfactory progress and achieve standards which are in line with those expected in similar schools. At the Foundation Stage, children make good progress and most achieve the goals expected for them at five years of age especially in developing social, language and number skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive views of the school and show an enthusiasm to

	take part in activities.
Behaviour, in and out of classrooms	Good in class and at break times.

Personal development and relationships	Relationships are good but opportunities for pupils to take responsibility are limited.
Attendance	The attendance rate is poor and punctuality is unsatisfactory which has a seriously adverse effect on the attainment of pupils.

TEACHING AND LEARNING

Teaching of pupils in 86 lessons observed:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

While teaching and learning has improved since the last inspection there are considerable variations in quality which in part reflect the problems of recent personnel changes. During the inspection, over a quarter of lessons were judged to be very good but there were also eight lessons judged to be unsatisfactory. In the majority of lessons, teachers create a stimulating, well-ordered atmosphere which encourages pupils' involvement. Lessons are generally well planned and purposeful. The purpose of the lessons are shared and pupils are encouraged to take an active part in completing appropriate tasks. At the Foundation Stage, adults work very well together to help children understand class routines and pursue the tasks prepared for them. There are a wide range of well-organised learning activities and pupils are stimulated to explore them both in the classroom and in the outdoor areas. In Years 1 and 2, the pace of learning is generally well maintained but in a small number of lessons, teachers and pupils have not established consistent routines which help pupils to settle to work effectively. In Years 3 – 6, teaching is generally good but teachers do not always make effective use of time allowed in lessons. Introductory sessions in English were sometimes overlong, and in science pupils were not given enough time to complete the tasks set for them. Teachers do not always assess pupils' learning with sufficient accuracy to provide tasks that extend their learning, particularly with lower attaining pupils in mathematics. While teachers' subject knowledge is not always good in religious education, there is very good use of specialist skills to stimulate pupils' learning in music and physical education. Throughout the school, teachers work effectively with classroom assistants to extend learning in English especially for pupils with special educational needs. Support for pupils learning English as an additional language is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and relevance of the curriculum is good across the school with excellent extra-curricular opportunities for older pupils.
Provision for pupils with special educational needs	This is well-organised and makes good use of support assistants to promote pupils' progress. The Learning Support Unit provides an effective resource which helps pupils to meet and overcome difficulties.
Provision for pupils with English as an additional language	In general the provision is satisfactory and where specialised support is available it is of good quality.
Provision for pupils' personal, including spiritual,	Personal and social education is good. The school provides very good opportunities for pupils to appreciate moral, social and cultural issues

moral, social and cultural development	and is good at developing their understanding of spirituality.
How well the school cares for its pupils	Good systems for supporting pupils ensure that they are well cared for but the way teachers use assessment is not consistently effective.

The school works hard to involve parents in their children's education. However there are many parents who do not respond to school initiatives and attendance at school functions and events is often thin.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's enthusiastic commitment to the school provides clear direction. However, the roles of the acting deputy headteacher and many subject co-ordinators are underdeveloped as a result of the recent staff changes.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and maintain a close check on the school's performance.
The school's evaluation of its performance	The school has good systems for measuring its achievements and planning its improvements.
The strategic use of resources	The school is effective in using its financial and personnel resources but does not yet provide enough time for staff to fulfil their responsibilities of managing their subject areas.

Recruiting and maintaining staff has been a problem for this school but the staff levels are adequate to meet the needs of pupils and the curriculum. The accommodation and grounds are of a high standard, well maintained and used very well to develop pupils' learning. Resources are satisfactory and the school applies best value principles in its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • School is well led and managed • Children progress well • Teaching is good • School expects children to work hard and do their best • School helps children to become mature and sensible • Parents feel comfortable about approaching the school with problems 	<ul style="list-style-type: none"> • The way the school works in partnership with parents • More extra-curricular activities

Inspectors agree with the positive views of parents. They consider that the school makes a considerable effort to keep parents informed and invite them into school. Extra-curricular activities are excellent for older pupils although the range available for younger pupils is limited.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve levels in tests at Year 6 which are below the national average. In comparison with pupils in similar schools, results in 2001 were above average in English, average in science and below average in mathematics. Nonetheless, these results indicate that pupils make satisfactory progress as they advance through the school. Three factors contribute to pupils achieving levels which are below average: a) in most year groups there are above average numbers of pupils with special educational needs; b) there are a high number of pupils learning English as an additional language many of whom have low levels of English skills on entry to the school; c) the number of pupils who join and leave the school at times other than the Reception year and Year 6 are above the national average. The school's results have varied from year to year but overall they have improved steadily since the time of the last inspection and at a faster rate than that achieved nationally.
2. Improvements in the teaching of literacy and numeracy are having a positive impact on pupils' learning which is reflected in the current attainment of pupils in Year 6. They attain levels which are still below those expected nationally but they make good progress. In 2001, pupils nearly attained the targets set for them in English but fell significantly short of them in mathematics. In 2002 they are achieving levels which are very close to considerably higher targets set for them in both English and mathematics. Boys and girls attain similar levels in the test results.
3. Test results of pupils at Year 2 in 2001 were well below the national average but have improved since the last inspection. In comparison with the results achieved in similar schools, pupils achieved levels which were above average in reading, average in writing but well below average in mathematics. Current pupils benefit from good teaching and are attaining levels which are below national expectations but indicate satisfactory progress. Their attainment has been maintained in reading but has improved significantly in writing as a result of greater emphasis on this in teaching. Similar improvements have been achieved in the teaching of mathematics and pupils attain levels which are close to national expectations and ahead of those attained in the past. There are no major differences in the levels attained by boys and girls and those achieved nationally.
4. Children enter the school with skills which are below those expected. Many enter school with very limited levels of English skill and a poor understanding of language. Social skills are often underdeveloped. The well organised learning environment provided in both Nursery and Reception helps pupils to make good progress and some advance very well. The majority of pupils attain the Early Learning Goals which are the levels expected of children by the time they are five years of age. Those pupils learning English as an additional language progress well and achieve levels close to those expected nationally.
5. The clear learning structure of the literacy hour is well used and has contributed to pupils' improved standards of attainment in English. In Years 1 and 2, pupils achieve satisfactory standards in listening and follow instructions well. Pupils' standards of speaking and listening are satisfactory by the end of Year 6. They respond to questions and willingly speak in front of the class. Pupils' confidence in speaking is well developed by the regular dramatic productions which they perform. Standards in reading throughout the school are in line with expectations for most pupils although those learning English as a second language attain levels below this. Pupils' attainment in writing has improved significantly as a result of increased time and attention given to developing their skills. Pupils have satisfactory opportunities to develop their writing skills in other subjects such as history.
6. Pupils attain levels in numeracy which have improved significantly throughout the school although results are still below average. Skills in mental arithmetic are often satisfactory and pupils use

and apply their knowledge effectively in a number of practical activities. Pupils' learning is enhanced by the structured implementation of the National Numeracy Strategy. Pupils develop satisfactory skills in information and communication technology and in most classes they make effective use of computers for mathematics.

7. Pupils have good knowledge and skills in music and physical education by the end of Years 2 and 6. They respond with enthusiasm to the teaching of specialists who provide stimulating and well organised lessons which are often very good. In other subjects, pupils attain levels which are close to national expectations and progress is sound.
8. The standards of work seen for pupils with special educational needs are below average but they make good progress. There are no significant differences in the relative standards attained by boys and girls, by pupils in different classes or by pupils at different stages on the special needs register. The school has not identified a specific group of gifted and talented pupils so their progress in lessons can not be assessed accurately. However, the school provides many opportunities for pupils with particular talents to participate in academic, sporting, musical and social activities outside the normal curriculum and those who take part make good progress.
9. Pupils who are learning English as an additional language make good progress and achieve well in relation to their prior learning. Those who are at early stages of learning English continue to develop skills in speaking and listening, reading and writing with targeted support and their achievement is reviewed once a term.

Pupils' attitudes, values and personal development

10. Pupils have good attitudes to school. These have been maintained well since the last inspection. Nearly all parents who returned questionnaires reported that their children like coming to school. During the inspection, pupils arrived cheerfully in the playground and looked forward to their day in school. They talked enthusiastically about their activities and lessons. Year 3 and 4 pupils chatted exuberantly about their recent residential trip to a Gloucestershire farm. They explained in great detail how they were fully involved in the daily farm life, right down to the mucking out of the pigs.
11. Many pupils are keenly involved in the excellent range of interesting after school clubs. Football, cricket and athletics are particularly popular and the pupils are very proud to represent their school and bring home trophies and cups. In most lessons observed, pupils listened and concentrated well and their attitudes were good. In a Year 6 session in the library, pupils really enjoyed extending their interest in books and being challenged on vocabulary and making inferences. However where lessons lacked pace, pupils often turned to fidgeting and chatting. Younger pupils squabbled with each other when they did not find the learning interesting. Older pupils became lethargic when teaching was insufficiently planned for their needs. Children in the Nursery and Reception classes have very good attitudes to school. The enticing range of activities stimulates their curiosity and desire for investigation.
12. The behaviour of the pupils is good, as it was at the last inspection, although there have been 17 fixed term exclusions relating to 8 boys last year. The number of exclusions has dropped to a much lower number in the current year. Pupils are only excluded if there is a concern for the health and safety of the pupils and staff.
13. In lessons pupils behave well and there is minimal disruption of learning. The pupils who are identified as needing help to improve their attitude to learning attend the Learning Support Unit. Here they soon learn to cope with the routines of school life and the atmosphere is one of calm productivity. Pupils move around the school in a good orderly fashion. They line up promptly and follow instructions carefully as they go in and out of the assembly hall and dining room. In the playground behaviour is good. There are plenty of activities and games to keep the pupils well occupied, although there are sometimes heated exchanges on the junior football area.

14. Relationships in the school remain as good as they were at the last inspection. Pupils get on well together, collaborate well in class and mostly play positively together out in the playground. Boys and girls mix well and are often seen organising games together, although there were some instances in which boys lined up or divided into teams according to gender. Sexism, racism and bullying are rare in the school and the school reacts swiftly to address incidents. Children who arrive in the Reception and Nursery classes often have underdeveloped social awareness, but they soon interact well with both other children and adults. Older pupils have a good understanding of the impact of their actions on others and have learnt through assemblies, religious education and personal, social and health education (PSHE) to respect the feelings and values of other people. A good range of displays around the school show that pupils empathise with the plight of minorities and enjoy the celebrations of other cultures.
15. The initiative and personal responsibility of the pupils is satisfactory. On a community level the pupils help to look after the school and fellow pupils. The school councillors are responsible and mature and take their jobs seriously. Pupils who participate in the choir and the many sporting events represent their school with pride. Pupils who are given small jobs returning the attendance registers to the office or clearing up at the end of the day are willing and helpful. However on a personal level pupils have few opportunities to develop their initiative and better their learning. They are not used to thinking what needs to be done next and often wait to be instructed by teachers. Pupils are not always familiar with learning targets and do not regularly check their work to see what can be changed or corrected to improve it. The development of personal study was considered to be underdeveloped at the last inspection and has not changed significantly.
16. The attendance rate of pupils is poor and has deteriorated since the last inspection. In 2000/01 the rate was 91.8% which was well below the average for primary schools and is very similar this year. The amount of unauthorised absence is still high and authorised absence is above the national average. Most authorised absence is due to illness and medical needs, but there is also a significant number of families that takes their children out of school in term times for holidays. The poor levels of attendance are not particularly linked to any one class of pupils, but are spread across the whole school. The attendance rate for pupils with special needs is monitored and is lower than that for other pupils, although this is mainly due to a few pupils whose attendance is very low. The school is sensitive to the needs of these parents and is committed to helping them bring their children to school.
17. The punctuality of pupils is unsatisfactory. Most pupils arrive on time to start the school day, but a significant number of parents and pupils need to sign the late book. Not only do late pupils find it difficult to settle to their learning, but also it is disruptive for the other pupils' education and the teachers' class management. The poor levels of attendance and the unsatisfactory punctuality are having a serious effect on the standards of attainment in the school.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching is effective in raising pupils' attainment as they advance through the school. Very good teaching for pupils at the Foundation Stage and in Year 2 stimulate their learning and interest well. During the inspection, there was a high proportion of good and very good lessons seen throughout the school, especially where specialist skills were used in the teaching of music and physical education. However, there were also several unsatisfactory lessons. This in part reflects the difficulties which teachers have when they are new to the school. They do not always match tasks and challenges to the needs of pupils and are not aware of the expectations which they might have for them.
19. Teachers generally have good relationships with pupils and build on these to engage pupils' interest and attention in lessons. In the best lessons, teachers are successful in creating a very purposeful atmosphere in which pupils willingly apply themselves to complete the tasks set for them. Pupils are responsive and work well at the tasks set for them. However, pupils are not often given opportunities to use their initiative and to become involved in planning their own work. As a result pupils' application and interest fall away and their attainment is modest.

20. Planning of lessons is thorough and organised by adjacent year groups in Years 1 and 2 and in Years 3 and 4. This is effective in ensuring pupils follow a similar programme of subject matter and develop skills in a progressive manner. It is particularly effective in ensuring that there is a consistent teaching in the mixed age classes. However, there are a few instances where teachers follow agreed plans which are not well adapted to the needs of pupils in their class. As a result the challenge is sometimes insufficient to hold pupils' attention. On occasions tasks demand too much for pupils to understand as in Year 6 where pupils were following English topics in preparation for work they would meet in secondary school.
21. Teachers define the purpose of their lessons well and share it with pupils. This provides a clear focus for learning to which pupils respond well and is a valuable basis against which to assess their progress. However, a minority of teachers do not always make the most of this element in evaluating the effectiveness of lessons and helping pupils to become aware of how they have advanced and how they might improve their learning. Although pupils have individual targets to guide them in literacy and numeracy these are not referred to with sufficient rigour to make them effective in all classes.
22. The pace of lessons was good in the majority of those observed but teachers are not always careful about time keeping. As a result introductory sessions over ran in some English lessons and pupils' attention was not maintained. Plenary sessions at the end of lessons were used well in most classes but on occasions these were rushed and were not used successfully to reinforce learning and enable pupils and teachers to assess their progress. In some classes, teachers are not precise enough about time keeping and continue activities into periods scheduled for other subjects.
23. Teachers generally know pupils' abilities and interests well but do not use assessments to help pupils develop skills in all subjects. They have begun to record the progress which pupils make in literacy and numeracy skills in considerable detail and are learning to use this in planning pupils' future learning. However, in other subjects they do not carry out enough detailed assessments of pupils' skills and knowledge against National Curriculum criteria. Higher attaining pupils are given extension work and benefit from working in sets in mathematics in Years 2 to 4. However, this procedure does not help slower mathematicians where the analysis of their development does not focus closely enough on their areas of misunderstanding.
24. In literacy, pupils are given a good introduction to a range of texts and reading skills are well developed in subjects like history, geography and religious education. Writing skills are developed satisfactorily in literacy lessons but teachers do not expect a sufficiently high standard or quantity of written work in other subjects. Questioning varies and does not always challenge pupils to deepen their thinking and extend their vocabulary in spoken communication.
25. Teaching is good in numeracy and mental arithmetic activities are well managed at the beginning of lessons. Support staff are well deployed and there is a good emphasis on problem solving activities. Pupils are encouraged to explain their working and enjoy sharing methods in class. Number skills are well developed in other lessons such as science and design and technology.
26. The amount of homework given to pupils is well organised and appropriate to their needs. Pupils make good use of the opportunities to develop their learning and most complete the tasks set for them.
27. Teachers and support staff are sensitive in their support of pupils with special educational needs and this helps them to make the most of their learning. The work provided for pupils with special needs usually stretches them appropriately. The co-ordinator and support teachers work closely with the class teachers to draw up the pupils' individual education plans and this ensures that they contain appropriate academic and personal targets to help pupils to make progress that is in line with expectations.

28. Teachers are good at meeting the needs of pupils from all backgrounds and they make it clear, through the good relationships they establish, that they value and respect all pupils. Teachers are good at promoting discussions of different beliefs and approaches especially among older pupils. Specific support for pupils learning English as an additional language is provided by the co-ordinator mainly in literacy lessons in Years 3 to 6 with some withdrawal for pupils to help with their reading and comprehension skills. This is making a valuable contribution towards helping them partake of all school activities and in improving standards. The co-ordinator also gives specialist help in Year 2. There are no bilingual assistants in school but nursery nurses and assistants in reception classes, are skilled at helping children to settle and to enable them to have a good access to all that the school provides. Further up in the school, classroom assistants provide good support in classes to help pupils learning English as an additional language. They are particularly supportive in lessons to promote the learning of literacy and numeracy and to help new pupils, some of whom are refugees, to settle into school.

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

29. The quality and range of learning opportunities offered to pupils is good. The school's curriculum is well balanced across subjects which are relevant to pupils' needs. All areas of the statutory curriculum are in place and the school meets the requirements for collective worship. The range and quality of extra-curricular activities is impressive and enriches pupils' experience and interest in learning. All pupils have equal access to the curriculum and additional activities.
30. The school has an appropriate range of policies for teaching and learning and each subject. National Literacy and Numeracy strategies have been implemented successfully. Units of work have been organised to ensure that pupils in all classes, including those in mixed age classes, develop their learning in a structured manner. The National Curriculum has been well planned in English and mathematics and plans are effective for other subjects. Teachers plan lessons together to ensure that Year groups and especially the mixed age classes follow a consistent programme of learning. This is successful in most lessons but sometimes teachers are not clear about the exact objective in lessons planned by a colleague.
31. The time allocated to each subject is appropriate but lessons are not always conducted to the planned timetable. Some teachers allow lessons to overrun and this reduces the time available for other subjects.
32. Although most activities are organised for older pupils, provision for extra-curricular activities is excellent. Sports clubs such as football, netball, tennis, cricket and rugby provide good training and opportunities to take part successfully in competitions. The standard of fencing in an after-school club is high and the facilities, including electronic scoring machines, are very good. Sports activities have a significant impact on pupils' attitudes to school, their willingness to attend and on their attainment in certain areas such as physical education. During the inspection, the school was notified that it had gained the English Sports Council's Active Mark, one of 86 schools to do so. The range and quality of organised games and activities available at playtimes ensures that pupils play happily together. Pupils take part in a range of non sporting, social and recreational opportunities with enthusiasm such as music groups, art drama and computer club. Very good music tuition has enabled pupils to perform in the Royal Albert hall. Videos show the high standard of performance in school productions.
33. The number of visitors to the school is impressive. Teachers from local secondary schools teach games activities and modern foreign languages. Police officers support the school's Junior Citizen programme, the school nurse helps with sex education and local clergy regularly lead assemblies. Parents and pupils recall events such as the 'Book at Bedtime' evening when everyone came to school to listen to stories in their nightwear.

34. Photographic records and diaries recorded the pleasure and productivity of the good range of educational visits. One display showed pupils visiting a farm and learning about the care of animals. Links with other schools and educational institutions are good and have a positive impact on the work of the school. Close liaison with the local authority ensures that the school has access to many sporting and cultural events. Year 6 pupils responded well to their induction visit to a neighbouring secondary school.
35. The curriculum offered in the school is open to all pupils and there are no disapplications from the national curriculum. The school provides effective support for pupils at all stages on the special needs register. The pupils' individual education plans are reviewed regularly to ensure that targets reflect the progress made. Pupils with reading difficulties have extra help from the special educational needs co-ordinator to ensure that they can understand their work. Pupils who have English as an additional language have full access to the whole curriculum. Pupils who are at the early stages of learning English are usually well supported but the lack of bilingual support staff reduces the effectiveness for a minority. Those at the higher stages take full part in school activities and take responsibility for themselves with additional encouragement from other pupils and staff.
36. The provision for personal, social and health education is very good. The co-ordinator has carried out a needs analysis and drawn up the programme on the basis of this. Drugs and sex education policies have been put in place after consultation with parents. The school is currently working towards Healthy School status. Each class has special times to consider their own development and issues relating to school. Older pupils take part in the Junior Citizen programme. The philosophy underpinning the school's provision derives from the best practice used with pupils who have special educational needs.
37. Provision for the moral, social and cultural development of pupils is very good and good for their spiritual development. This has improved since the last inspection. Pupils benefit greatly from the rich diversity of ethnicity and cultures represented in the school and the very good relationships that exist. The inclusive nature of the school ensures that every child benefits from the range of opportunities and experiences the school has to offer.
38. Provision for pupils' spiritual development is good. This is well promoted through daily acts of collective worship and in lessons such as religious education. Assemblies provide a focus for the life of the school and often include appropriate moments of quiet reflection. The school places a very high premium on developing a sense of empathy for others and celebrates achievement appropriately. In one lesson, pupils were asked to close their eyes and listen to other children speaking in their home language. The ability to speak more than one language was recognised and celebrated. In another lesson, older pupils discussed whether or not Ghandi was a genius. This gave them insight into his beliefs and values.
39. Provision for pupils' moral development is very good. Pupils have been effectively involved in drawing up codes of behaviour and strategies for dealing with bullies. They show respect and consideration for other users of the school and for the rich and diverse environment of the school. The school promotes equality of race, gender and religion very effectively and ensures that all members of the school's community are included in what it has to offer. Pupils feel safe to express different opinions and practise their beliefs in school. Literature is used effectively to enable pupils to empathise with other people. In one effective lesson, pupils thought about the feelings of a child caught in the middle of a family break-up. Much of the art in the school captures feelings and emotions, for example, chalk drawings showing the feelings of a footballer who had scored a goal.
40. Provision for pupils' social development is very good. The school is very good at creating a strong sense of community and there are many opportunities for pupils to contribute. Members of the School Council meet the Senior Management Team to discuss issues of concern to the children. Individuals represent the school on sporting and other occasions. Pupils learn to live together harmoniously at residential centres. They are given minor responsibilities in class, for example in taking registers to the office but otherwise opportunities to develop their initiative are limited.

Pupils are encouraged to help resolve tensions on the playground and there is a high expectation that children will look after each other. They become involved in good works for the community, including charity work.

41. Provision for pupils' cultural development is very good. There are many artefacts in the school from other regions such as Africa and South America. Pupils learn about music, art and dance from other countries. They learn about the life and work of significant people from different cultures, for example, in Black History Month, they learned about Martin Luther King. There are good displays of artefacts associated with different religions and celebrations, for example, Eid and Easter. Their own languages, cultures and traditions are celebrated and many opportunities are created in lessons and assemblies for pupils to talk about their customs and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

42. The school has good procedures for promoting pupils' welfare. Staff are well aware of individual needs and are sensitive in their support of those pupils from homes with domestic and social problems. Strategies for child protection are particularly good and have improved a great deal since the last inspection. The head teacher and special educational needs co-ordinator work very closely with the child protection agencies. They are experienced and ensure all staff know what to do should they be suspicious of child abuse.
43. Health and safety procedures are good. The site is safe and secure and the premises officer is vigilant and swiftly deals with potential hazards. Liaison is good with governors who are kept well informed of problems. Systems for first aid are good. Each midday meals' supervisor carries a pouch with essential first aid equipment and a notebook, so they can deal with and record any minor cuts and grazes on the spot. Pupils who are feeling ill or have had a bump to the head are carefully monitored and their parents are contacted as soon as possible. The school nurse is in school several days a week and provides a very good level of support and advice to the staff and parents on pupils' medical and welfare needs.
44. The school has worked hard to monitor and improve attendance but is still not having a profound impact on the levels achieved. Registers are well maintained, although sometimes there is confusion when classes are split into sets and teachers are not clear who is present in classes other than their own. Attendance data is analysed to identify where particular pupils are having absence or punctuality problems. The education welfare officer visits every 3 weeks and works closely with the special educational needs co-ordinator to follow up absences. The school has a good system of letters, referrals or home visits to make parents aware of the need for proper attendance. It does not shirk from taking parents to court if it feels it is in the pupils' best interest. Recently there has been a small increase in attendance as result of two initiatives. Money received from the business and education partnership has been used to start a Breakfast Club in order to entice pupils with poor attendance into school. Pupils who have found it difficult to cope with school life have been enrolled in the Learning Support Unit which has helped some pupils come to school. Although the head teacher reminds parents at intervals about the importance of attendance, the issue is not sufficiently promoted amongst all pupils and parents. At the parents' meeting, nobody appreciated that attendance rates were very low compared with other schools. Rewards for attendance are intermittent and the level of emphasis in assemblies and letter to parents is not making sufficient impact on the pupils or their families.
45. The school has very good procedures for monitoring and promoting good behaviour. At the last inspection, behaviour management was judged to be unsatisfactory. Since then the school has worked well to improve this. The behaviour policy has been thoroughly revised with the involvement of the pupils, staff and governors. At the start of the school year each class devises its own set of rules and each pupil signs to indicate that they will abide by them. There is a strong emphasis on rewarding good behaviour and achievements. Pupils gain points for one of the four houses and receive certificates and badges for success in work, behaviour and sport in assemblies. Parents are very pleased with the way behaviour has improved and comment that the school a safe and pleasant place in which pupils learn. Pupils with particular behaviour problems are given individual behaviour contracts to help them improve. Where exclusions have been applied, the head teacher has clear reasons why such actions are necessary and the governors are fully supportive of her. Exclusions are proving helpful in making parents aware of the gravity of their children's behaviour and in ensuring that the support of outside agencies is activated. The Learning Support Unit is used very successfully to reintegrate pupils into school life. The school is effective in monitoring serious misbehaviour and incidents of racism and bullying. If bullying occurs the school is swift to include the bully, the victim and parents in discussions to help resolve the issue together.
46. The procedures for supporting and monitoring pupils' personal development are good. The school is particularly expert at identifying vulnerable pupils and giving them individual support to help them become fully involved in school life. Pupils receive effective education in sexual relationships and the use and misuse of drugs. The school is also part of the "Healthy Schools" initiative, so pupils are realising that sensible eating and plenty of exercise lead to an improved

lifestyle. The school's personal, social and health education lessons provide a sound framework for personal development, with many lessons emphasising the need for correct moral and social behaviour. Teachers have all had satisfactory training in leading discussions on sensitive and personal issues. Older pupils are prepared well for the routines of secondary school, with regular homework set and the introduction of useful research skills. However, pupils are not regularly given opportunities to use their own initiative in tackling tasks and they are not given enough guidance in evaluating and checking their work.

47. Since the last inspection the school has put considerable effort into improving assessment procedures. Pupils have regular tests in English, mathematics and science which help teachers to assess the standards being attained. Teachers use the assessment data to set specific learning targets for pupils in English, mathematics and physical education. However, they do not set targets in science and other subjects. The school's pupil tracking system produces a considerable amount of useful data about the pupils' progress but this is not used effectively to tell individual pupils what they need to do in order to improve their work. The pupils' knowledge of their own progress is weak because of this and consequently they do not progress as fast as they might.
48. Teachers assess the progress of pupils with special educational needs effectively and the co-ordinator helps them to set appropriate learning targets for individual pupils. The pupils' individual education plans are used to set targets for their learning and progress. These are regularly reviewed and modified in the light of the progress made. Pupils undergo all the routine assessments that apply to other pupils in the school, as well as a range of other assessments to monitor academic and personal development. Records are kept up to date and these provide a profile of each pupil's progress. Support staff who visit the school also provide help and advice in monitoring and planning pupils' work. The arrangements for assessing, monitoring and supporting pupils' development help to ensure that they make progress in line with expectations. Assessments of pupils who have English as an additional language are effective and relate to their attainment in acquiring English language skills.
49. The progress of pupils from diverse backgrounds is monitored in the same way as for the other pupils in the school. The school handbook includes a statement setting out the school's anti-racism policy and all racist incidents are formally logged and reported to the Local Education Authority. The school makes clear its opposition to racism and takes all reasonable steps to discourage it.
50. Teachers generally mark pupils' work regularly, although the quality of marking varies and is sometimes inaccurate. Most teachers write encouraging comments on pupils' work and give praise where work has been well done. However, they do not often write constructive comments that give pupils a clear idea of how they can improve their work. Teachers usually assess the day to day progress of their pupils by question and answer in class but do not always take this progress into account when planning future work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Only a small proportion of parents attended the pre inspection meeting and returned the questionnaires. Views were positive and of those who contributed, most liked the fact that their children are happy at school, there is good teaching and high expectations of their children. The inspection team concurs with these positive opinions. Some parents had concerns about the levels and consistency of homework, the range of extra curricular activities and felt that the school could work closer with parents. It is judged that homework is sufficiently regular and is an appropriate amount. The school provides an excellent variety and number of after school clubs although principally for older pupils.
52. The quality of information provided for parents is good and has improved since the last inspection. General school information is particularly good, with the weekly newsletter providing an excellent link between school and home. New parents are introduced effectively to the work of the school

and the termly meetings for parents and teachers offer regular opportunities for discussion. The school held a Family Literacy course for parents earlier this year, but there have not been sufficient further opportunities for parents to learn more about what and how their children are learning. Parents are given a satisfactory amount of information about their children's progress and annual reports are helpful. Targets are shared with parents, but in many cases they are too vague and give parents insufficient guidance in how they can help their children in their learning. The school has high expectations of behaviour of their pupils and expects parents to act as suitable role models. Not only are parents informed about the systems for managing the behaviour of their children, but they are also expected to abide by the Code of Conduct for Parents.

53. The contribution of parents to their children's learning at school and at home is unsatisfactory. A major factor is the particularly high amount of unauthorised absence condoned by parents that has a detrimental effect on their children's learning and progress. Attendance is often thin at school events and punctuality at school performances is not good. The school has introduced a crèche for recent meetings, which has proved successful and increased the attendance levels. Although there is insufficient interest to keep a Parent Teacher Association alive, there is a small core of committed parents who help at events or come in to assist in classes. The school is concerned about the low levels of parental support and is beginning to monitor attendance at meetings to try to encourage more parents to become involved. A small amount of consultation has taken place over the school uniform and the timing of the SATs evenings, but there is still scope for more surveys and inclusion of parents to make them feel more involved in their children's education.
54. The parents of pupils with special educational needs are encouraged to take a full part in the education of their children. The school's policies and procedures in relation to special educational needs have been made available to all parents and these are explained clearly in non-technical language. Parents are invited to all reviews and most choose to attend. They are kept well informed of their children's progress through the review process and through the normal consultation appointments. They can also arrange to speak to staff informally at any time and the school alerts them at an early stage when problems occur.
55. Parents of pupils learning English as an additional language are kept informed and are encouraged to get involved in supporting their children's learning both in school and at home. For example, in a story telling session observed in the Nursery, a story was told in English and Portuguese and the children enjoyed making animal sounds in those languages. The school also organises help with interpretation and translation when required.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The last inspection report found that the governing body and the headteacher provided effective, management for the school. However, it also reported that the school lacked a common sense of purpose and that the monitoring of lessons was weak. The staff now have a clear commitment to improvement and shared aims. However, the monitoring of lessons and the contribution of subject co-ordinators are still underdeveloped.
57. The overall picture of effective leadership and management remains the same. The headteacher, with her enthusiasm and commitment to the school, has a strong vision which ensures clear educational direction. She and the staff are dedicated to enabling pupils to achieve their full potential and place a strong emphasis on developing good attitudes and consideration for others. The schools effectiveness is reflected in the rising trend in results in English, mathematics and science. The good attitudes and behaviour of pupils are also testimony to the sound quality of education provided.
58. Management structures in the school are not yet satisfactorily developed. Recent changes in staff have resulted in a number of temporary appointments and the engagement of several overseas teachers who are not qualified in England. The situation emphasises the need for a strong and effective management team with clearly defined responsibilities that spreads the

considerable burden currently placed on the headteacher. The acting deputy headteacher has had to undertake full time class teaching and has not been able to develop his role, which remains undefined and lacking specificity. Subject co-ordinators do not routinely monitor classroom teaching and the programmes for teaching are not all adapted to meet the particular needs of pupils in the school. Several job descriptions are not sufficiently detailed and lack the necessary focus to ensure co-ordinators assess the effectiveness of teaching and learning. Many newly appointed post holders have not received training in their roles and few co-ordinators have enough time to implement their responsibilities. Staff are committed to the programme of raising attainment and the school has the capacity to succeed. Considerable improvements have been made in the areas which the school has rightly defined as priorities such as the development of literacy and numeracy. However, the school has yet to allocate enough time and money to ensure that teaching is satisfactorily monitored with a view to improving the quality of education in all subjects.

59. The governing body meets all legal requirements. They know the school's strengths and weaknesses well, and they are led by an experienced, enthusiastic and sensitive chair. The committee structure is effective, sharing responsibilities for the various aspects of the life of the school and keeping close touch with subjects through good contacts with teachers and through some specific training. A particularly good example of the way in which governors and professionals work together is in the preparation of the school's development plan. After initial preparation by the individuals involved, a full day at the beginning of the school year is devoted to brainstorming sessions attended by teachers and governors in working groups, each with a specific brief. Achievements are evaluated, needs are ascertained, and proposals for future development are put together.
60. The headteacher and administrative staff monitor the school's finances closely. Budgets are well prepared and monitored. Governors are closely involved in preparing budgets and maintain a close check on spending which is well planned to support school developments. The school applies the principles of best value in agreeing contracts. The school makes good use of its grants which are correctly applied to raising standards, to support pupils with special educational needs, those learning English as an additional language and those in the Learning Support Unit. The amount of money carried over from the last financial year is slightly higher than average and arises out of the lack of an appointed deputy head for part of that year. The school has allocated the surplus appropriately in the current year and takes care to link its yearly spending closely in line with its income. Administrative staff costs are well above average for a school of this size but they reflect the need to provide support to the acting headteacher during the period of staff changes. The school has benefited from the expertise available to it but current arrangements are not sufficiently clear cut and do not delegate enough responsibility from the headteacher to the capable support team.
61. The overall management of special educational needs in the school is effective. The co-ordinator has overall responsibility for provision of the service and she works closely with support teachers and the Learning Support Unit Manager to ensure that the pupils' needs are met. The policy clearly outlines the reasoning behind the school's procedures and this helps to ensure that there is a shared understanding of the requirements among all the people involved. The policy also outlines the factors on which the success of the provision will be judged. The co-ordinator successfully monitors the work of the support staff and she is undertaking research into their roles so that support can be as effective as possible. The special educational needs governor has professional expertise in a related field which is used well to monitor the work of the school.
62. The school's policies on equality of opportunity and special educational needs emphasise the need for inclusion. Both policies present a clear picture of the school's procedures and expectations so that staff are aware of the importance placed on these aspects. The senior management team are very well aware of changing intake in the school. The school has links with support agencies, covering the needs of specific groups such as children pupils learning English as an additional language. There are currently no traveller children in school. The funds the school receives are appropriately used to support the learning of the groups for whom they are allocated.

63. The school is satisfactorily staffed, with a sound range of expertise and experience among teachers. Many teachers were trained overseas and await qualified teacher status. The training of co-ordinators in their roles has not yet been provided for all postholders. The local education authority provides a rigorous scheme of professional development for newly qualified teachers. There is, however, no common and effective strategy for the induction and support of teachers new to the school, its routines, its aims and its criteria for success. Procedures for appraisal and performance management are well established according to statutory requirements. Learning support staff have received or are receiving appropriate training.
64. The school benefits from very good accommodation which it uses very effectively for the benefit of pupils and their learning. Internal facilities are spacious and well managed to provide accommodation for class, group and individual teaching as well as specialist areas for music, Learning Support and libraries. There is a good level of display especially in corridors and hallways which present pupils' work and link into important aspects of school life such as a recent residential visit and community relations. Externally the school makes excellent use of its grounds. It has developed safe areas for pupils at the Foundation Stage where they can pursue a rich variety of learning activities. There are also very attractive spaces in which pupils play at breaktimes as well as environmental areas for the study of wild life and minibeasts.
65. Resources are adequate in all subject areas although the systems for maintaining and managing computers is not currently organised in a satisfactory manner. The school has sufficient and relevant teaching aids for pupils learning English as an additional language and has also acquired some bilingual resources. The school has sufficient specialist resources for special educational needs and funds are used appropriately. Computers are available for use by pupils with special needs and they help pupils with writing difficulties to access the curriculum. They are used regularly in the Learning Support Unit but not as often during classroom based lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise the standards in the school, governors, headteacher and staff should
- (1) Improve systems for checking teaching, giving feedback to teachers and offering support to ensure that the quality of teaching is at a consistently good level.
(Paragraphs 56, 58, 107, 116, 121, 148)
 - (2) Extend the way pupils' progress is assessed by
 - Developing consistent procedures for recording when and how well pupils acquire skills and knowledge in all subjects.
 - Increasing the use of day to day assessment in lessons to measure pupils' progress.
 - Developing the methods by which teachers evaluate the effectiveness of lessons.
 - Extending the way assessment information is shared and used to set targets for pupils.
(Paragraphs 23,47,50.107,121,128,132)
 - (3) Define precisely the areas of responsibility for all staff with management roles and ensure that they have the time, skills and training to fulfil them.
(Paragraphs 58, 60, 132,148)
 - (4) Improve the attendance rate of pupils by placing greater emphasis on the importance of regular attendance, especially with those parents who need constant support and reminders.
(Paragraphs 16, 17, 44, 53)

THE LEARNING SUPPORT UNIT

67. The Learning Support Unit provides an effective service that addresses the needs of its pupils and enables them to make good progress in their learning. It was opened in January 2001 and is

funded through the 'Excellence in Cities' initiative. The unit provides support for up to 30 pupils whose behaviour is adversely affecting their learning. They each spend two half days per week in the unit. The classroom base is situated on the Granard school site but the facility is shared with the neighbouring Alton Primary School. The unit currently supports 18 pupils from Granard and 12 pupils from Alton, who have transport arranged to take them to the unit. The Local Education Authority's Head of Behaviour Support chairs a steering group, which meets regularly to discuss issues affecting the operation of the unit. Admission to the unit is made according to a written policy, following recommendations from staff who teach the pupils concerned. The pupils attending the unit do not have statements of special educational needs because the facility is intended to provide support at an early stage, before statements have been considered necessary. Admission to the facility is limited to pupils from Years 5 and 6, although pupils from Year 4 are occasionally given support on an informal basis, where it is felt that this will avoid further difficulties in the future.

68. The standards attained by the pupils in the unit are below the average for pupils of their age, on account of their learning difficulties. However, they make good progress in relation to their learning targets and are often successfully reintegrated into their classes after a period of attendance in the unit.
69. An experienced Special Needs teacher, who is the manager of the unit, and a qualified Specialist Teaching Assistant, provide support in the unit. They work very closely together to plan pupils' work and to assess their progress and review their learning targets. The support provided is very effective and enables pupils to make good progress in their learning and in acquiring the social skills necessary to help them to improve their behaviour. Teaching is well planned to meet the pupils' needs and concentrates mainly on improving their reading, writing and mathematical skills, although other subjects are used as a context for improving pupils' social skills. Computer based learning is used effectively to improve their spelling and presentation of work and also to support their research in design and technology. They are able to use word processing software to present work and they can find suitable web-sites on the Internet in order to download images into graphics programmes, so that they can produce printable composite images.
70. The pupils behave well in the unit and have good relationships with each other and with the staff. There is no evidence of tension between different groups of pupils and they generally work hard and try to do their best. In the lessons observed, the pupils applied themselves well to their work, showing interest and persevering when faced with difficulties. The unit provides a good atmosphere for learning and the staff have a calm and friendly approach which is nevertheless firm in ensuring that expectations of good behaviour are met. This has a very positive influence on pupils' learning. The pupils' punctuality to lessons is generally good and their attendance is similar to that of pupils in the main school.
71. The unit is well managed through close co-operation between the teacher in charge and her support assistant. Formal procedures for admission have been established in order to provide equality of opportunity and these are fully documented in written policies. The unit staff have made great efforts to emphasise that working hard and making progress are the most important outcomes for pupils in the unit. The classroom base is well cared for and provides a bright and stimulating learning environment, with pupils' work featured in high quality displays. The staff of the unit assess pupils' progress effectively and the pupils are set clear learning targets on the basis of the data gathered. These targets are regularly reviewed and modified in the light of experience. This helps pupils to learn effectively. Liaison between the two schools is good and the unit staff spend every alternate Monday at Alton school in order to ensure that both schools have equal access to the facility. The steering group also helps to make this liaison effective. Transport arrangements for the pupils from Alton school are sometimes unsatisfactory, however, due to the difficulty of finding reliable escorts for the pupils. This sometimes results in the unit staff having to make unnecessary journeys in order to escort pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	22	38	17	7	1	0
Percentage	1	26	44	20	8	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	41	311
Number of full-time pupils known to be eligible for free school meals	8	143

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	1	85

English as an additional language	No of pupils
Number of pupils with English as an additional language	84

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	6.9

Unauthorised absence

	%
School data	1.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	23	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	19	20	18
	Total	31	30	31
Percentage of pupils at NC level 2 or above	School	74 (79)	71 (74)	74 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	14
	Girls	20	19	19
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	71 (74)	79 (84)	79 (81)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	26	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	18
	Girls	21	14	25
	Total	36	27	43
Percentage of pupils at NC level 4 or above	School	64 (61)	48 (59)	77 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	22
	Girls	20	17	23
	Total	36	33	45
Percentage of pupils at NC level 4 or above	School	64 (50)	59 (48)	80 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	10
Black – other	13
Indian	7
Pakistani	15
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	46

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)	6.4
Number of pupils per qualified teacher	18
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	17.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	0
Other minority ethnic groups	2	0

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

Financial information

Financial year	2001-02
	£
Total income	1,181,177
Total expenditure	1,171,686
Expenditure per pupil	2,922
Balance brought forward from previous year	36,670
Balance carried forward to next year	72,665

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 16%

Number of questionnaires sent out	352
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	27	7	0	0
My child is making good progress in school.	60	34	2	2	2
Behaviour in the school is good.	58	33	4	5	0
My child gets the right amount of work to do at home.	48	41	9	2	0
The teaching is good.	64	31	0	0	5
I am kept well informed about how my child is getting on.	56	37	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	2	2	0
The school expects my child to work hard and achieve his or her best.	67	30	0	0	3
The school works closely with parents.	54	27	16	3	0
The school is well led and managed.	60	35	5	0	0
The school is helping my child become mature and responsible.	55	43	2	0	0
The school provides an interesting range of activities outside lessons.	38	30	13	8	11

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

72. Teaching and learning is very good in the Nursery and good in Reception. The quality of education offered has improved since the last inspection. By the age of five, most pupils reach the expected Early Learning Goals and they achieve well, particularly as they start from a lower than average base on entry to the school. Some children in reception classes are already reaching levels in reading, writing and mathematics which are appropriate for older pupils. Pupils with special needs, including those with a statement of special need, make good progress and achieve at least in line with their abilities. Those children who are learning English as an additional language also make good progress and frequently do better than might be expected.
73. The overall quality of teaching is good; during the inspection very good teaching was observed in the Nursery. Teachers and other support staff promote children's learning through well planned experiences that are challenging and yet achievable. There is a good balance between outdoor and indoor activities which provides a stimulating range of learning for children. Adults make regular observations of children and assess their development carefully. They use these assessments well to plan subsequent learning. Adults maintain good relationships with children and provide very good role models for both boys and girls which helps them to work and behave well together in this diverse multi-cultural community.

Personal, social and emotional development

74. The majority of children enter the Nursery with immature skills in personal and social development that are below what is expected of this age. They settle happily and quickly into daily routines. In both the Nursery and Reception classes, children are generally enthusiastic about their learning and like working with adults. They form good relationships with adults and with each other and some happily move about together, holding hands. They take great pride in tidying up their tables after an activity, including helping to put things away. They are good at sharing food at meal-times taking responsibility for serving it out or waiting their turn to receive it with patience. Children freely talk about themselves and their families and approach new experiences positively. They also learn that each child is different and everybody is special in this diverse community and show respect to others.
75. In Reception, there are well planned activities to build on the work done in the Nursery. In the lessons observed, children are quick to settle when they arrive, are keen to get on and know the routines well. Many children work independently. Children with special needs and those learning English as an additional language are appropriately supported by the adults to ensure that children benefit from the activities provided. Overall, children make good progress and the majority meet the Early Learning Goals for personal, social and emotional development by the time they enter Year 1.

Communication, language and literacy

76. When they start school, children's speaking skills are below average. Many children have a limited vocabulary, are unused to extended conversation or to making comments on their own. In the Nursery, they enjoy listening to stories and sharing books. For example, at story time a parent and teacher together read a book about animals in the jungle in English and Portuguese. They much enjoyed making animal sounds in both languages. Adults emphasise the importance of speech and work hard at encouraging children to talk about their needs rather than using nods and gestures. Through the use of questions and support, adults help children to think, answer and ask questions. Children are confident in opening and exploring books correctly and they know that writing has meaning. Older children can copy their names correctly and can recognise and shape a number of letters and numbers.

77. In Reception, children have plenty of opportunity to read and write and build up on previous learning. Most can write their names and recognise sounds associated with letters. Many are beginning to write words and short sentences correctly. Children listen carefully to the teacher as when they learn about the story of 'nine ducks nine.' They make the props and retell the story by taking on different roles. Children enjoy talking about the stories they have read and are encouraged to take books home to share with adults.
78. Overall achievement by the end of Reception is good and most children have attained the Early Learning Goals and a few exceed them in reading by the time they enter Year 1.

Mathematical development

79. Most of the children are on course to attain the Early Learning Goals by the end of Reception. They make good progress in this area. Children in the nursery and reception enjoy counting rhymes and games. In the Nursery, they count in a variety of situations such as counting things found in the garden, snails on a log, musical instruments, counting dots and through number rhymes. They counted how many caterpillars they saw in the outdoor area in the afternoon counting the ticks for each caterpillar recorded on a chart. A number of children recognise numbers up to 7 and some older children write these recognisably. Children like playing shops and pretend buying and selling. They recognise shapes in the environment and similarities and differences. They draw and cut shapes and choose suitable components to make shapes.
80. Children in Reception count how many are in class today and how many are missing by adding on. They understand words like sums, plus, adding on and equals and recognise the symbols used. They like playing mental mathematical games such as 2 ducks have dived under water and two are outside, how many are they altogether. Most can do sums by adding different units of numbers and the more able add larger numbers such as 13+9, correctly. They are able to match sets of objects to the correct numeral. Two were seen bartering things in the shop they had set up.

Knowledge and understanding of the world

81. By the end of Reception children have made good progress and standards are satisfactory. When they start school, children have limited experience and understanding of the world. The school helps children in the Nursery to learn from a rich range of experiences and to develop a good understanding of the world around them. For example, groups of children very carefully observed the snails and slugs which they had collected in the outdoor area. They were very intrigued with the movement of the snails and put them on logs and stones to see them, feed them their own grown lettuce from their vegetable patch and observe how they got back into their shells when children spray water on them. Another group looked at caterpillars placed in a glass container and how they moved and ate leaves. One child told another, 'they turn into butterflies'. They collect different types of mini beasts and handle them with care. Children pump water up with different types of pumps and explain how it goes up. Adults questioned children well about their activities to develop their vocabulary and observations. Children know the names of some vegetables and fruit and in their planted area and have drawn and painted labels, covered them in plastic and put them up on a stick. Children in both the Nursery and Reception classes have access to computers and greatly enjoy using these. They are competent in using the mouse to select objects and some can operate simple programmes competently. For example, a pupil with a statement of special need followed a story on the computer competently with the help of an adult support.

Physical development

82. By the end of Reception, most children are on course to attain the expected Early Learning Goals. They handle scissors, pencils and glue confidently and make good use of construction toys and large and small equipment. Most play throwing and catching ball, pedal cycles around the Nursery garden, changing direction and avoiding obstacles. They develop satisfactory

gymnastic skills and learn to jump from a high plank to a landing mat in safety. They make a good start in developing a sense of space and improve this in Reception. The Nursery has its own well maintained outdoor curriculum areas with fixed climbing apparatus. This is well used to help children make good progress in developing their physical and creative skills. Children in Reception classes also have their own area for outdoor learning. Children run, jump, hop and move together and stretch to music.

Creative development

83. Children make good progress in this area of learning in both the Nursery and Reception classes. The majority are in line to attain the expected Early Learning Goals by the end of Reception and several are exceeding them in music. They benefit from lessons with a specialist music teacher. In a lesson observed, the teacher's very good subject knowledge and understanding of young children helped them to make very good progress in developing their listening and understanding of rhythm. Children showed great enjoyment of singing and music-making and dancing activities. They learnt the names of musical instruments such as maracas, triangle, guitar and then they sang with gusto, dancing and performing actions of playing them. Similar high quality and enthusiastic singing and playing was observed in Reception. The specialist teacher made excellent use of the piano while the class teacher assessed the progress being made. Children independently explored sounds made by a variety of musical instruments in groups. Children also enjoy making pictures in paint and collage. They draw and explore a range of materials and how to mix paint, creating pink by mixing red and white and by adding more of one colour or the other.

ENGLISH

84. Pupils' make good progress. Their attainment is below the national average but above the levels achieved in similar schools. There has been improvement since the last inspection. Most pupils start Year 1 with sound early literacy skills but the high proportion of pupils who are learning English as an additional language and those on the special educational needs register generally have lower than average attainment.
85. By the end of Year 2, standards in speaking and listening and reading are close to the national average. Pupils' ability in writing is below average, but improving. Results in Year 2 national tests in 2001 were well below the national average in reading and writing. In comparison with the results attained in similar schools, pupils attained levels which were average in reading and below average in writing. Test results for the current year show a marked improvement in this situation.
86. In national tests at the end of Year 6, pupils' results are below the national average but above those achieved in similar schools. Pupils generally achieve well and those of all abilities make sound advances in knowledge and skills. It is unreliable to compare test results in Year 2 with those at Year 6 since an above average number of pupils leave and join the school each year. In Year 6 tests, girls achieved standards close to the national average for girls but boys achieved standards below the national average for boys. However, the performance of boys has improved in comparison with previous years.
87. Pupils come to Year 1 with the ability to answer simple questions and describe simple situations. By the time they reach Year 2, most can explain what they are doing and answer questions confidently and in extended sentence form. The most able have a good range of technical language that enables them to explain and describe what they are doing in other subjects. Pupils listen carefully to instructions and respond appropriately, for example in physical education where they learned the rules of a new game quickly.
88. Pupils enter Year 1 with sound reading skills. Most read familiar and important words on sight and can build words using letter sounds and blends. By the end of Year 2, many pupils read confidently and recognise the sounds made by most vowel blends. The most able read simple texts fluently and with expression, using the sounds of words and the context of the story to

make sense of what they are reading. They have good basic understanding of the structure of the text and the importance of using punctuation to make sense of the story. The most able can predict what will happen next but have not yet begun to use the text to explain the thoughts and actions of the characters. Most enjoy fiction and have some knowledge of the working of non-fiction books. A number of pupils struggle to make sense of text and have limited decoding skills.

89. Standards of writing by the end of Year 2 are variable. The most able pupils plan a story and proof-read their own and the work of others. They are able to identify simple errors in spelling and punctuation. Their handwriting is in a well-formed cursive style that is used consistently in English and other subjects. Less able pupils often regress to print and there are variations in the size of the letters they write. In one lesson, pupils planned a story based on a familiar text. They understood how to describe the setting and the characters and could explain how their story would develop.
90. By Year 6, pupils can describe, explain and comment critically on their own work and topics of the day. The most able pupils use language effectively to make a point or argue a case. In one lesson, pupils described the feelings of a young girl in a story and offered plausible explanations as to why she felt that way. The most able had good command of language and could suggest ways of improving the situation for the girl. Less able pupils were reluctant to offer ideas and suggestions. Most listen carefully and can use the information they have heard to formulate their own ideas and explanations.
91. Pupils gain the skills needed to read fluently and effectively by Year 6. In Year 3, they understand how to form words and are beginning to recognise patterns in words. The more able take account of commas and full stops to make sense of the text and read with intonation and expression. Less able pupils read familiar words on sight and make sense of very simple text. By Year 5 many can read longer texts and make sense of what they are reading. They know how to work out the pronunciation of new words. They can locate information both in books and on screen using ICT. By Year 6, many are able to distinguish between different genres and analyse the meaning, messages and moods of the text. Pupils with special educational needs make good progress and learn how to recognise patterns in words and build words using sounds and patterns. Some can use the context of the writing to make sense of the story.
92. Standards in writing in Years 3-6 are more variable. Most pupils in Year 3 have well formed handwriting and spell familiar and important words accurately. Most sustain this and achieve good standards of presentation by the end of Year 6. A few do not use their handwriting skills in other work and the standard declines. Most pupils in Year 3 understand the basic conventions of writing and use full stops, capital letters and titles properly. They have good knowledge of the technical language of writing. They build on these skills and, by Year 6, many can write fluent, well-structured pieces using more sophisticated punctuation marks. Their spelling is generally accurate and they have well-developed strategies for spelling unfamiliar words. One pupil used highly developed keyboard skills to write an emotional and powerful story on the computer. The story was properly punctuated and well presented. A small number of pupils, particularly boys, are reluctant to write and do not produce extended writing.
93. Pupils make sound progress and those learning English as an additional language progress well and often achieve standards as high as their peers. The fact that they have more than one language is valued and celebrated by the school. In one very successful lesson, pupils were encouraged to speak in their home language so that English-speaking children could begin to understand the frustrations of not understanding what was being said. Pupils with special educational needs make good progress, especially where the highly effective teaching assistants support them.
94. The majority of teaching is good. A small proportion is unsatisfactory. The best teaching is based on thorough and effective planning. Lessons are well structured to ensure a balance of direct teaching and practical activity. Teachers are clear about what they are going to teach and use methods that challenge and motivate the pupils. In one lesson, the teacher used a drama technique known as 'hot-seating' very successfully to help pupils understand how a character in a

story felt. This led to some inspired writing by the pupils. In the most successful lessons, the pace was brisk and the purpose was clear. Teachers know their subject and use explanation and questioning well to ensure that the pupils understand the subject matter. In one lesson, the teachers used nationally produced lesson plans. They recognised that these did not meet the needs of their pupils and made appropriate adjustments. In the small number of unsuccessful lessons, expectations were low, the pace slow and tasks were not always adapted to meet the needs of all pupils. This was especially the case in Year 6, where teachers were asked to use material to prepare pupils for work at secondary school. Most teachers maintain and use assessment records effectively to provide information on which they can base their planning.

95. The subject is co-ordinated effectively. The co-ordinator has very good subject knowledge and uses resources well to improve the quality of teaching. She has provided training to staff and carried out some monitoring of their performance. There is a good action plan to develop the subject and raise standards. The co-ordinator teaches across the school and this enables her to model good practice. The school has a very good curriculum plan based on the National Literacy Strategy. There are appropriate procedures for assessing performance in the subject. The programme to develop the skills of teachers new to the school and those on temporary contracts is underdeveloped.

MATHEMATICS

96. Pupils' test results in 2001 at Year 6 were well below the national average but current pupils are attaining levels which although still below average, are much improved. In Year 2, pupils' results were well below average in 2001 but current pupils are achieving levels which are in line with those expected. Under the energetic guidance of the co-ordinator, teachers have placed considerable emphasis on improving their teaching of the subject and this has had a positive impact on raising standards. At the time of the last inspection, standards in mathematics were in line with national averages. Since then, the skills of children on entry to the school has declined and there is a higher proportion of pupils with special educational needs. However, the level which pupils achieve indicate that they are making sound progress by Years 2 and 6.
97. Results in Year 6 in 2001 showed that pupils' attainment was below the level achieved in similar schools. Results were also well below the agreed targets set for them. In the current Year 6, results are close to the much higher targets which were set, with nearly a quarter of the pupils attaining the higher Level 5. Higher attaining pupils can do multi step calculations in their heads and explain clearly which strategy they are using. They know the names and properties of common two-dimensional shapes and know the simple co-ordinate positions. Year 6 pupils were learning how to read line graphs and pie charts and interpret the information accurately. However, there are still a significant number of lower attaining pupils with limited confidence and skills. They can work out calculations using their 9 times table, and calculations with angles such as 180-45, but not all are secure with this. A number of factors contribute to the low standards of the pupils: an above average number have special needs and learning difficulties, an above average proportion come into the school during Years 3 - 6 and there has been a high turnover in staffing. The training of staff in presenting the Numeracy Strategy has led to an improvement in teaching and this is supported by better systems for assessing pupils' progress. There were no significant differences between the attainment of boys and girls.
98. Pupils generally make sound progress in Years 1 and 2. Learning was satisfactory or better in all the lessons seen, except for one class where the resources and activities were not well matched to the needs of the pupils. In most classes, the pace of the lessons is good and the pupils' interest is well maintained. Pupils in Year 3 were learning how to make sums of money from different coins. They were competent in mental calculations with numbers up to 20. Lower attaining pupils were well supported, and were achieving well. No difference was noted in the progress of boys or girls. Pupils with English as an additional language made appropriate progress in the lessons seen.

99. Teaching is good overall. One unsatisfactory lesson was seen, which was not well planned or matched to the needs of the children. However, of the rest half of the lessons seen were good and this is reflected in the quality of the completed work that was scrutinised. On the whole, teachers have good subject knowledge and have integrated the National Numeracy Strategy well into their teaching. They have a good knowledge of their pupils' abilities and plan work suited to them. They have good relationships with their pupils and use appropriate teaching strategies. Pupils are used to good effect by the teachers to explain and demonstrate their mathematical strategies to the rest of the class. Teachers assess pupils' work effectively using a grid to record the development of basic skill. They use their assessments well to help them plan future work. Pupils undertake the statutory tests in Year 2 and work is assessed in other years by the use of tests linked to the topics covered, as well as by teacher assessment. Where classroom assistants or other helpers are used, they are well briefed to support their groups. Information and Communications Technology is used to good effect in many lessons, but the library is not used for research to support teaching. In most lessons, teachers create a sense of purpose and pace which stimulates pupils' interest. Pupils are well motivated but in a few lessons, teachers did not assess the problems of lower attaining pupils thoroughly to ensure that they provided them with the right level of support. Pupils struggled with calculations without sufficient aids to help them understand the correct relationship of tens and units and became muddled.
100. Children with special needs and English as an additional language are well supported in their work both by teachers and by classroom assistants. In general, pupils with special needs or who were lower attaining did similar work to the rest of the class, but at a simpler level. While this was effective in most lessons there were a few cases where this was inappropriate.
101. Teaching is well balanced across all areas of the subject. In addition to work with number, pupils learn to work with time and measurements and learn about shapes. Data handling is well integrated into teaching and pupils collect data in tally charts and use this to make pictograms or bar charts. Pupils undertake more problem solving and investigational activities than is usual and pupils learn well from these activities. However, there is scope to further develop these activities to extend the understanding of higher attaining pupils. Information and Communications Technology is used effectively for drawing graphs, but opportunities were missed to develop numeracy skills in other subjects.
102. The subject has an enthusiastic and capable co-ordinator who is has been in the post for a year. She keeps a close check on teachers' planning and pupils' work in order to monitor how the subject is being taught. She has had appropriate training and all the teachers in the school have been well trained to deliver the Numeracy Strategy. However, teachers of the pupils in the lower attaining sets do not always match tasks well to the needs of their pupils. There is an effective assessment scheme which has been developed within the school, and pupils' progress is tracked well. She has audited the range of resources available and ensured there are sufficient for the needs of all classes and has an adequate budget for development of the subject. The quality of the accommodation is very good for teaching Mathematics but the excellent grounds are under exploited for development of the subject. There are books linked to the subject in both libraries, but insufficient use is made of these to promote personal study.

SCIENCE

103. The standards attained by pupils in Years 2 and 6 in national tests and assessments are well below the national average. This also applies to the standards seen in their written work, although the standards they attain in lessons are average. Pupils attain levels which are in line with those achieved in similar schools. Since the last inspection, overall standards have declined for seven-year-olds but have remained about the same for eleven-year-olds. Changes in the skills of pupils on entry have effected the levels which pupils attain and progress is sound throughout the school. There are no significant differences between the achievements of boys and girls.
104. Pupils in Years 1 and 2 are attaining standards that are below average overall, although the standards seen in lessons were in line with expectations. Pupils in Year 1 use appropriate words

to describe materials and can sort materials in different ways. Year 2 pupils describe the effects of forces on different materials and they make relevant observations such as '*...it goes back to its original shape when you let go...*'. Pupils in year 2 record findings in a simple printed table, categorising materials as 'soft', 'springy' and 'bendy'. Higher attaining pupils use the word 'elastic' appropriately and make good observations about the flexibility of different types of materials. Teaching is satisfactory and lessons are well planned to take into account pupils' needs. They are conducted at a lively pace so that pupils remain interested and learn well. However lessons are not always built on careful assessments of pupils' progress and thus they do not build effectively on what they have covered. In a few lessons, the pace of teaching was too relaxed to keep pupils working to their full capacity.

105. Pupils in Years 3 to 6 are attaining below average standards overall, although the standards seen in lessons are, again, average. Pupils in years 3 and 4 recall their work on magnets reasonably well and make simple predictions about the strength of different magnets, based on work they have already done. They carry out basic experiments to test out their predictions and they record their findings in simple tables. Older pupils extend this work into making predictions about the shape of magnetic fields, based on their knowledge of common types of magnets. Pupils have good background knowledge, as a result of reading outside school, and talk about uses of magnets in everyday situations. Year 5 pupils vary widely in their knowledge and understanding of the work they have done on seeds and germination. Most have a good grasp of the factors required to ensure 'fair testing' in experimental work but quite a lot are unsure on this and give confused answers when questioned. Year 6 pupils recall the work they have done on energy and apply it to their thinking about testing the effectiveness of energy-efficient washing powders. They use suitable scientific words and most are confident in setting up fair tests. Where the teaching is good in years 3 to 6, lessons are well planned with clear objectives that pupils understand. Teachers use questioning effectively to assess what pupils have understood and what progress they are making. These factors help to promote effective learning.
106. Teachers generally keep good order in their lessons and expect pupils to behave appropriately. Pupils with special educational needs are well supported in lessons and they make appropriate progress. However, the work planned for average and higher attaining pupils is not always challenging enough, particularly in experimental and investigative work. It fails to provide enough opportunities to extend their skills in handling and interpreting data presented in tables, graphs and charts. The use of computers to enhance pupils' learning is also weak, although the equipment required is available. The teachers need training in both these aspects in order to increase their effectiveness. In many lessons, the timing is not tightly controlled so that the lesson overruns or the teacher is left short of time in which to complete the work planned. Although the national guidance on the work to be covered has been adopted, approaches to planning vary quite widely between individual teachers and do not always take sufficient account of the attainment range in a class. Pupils' progress is assessed and tracked using a variety of methods. The data gathered through these assessments is not always tightly focused on what pupils have learned and understood. In order to raise standards of attainment, there is a need to use the assessment data to set targets for pupils, so that they know what they need to do to improve their work.
107. The day-to-day management of science is satisfactory and the equipment and materials for teaching the subject are adequate. However, the science co-ordinator has had no specific training for her role, in order to enable her to effectively monitor standards. There has been insufficient monitoring of teachers' planning, the quality of teaching and the consistency and use of assessment. This is an aspect of the management of the subject that needs to be improved in order to raise standards of attainment.

ART AND DESIGN

108. Standards at the end of year 2 and year 6 are in line with national expectations. This is similar to the findings of the last inspection. All pupils, including those with special educational needs and those learning English as an additional language make satisfactory progress and their

achievements are in line with their ability. Pupils are well supported and are challenged with open ended homework tasks.

109. In Years 1 and 2 pupils create pictures arising from listening to Debussy's La Mer and use paint confidently. They know how to mix colours to obtain certain effects and obtain the tone which they want. They are aware of the use of line, colour, shape and texture in their work, and use observations as the basis of designs. Self portraits are bold, and pupils make reasonable attempts to depict facial features. Pupils work is attractively displayed and pupils take a pride in sharing their work with others.
110. By the end of year 6 pupils experience a range of techniques using paint, pastel, chalks, and collage and they have made sound progress. Art is used well to support and enhance other subjects for example, when constructing mosaics in Years 3 and 4 in connection with a study of Roman history. Pupils also explored wood carving and creating "nature" collages when they visited farms and observed animals and plants. Pupils use their art skills well in finishing models in design and technology.
111. Through the study of famous artists which are well displayed in the school, they have become increasingly aware of different methods and styles. The use of perspective and sketches of people in action was a challenging concept for Year 3 and 4 pupils. This was well linked to a consideration of relationships and pupils clearly benefited from the exercise both in terms of personal and artistic development. In Year 3-6 work in three dimensional activities is limited as is modelling but there is some good work in collage and bold use of pastels and chalk in drawing portraits. Pupils working in the Learning Support Unit produce successful abstract work using colours and shapes as well as interesting models from pebbles and glue. This work is linked to studies of artists which reflects good teaching and careful observation by pupils.
112. Evidence from work on display, and pupils' portfolios indicates that teaching in general is satisfactory. This is similar to the last inspection. Teachers make good use of the school's planning guidance which helps them to focus on developing pupils' skills. The co-ordinator has established a system for checking on pupils' progress in the subject but this is at an early stage of development. Teachers are beginning to compare work between classes which is a valuable assistance to developing teachers' and pupils' skills. Resources are satisfactory overall, although the siting of the kiln means that it is not currently safe to use which prevents traditional clay work.

DESIGN AND TECHNOLOGY

113. Standards are close to national expectations for pupils in Years 2 and above expectations for pupils in Year 6. By Year 2, pupils have made models using a range of materials including card and food technology. They have created model play parks, following a visit to a nearby park and an evaluation of the facilities available. By Year 6, pupils use simple cam mechanisms to make working toys. They have completed the cycle of design, make and evaluate. They have also had the opportunity to work in a range of materials including food, wood and textiles and created simple electrical circuits. They have had the opportunity to control models, such as a simple robot but have not had the opportunity to create models to connect to a computer. Achievement for pupils in the subject is good across the school given their often limited skills on entry. Since the last inspection, the school has made good progress with standards and has effectively broadened the curriculum to include woodwork, electrical circuits and the creation of pop up books.
114. No lessons were seen in Years 1 and 2 but a scrutiny of pupils' work and teachers' planning indicates that they make sound progress and benefit from a satisfactory range of well planned activities. Three lessons were seen with pupils in Years 3 - 6 and the quality was good in two of them but unsatisfactory in the third. Teachers plan appropriately for the subject, know their pupils well and manage them well. Pupils evaluated work already started, looking not only at their own constructions, but also issues such as health and safety involving the tools they were going to

use. Where teaching was unsatisfactory, the planning was inadequate and the teacher spent nearly the whole of the lesson talking to the children rather than giving them time for activities.

115. Pupils learn well throughout the school. This is evident not only in lessons seen but also in work on display and in folders. Pupils had planned things they were going to make and had learned to use labelled diagrams and lists of materials. They constructed and decorated their models, and had evaluated them with suggestions for improvements. Pupils have learned to work with a range of materials including paper and card, wood, plasticine and textiles. Pupils with special educational needs and English as an additional language are generally well supported in classes and make similar progress to others. There was evidence of use being made of Information and Communications Technology to develop pupils design skills. However, the library did not have enough books to support the subject or for pupils to undertake research.

116. The subject is managed by a co-ordinator who has only been in post for one term and has not had time to make an impact. There is a recent policy for the subject and guidance on the topics and skills to be developed. She is in the process of developing a system of assessment. The resources for the subject are good and a budget is available to buy more where needed. The school has a great deal of space, both in classes and outside it has not sought to create an area as a design workshop. However, the small kitchen area for food technology is adequate for pupils' needs.

GEOGRAPHY

117. Pupils attainment is broadly in line with those expected by Years 2 and 6. Pupils with special educational needs and those who learn English as an additional language make good progress and achieve at the expected level.
118. Pupils in Year 2 can distinguish between human and physical features of an island based on their learning about the imaginary isle of Struay. In an interesting lesson, pupils in Years 1 and 2 discussed the places where they might go on holiday. They suggested a good list of ideas such as camping, barge, holiday camp and theme park. In preparation for their trip to West Wittering, the following week, they labelled it on a blank map of the British Isles, coloured in land and sea and marked the places they had been by finding them on a map. Pupils with English as an additional language or special needs understood and applied themselves to their work of marking places accurately on the map with the help of the teacher and support assistant. Pupils have a good knowledge of their local environment by touring the local estate and making 3D models of it. They know that most of the pupils in their class live on the estate and walk to the school.
119. Pupils in Year 6, are developing a sound understanding of the weather patterns. They watched two types of forecast on video and recognised the symbols used. They discussed specific vocabulary used such as gales, air pressure, temperature. A link was also made with the damage caused by a hurricane which brought down a number of trees in the school grounds some years back and this helped pupils understand the effects of weather. Pupils are preparing their own presentations for making a weather forecast in the school assembly as part of their next lesson. They know and understand the river system and the meaning of the terms such as source, tributary, confluence, flood plain, meander and delta. They also know the main towns and cities in the British Isles but there is no reference to the coverage of maps to scale or grid references learnt during the years 3 to 6. There was limited evidence of independent research work undertaken with primary or secondary sources. Their understanding of drawing plans and making maps to different scales are also insufficiently developed. Year 5 pupils name some of the American states associated with the life of Martin Luther King. Years 3 and 4 have undertaken a trip to a farm in Gloucestershire and learnt about the rural environment comparing this with their own urban environment in Putney.
120. The overall quality of teaching is satisfactory. Teachers use a variety of teaching methods well. They select and prepare suitable resources to assist learning such as worksheets, maps and atlases although the use of ICT was not evident in lessons. Teachers generally challenge pupils to extend their learning by good questioning to which pupils respond well. Pupils are interested in the subject and concentrate well on group or individual tasks, including those with special educational needs and for those whom English is an additional language. These pupils are well supported in most lessons but this is not true in all classes at Years 1 and 2. Where lessons are not successful this stems from a lack of challenge, slowness of the lesson or setting of an inappropriate task. Pupils' interest and learning is stimulated by visits to the local area and residential trips. There are good links between the subject and learning in English, mathematics, history and as well as developing pupils' awareness of spiritual, moral, social and cultural issues.
121. There is no geography co-ordinator to oversee the subject. The school has adopted the national guidance for teaching the subject but there is insufficient checking of what is being taught and how well pupils' progress. There are no consistent systems for assessing how pupils' skills develop and there has not been any training for staff to improve the effectiveness of teaching. The

school makes good use of its range of pupils' backgrounds to help them learn about the areas of the world from where their families came and the languages they speak.

HISTORY

122. Standards are satisfactory for pupils in Year 2 which is an improvement since the last inspection report, but continue to be below for pupils in Year 6. There is no marked difference between the attainment of boys and girls. Pupils with special educational needs achieve well with support and those who learn English as an additional language show satisfactory achievement. Both groups of pupils benefit from a satisfactory level of additional support to help their learning.
123. By Year 2, pupils are beginning to develop some understanding of the past by learning about the Great Fire of London and how it spread so quickly. In their writing about the fire, they retell the story well in their own words. Year 1 and 2 pupils learn about Florence Nightingale and Mary Seacole and write how they nursed soldiers during the Crimean War. Year 1 pupils compare old and new toys, making careful observations and identifying the differences in drawings which they label. They understand the passage of time relating it to their own lives and are developing an understanding of key historical facts. Pupils make particularly good progress in developing a sense of chronology, understanding the passage of time and the difference between past and present.
124. Pupils in Year 3 demonstrate their developing understanding of the lives of Romans. They know that Roman children's lives were very different from theirs. One pupil wrote, "*They got up much earlier than us*". Another wrote a letter to his mum, taking on the role of a Roman soldier, "*I killed 306 British people by myself, but it was a hard time.*" Year 5 pupils have studied the Tudors but they do not fully know the names of the six wives of Henry VIII and what happened to them. However, in a lesson observed on Martin Luther King, pupils studied his speech, "*I have a dream*". They empathised with the black struggle in the United States for race equality and wrote their own poems about their dreams for a fairer and more just world.
125. Year 6 pupils have a good understanding about the lives of Victorian children. They watched a video about child workers in a cotton mill and learnt about the miserable conditions in which they worked for thirteen hours a day. As a result of engaging in role play, pupils develop empathy with the hard and risky lives of these children. Pupils also had a good knowledge of the jobs done by the children and could describe them such as a scavenger who collected bits of cotton from the floor and the bobbin girls or boys who supplied bobbins to the weaver. Pupils knew that these children could be maltreated to stop them from falling asleep and could be 'scalped' if their hair got trapped in the machine. They compared these experiences with their own and developed their sense of chronology. However, much information was given to them by their teacher and as a result pupils' research and analysing skills are not effectively developed. This affects their interpretation of events and their capacity to appreciate how history is interpreted in different ways by different groups of people. Their development of language is also limited which restricts their ability to explain causes and effects in their written work.
126. The quality of teaching is generally good. Teachers have good subject knowledge and use resources well. Most teaching is done through the use of a variety of teaching methods and the appropriate deployment of resources to assist learning – books, posters, pictures, artefacts and visits. Lessons are varied and challenging. There are sound displays around the school, a good display about the house after which the school is named and its history; portraits of Henry VIII and his wives, Victorian artefacts and pictures, Ancient Egyptians, toys and books. The breadth of the study of history is enhanced through visits to places of historical interest such as the local museum. Pupils are interested in the subject. They concentrate well and are mostly keen to express themselves orally, in writing, in drawing and painting.
127. The subject makes a sound contribution to pupils' literacy skills by extending the range of writing the pupils tackle when they cover areas such as fact, opinion and empathy, but occasionally less developed writing skills in English reduces pupils' effectiveness in expressing them better. The

subject also makes a sound contribution to numeracy, art and design and technology. Information and communication technology makes a valuable contribution to the learning of history.

128. There are no formal assessments or monitoring of portfolios of pupils' work from each year group. Though there is sufficient time devoted to history teaching, the way the timetable is organised in blocks inhibits continuous step-by-step progress and achievement particularly in developing research skills. Resources such as posters, videos, tapes, books, maps and artefacts are adequate and those are supplemented by the borrowing of resources from the professional centre.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Pupils' attainments are broadly in line with national expectations across the school and they make sound progress. Standards of attainment in the school are the same as at the last inspection, but there are still important areas for development. The recent introduction of the computer suite allows lessons to be timetabled where skills are taught effectively. However, use of information and communication technology in other subjects is not well developed so pupils are not developing their confidence in practising their skills.
130. By Year 2, pupils write and correct short passages using a word processor and create pictures, integrating illustrations into text on the computer. They have found information on the Internet to link with studies in history and used them to create graphs. Pupils are skilful in controlling and programming a simple robot. By Year 6, they can word process effectively, choosing the style and appearance of their text by selecting fonts, alignment, and other features. They enter data into a spreadsheet to perform calculations confidently. Pupils enjoy searching for information on the Internet and use search engines knowledgeably. Pupils with special needs and English as an additional language learn at the same rate as the other pupils, however, there is no evidence of computers being used specifically to support those pupils, other than in the Learning Support Unit where they were using it to learn spellings and to produce simple presentations.
131. The teaching of skills is good in the computer suite. Teachers know their children well and have good relationships with them. Their planning is good, and the work fits well with the needs and interests of the pupils. Teachers are generally confident about using a range of applications on the computers. They are good at checking their progress and supporting them, and classroom assistants are used effectively to support pupils with special needs. In one lesson in Year 2, the teacher enabled pupils to log on to a website to find out about holidays at the sea side in past times. In another lesson in Year 5, the teacher effectively demonstrated how to create a formula in a spreadsheet; by the end of the lesson all the pupils had achieved this.
132. There is a co-ordinator for the subject. He has been in the post for some time and has a good understanding of his role. He has had training in the subject but still needs to develop his skills with new areas of the subject. He is well supported by the Head Teacher and governors in terms of having a good budget, but lacks support in terms of technical assistance or time for observing teaching and managing the system. Training has been available for other teachers in the school, but because of staff turnover, not all have been able to undertake it. There is a subject policy which is shortly due to be updated and sound guidance on the topics to be covered. Although teachers do use computers in teaching other subjects like history and geography, computers are not used widely for developing pupils skills and learning in subjects like science and design and technology. There is evidence of its use for handling data and creating graphs in maths, but not in science. Pupils have learned to use a word processor to write extended pieces of text, and to incorporate pictures, but had not had the opportunity to use word banks to assist their writing. There have been no opportunities for the children to use the technology to measure scientific experiments, although this aspect is planned. The co-ordinator runs an after school computer club which is popular and contributes effectively to the development of pupils' skills and also runs sessions to support staff. Although assessment procedures are being developed, there is currently no agreed system for staff to measure and record how well pupils develop their skills.

MUSIC

133. The last inspection reported that standards in music were below national expectations throughout the school, and that the progress made by pupils was unsatisfactory. Since then, a considerable improvement has been made. Pupils' attainment and the progress they make are both above average. Three strong influences impact positively upon learning: the teacher's subject expertise, her enthusiastic teaching style and pupils' own enjoyment of the subject in class.
134. Building upon a good foundation in the nursery and reception classes, pupils in Years 1 and 2 show musical skills and knowledge which are better than shown by most children of their ages. By the time they finish Year 2, pupils know the names and properties of a good range of instruments, and they understand the basics of notation. Pupils sing well, in tune, and with good posture and diction. They have a good reserve of known songs, some performed with actions. They work together well to improve their performances, and they follow a conductor, whether that is a teacher or a fellow pupil.
135. The confidence and skill in performance is also to be seen among the older pupils. In a musical assembly for all the juniors, singing was strong, tuneful, and showed a good sense of the requirements of performance. There is good awareness of audience in terms of diction and interpretation. In discussion of the music of Debussy, pupils can recall that he was known as an impressionist composer, and when they talk about his *La Mer* they show understanding of how music can both paint a picture and describe a mood. In more demanding singing, in three parts or with one group of singers performing a tune against an ostinato provided by another, they demonstrate well developed musical skills and are very successful.
136. Motivation is very good. Pupils of all ages enjoy their lessons, and greet each stage in lessons with renewed enthusiasm. As a result they learn very well. This includes pupils with special educational needs, who are well supported through the teacher's own knowledge of their needs and through the well structured way in which their learning is presented. Others are provided with access through effective additional support, and this was particularly well demonstrated by two pupils who, although they had problems both of communication and of movement, were seen singing as enthusiastically as the others, performing actions, and even, in one case, joining in the dance.
137. Teaching is usually very good and sometimes excellent. All lessons are taken by the subject co-ordinator, who is a part time teacher and music specialist. Her skills as a teacher and a musician have been largely responsible for the progress made since the last inspection, and for the fact that music permeates the school culture. Teaching is well paced, very well structured, and there are high expectations of both attainment and behaviour. Learning in lessons is well supported by singing assemblies, and by a number of musical activities which take place every week or on special occasions throughout the year. There is a regular guitar club, ocarina club and 35 pupils receive regular piano tuition. Choirs prepare for festivals inside and outside school, and in the Autumn Term of the current academic year a choir of Year 6 pupils participated in a music festival at the Royal Albert Hall. Music makes a very good contribution to pupils' spiritual development through their experience of beautiful music and wonder at their own performances, to their social and moral development through the pressures of ensemble work, and to their cultural development through listening to and performing a variety of kinds of music from a range of cultures. (The Maori tradition receives very good attention owing to the number of New Zealand teachers in the school).
138. Planning is in still being developed and needs to be put in place as quickly as possible, and supported by recorded material which can be used by non specialists. While good practice is clearly established through one teacher, it needs to be guaranteed systematically so that it does not exclusively rely on that one person. Assessment procedures have recently been introduced, and will be useful in promoting progress in the future.
139. Resources for music are good, with sufficient instruments for each pupil to have some choice in lessons. They have recently been enhanced by the repair of brass instruments which it is hoped

will result in the establishment of a brass group. It is also hoped to develop the stock of guitars further, and to introduce violin tuition.

PHYSICAL EDUCATION

140. Pupils make good progress and attain levels which are above expectations at the end of both Year 2 and Year 6. Pupils demonstrate increasing control and co-ordination and develop a good understanding of teamwork. They learn new skills quickly and apply them well in practical situations. By the end of Year 6, pupils are developing both their thinking and physical skills by solving problems in pairs or small teams. The good attainment of pupils has been well maintained since the last inspection.
141. Pupils in Year 2 made good progress in developing their throwing and catching skills. Pupils who began a lesson unable to bounce a ball in a controlled manner finished by being able to guide it successfully through an obstacle course. They played well in their teams and showed a good understanding of the rules of a game. Pupils in Year 4 responded well to teaching by a secondary school teacher and improved their aiming and catching skills well. Pupils in Years 5 and 6 learned new skills in tennis and quickly applied these in a small game. Many were able to return the ball accurately to the opposite side of the court. Other pupils playing cricket were able to bowl, bat and field effectively. Those that found this difficult responded well to the good teaching and improved their performance. One team of Year 6 pupils set a particularly demanding physical challenge for another team that required skills of thinking, balance and co-operation. Pupils with learning difficulties joined in enthusiastically and made good progress. One child was delighted when she successfully hand-dribbled a ball the length of the playground. The quality of dance seen in the videos of school productions is good; pupils interpret music well and show good physical control.
142. The quality of teaching is good. It is enhanced considerably by the contribution of secondary school teachers and specialist coaches, many of whom provide excellent skills and knowledge. Lessons are planned well and proceed at a brisk pace. Teachers maintain control well. They give clear instructions and often model the skill they want the children to learn. They use questions effectively to reinforce the learning and check understanding. Proper attention is paid to the safety and welfare of the pupils. Unsatisfactory aspects were observed in one lesson where the pace was slow and the lesson overran its allotted time.
143. The co-ordinator provides very good leadership and is supported well by a colleague who was formerly the co-ordinator. There is good curricular guidance based on national schemes. The co-ordinator has developed a system of assessment that enables teachers to record the performance of their pupils. She has monitored the subject within the limits of the time available to her and has a good view of the health of the subject across the school. The subject is considerably enriched by the provision of a wide range of extra-curricular activities, including opportunities to compete in district events. The school has a good range of resources and excellent facilities, which include two halls, extensive and well maintained hard and grass surfaces with regular access to a very well appointed playing field.

RELIGIOUS EDUCATION

144. The last inspection reported that standards generally met expectations at the ends of Years 2 and 6. This remains true and the school meets the requirements of the locally Agreed Syllabus. Only three lessons were seen during the present inspection. Evidence is therefore drawn from these, from conversations with pupils and teachers, from assemblies, from corridor and classroom displays, from the Agreed Syllabus itself, and from the very small amount of written work which was presented for scrutiny.
145. By the end of Year 2, pupils know and have a satisfactory understanding of stories from the Christian tradition. They recall the stories of Christmas and Easter, and have some idea of the significance of parables, like the *Good Samaritan*. In a broader examination of what different

faiths mean to special people, they show a satisfactory understanding of the ways in which religious belief may lead to action, considering the lives and achievements of such key figures as Mother Teresa, Gandhi and Bob Geldof. They know that there are qualities which can be identified as good because of their impact upon other people.

146. As pupils get older their knowledge of both the Christian and other faiths increases, and their maturity develops as they consider questions of people's relationships with each other. Social education is often included in religious education, widening their experience of this area. In Years 3 and 4 some good work was seen, in which pupils were examining their own attitudes in response to the Five Pillars of Islam and the Ten Commands, and drawing up their own rules for life. At this stage, their religious education is significantly broadened, but the evidence suggests much thinner coverage in Years 5 and 6, where attainment is certainly no more than satisfactory, largely as a result of the greater emphasis placed upon other subjects for the national statutory examinations. Nevertheless, in one Year 6 lesson, pupils were observed considering the lives and deaths of martyrs, and making sensitive comparisons between Jesus, Martin Luther King and Gandhi.
147. Taking all the available evidence into account, teaching is satisfactory across the school. Of the lessons seen, two were good, but one was very unsatisfactory. The two good lessons were well planned and paced. The very unsatisfactory lesson was inadequately planned, subject knowledge was weak, and pupils learnt very little. The quality of learning in all year groups is satisfactory, and develops a high level of interest among all pupils including those with special educational needs and with English as an additional language. In general, good, sensitive discussions demonstrate that the relationships between pupils and teachers reinforce the process of teaching, but the fact that little written work (and even less independent work) is undertaken by pupils is a weakness which limits the depth and durability of learning. Marking is also very thin, often with no more than ticks and (sometimes) one-word comments. Developmental suggestions are very rare.
148. The subject co-ordinator is of very recent appointment, and has yet to make her mark upon teaching and learning outside her own classroom. Nevertheless, it is greatly to her credit that in a very short time she has made a good start on organising the way the subject should be taught. The planning now in place is well structured. She has sought and will shortly receive appropriate inservice subject training, and she is energetically researching the resources available from other schools and the local education authority. There are at present no formal arrangements for assessment and tracking of pupils' progress. It is intended that the development of religions education will be a focus in a forthcoming school development plan. Resources are satisfactory, supported as they are by the collections of religious items available on loan from the local Professional Resources Centre. There is, however, a need for more biographical source material (on religious personalities) to be used for research by both teachers and pupils.