

INSPECTION REPORT

ELSLEY PRIMARY SCHOOL

London

LEA area: Brent

Unique reference number:101519

Headteacher: Mrs J Dolan

Reporting inspector: Mrs T Chakraborti
12603

Dates of inspection: 20 – 24 March 2000

Inspection number: 197058

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

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IOINFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Tokyngton Avenue
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Middlesex

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Parmer

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
T Chakraborti	Registered inspector	Music Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Carolyn Webb	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Efficiency
John Collings	Team inspector	Science Art Physical education	Accommodation
Pat Curtis	Team inspector	Information technology Under-fives	How good are the curricular opportunities and other opportunities offered to pupils?
Noel Simmonds	Team inspector	Mathematics Geography History	
Jane Pinney	Team inspector	English Design and technology Special educational needs	Staffing

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The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Elsley Primary School is an above average sized primary school in the London Borough of Brent. It provides for 420 pupils aged four to 11 and has a separate purpose-built nursery for 55 part-time children. The school serves the local ethnically, linguistically and culturally diverse area and also a small proportion of mobile refugee population. The largest ethnic group in the school is of Indian origin. Most of them are born and brought up in England and speak English as an additional language. Many of these pupils are fluent in spoken and written English, especially the older pupils. However, the proportion of pupils who are at an early stage of learning English is high. The number of pupils eligible for free school meals is in line with the national average. The percentage of pupils with special educational needs is below the national average. Attainment of pupils on entry to the nursery is below the average for this age group. By the time they reach the statutory school age most of them attain the Desirable Learning Outcomes.

HOW GOOD THE SCHOOL IS

Elsley Primary School is an effective school where the standards are improving. The quality of education provided by the school is good overall. The school provides satisfactory value for money.

What the school does well

- Quality of teaching is good.
- Relationships between staff and pupils and pupils themselves are very good.
- Behaviour of pupils is always very good. They have very positive attitudes to learning.
- Provision for children under five is good.
- Planning is good.
- The headteacher has a clear educational direction.

What could be improved

- Standards in science in Key Stage 1.
- Management of the school. The governing body and the school management do not work together in a cohesive way to raise the standards of achievement.
- The governing body does not fulfil all statutory requirements in providing all the required information to parents.
- Develop co-ordinators' roles in monitoring teaching.
- Some policies are out of date. These policies, especially for English and mathematics are need of immediate review.

The areas of 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 June 1996. The headteacher, since her appointment in 1998, has implemented a range of procedures to address the key issues identified in the last inspection report. Planning and assessment procedures are now good and thorough and are used effectively throughout the school. The quality of teaching has improved considerably. It is now consistently good across the key stages, with some very good and excellent teaching. As a result standards in Key Stage 1 are rising. The school development plan is good and the issues for development are appropriately prioritised and

costed. The plan supports staff and curriculum development effectively. The provision for children under five has improved significantly. Teaching for children under five is very good. Children are assessed effectively on their entry to the main school, using a baseline assessment. The results of this assessment are used efficiently to track pupils' progress over the years. Most policies and schemes of work are in place. However, some policies, including those for English and mathematics, are out of date and yet to be reviewed. Lessons are planned well providing appropriate activities for pupils of differing abilities. Effective grouping of pupils ensures that higher attaining pupils are challenged adequately. The procedures for monitoring teaching are at an early stage of development. However, the headteacher and the deputy headteacher monitor the quality of planning and teaching on a regular basis, but the coordinators are not sufficiently involved in monitoring.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	E	B	A	well above average A above average B average C below average D well below average E
Mathematics	C	E	A	A	
Science	C	E	A	A	

The table above shows that standards have improved significantly over the previous year. 1998 results were well below the national average. Examination of the school's documents regarding its analysis of assessment and test results suggest that this was due to a particularly weak cohort. Since then the introduction of several strategies to improve the quality of teaching has proved to have a positive impact on standards. Although 1998 test results for Key Stage 1 were below the national average, inspectors judge that standards in this key stage are improving in the current year. Inspection findings also suggest that as pupils become more proficient in English during the early years in Key Stage 1, they make better progress in Key Stage 2. At 11 years of age standards are above average in English and well above average in mathematics and science. In comparison to similar schools the standards at this age are well above the average in all core subjects. The trends in the school's results over time in all core subjects are in line with the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very positive attitudes to learning. They are keen to learn and respond to class discussions and tasks responsibly and in a mature manner.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils show respect for each other and for adults.. There were no

	exclusions during the last two years.
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Personal development and relationships	Personal development is good. There are opportunities for pupils to take a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils and pupil to pupil are good.
Attendance	Attendance is satisfactory.

Behaviour and relationships throughout the school are strengths of the school. They have a positive impact on standards achieved by pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Teaching was satisfactory or better in 99 per cent of the lessons observed of which 59 per cent was good and 14 per cent was very good and one per cent excellent. Only one per cent was unsatisfactory. The quality of teaching has improved significantly since the last inspection. This has a positive impact on standards. Teachers follow the literacy and numeracy strategies effectively. Management of pupils and thorough planning are particularly good features of teaching. All teachers follow the school's established planning and assessment procedures well which ensure that the learning needs of all pupils are met effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum relevant to the range of abilities of its pupils. Booster classes for Year 6 pupils are planned in all three core areas in order to consolidate pupils' learning and provide higher attainers with more challenging activities. A satisfactory range of extra-curricular activities support pupils' learning and personal development well.
Provision for pupils with special educational needs	Satisfactory provision for pupils with special educational needs. Pupils make satisfactory progress throughout the school and take a full part in lessons.
Provision for pupils with English as an additional language	The provision for pupils who speak English as an additional language is satisfactory and pupils make satisfactory progress across the key stages. Provision is good for the children under five and they are making good progress in developing their language skills.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good ethos and good codes of behaviour ensure that pupils develop good understanding of moral and social responsibilities. The school's provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school promotes the welfare of its pupils well through an appropriate support system and effective links with external agencies. It has good assessment procedures for monitoring pupils' academic progress.

The curriculum fully meets statutory requirements. The caring ethos of the school promotes academic success and good social and moral development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has clear educational direction. She is well supported by her staff. The school is committed to raising standards of attainment of all its pupils.
How well the governors fulfil their responsibilities	The school management and the governors do not work in a cohesive manner. Statutory requirements are not met fully. As a result governors' roles in managing and monitoring the school are insufficiently developed.
The school's evaluation of its performance	The school evaluates its performance effectively, in its development plan, and also through regular analysis of the internal and national test results. Appropriate priorities for further improvement of educational provision and standards of attainment are identified in its development plan.
The strategic use of resources	The school makes appropriate use of all staff, time and its accommodation. Substantial improvement has been made in playground provision for the children in the nursery by providing a soft surfaced play area with appropriate play equipment.

Adequate and well trained staff and appropriate material resources support pupils' learning effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school helps their children to become mature and responsible.• Children are making good progress.• The teaching is good.• The school expects children to work hard and achieve best.• Parents feel comfortable about approaching the school.• The school promotes good behaviour.	<ul style="list-style-type: none">• Some are concerned that homework is not pitched at the right level for their children's ability.• Some parents feel that they are not kept well enough informed about their children's progress.• Some parents feel that the school does not work closely with the parents.

The inspection team agrees with parents' positive comments. However, the team did not find any evidence to confirm the concerns about homework and information about pupils' progress. However, these points have been discussed with the headteacher. She acknowledges parents' concerns and the need to work more closely with them and is looking into this issue.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards of attainment on entry to the nursery are below the level found normally in children of this age. They receive a good start to their education. Most children make good progress in the nursery and the reception classes and by the time they begin compulsory education at the age of five, children reach statutory school age, most of them attain standards that are in line with the Desirable Learning Outcomes.
2. By the end of Key Stage 1, the attainment of pupils is in line with the national expectations in English, mathematics and information technology. In science the standards attained are below the national expectations. Pupils' attainment in all other subjects of the National Curriculum are in line with what is expected of this age group. Pupils make sound progress in all subjects, except in science where progress is unsatisfactory. By the end of Key Stage 2 pupils attain standards that are in line with the national expectations in English, mathematics, science and information technology. In all other subjects pupils' attainment is at the standards expected of this age. In religious education attainment is in line with the locally agreed syllabus in both the key stages. Pupils in Key Stage 2 make satisfactory progress in all subjects and are achieving well.
3. The results of the 1999 national tests show that, at the end of Key Stage 1, pupils attain standards that are well below the national averages in reading and mathematics and very low in writing. In comparison with schools with pupils from similar backgrounds, standards are below average in reading and mathematics and well below in writing. Standards in all three areas have fallen since the previous year. Inspection findings indicate that standards in Key Stage 1 are rising. The present Year 2 pupils are judged to be achieving higher than last year's cohort. This is mainly due to the effective implementation of literacy and numeracy strategies, very good provision for under-fives and good use of baseline assessment to track pupils' progress over the years. In Key Stage 2, standards achieved by the current Year 6 pupils are judged to be in line with the national expectations in all three core subjects and not as high as the 1999 national test results show. In the 1999 national tests, pupils attain standards that are above average in English and well above average in mathematics and science. The national test results over the last four years show considerable variation in attainment in both key stages. A thorough examination of pupils' performance over the years indicate this is mainly due to the high or low proportion of pupils who are at an early stage of learning English, and also due to the mobility of pupils across the school. It is judged that pupils are making satisfactory progress across the key stages.
4. In English, standards in speaking and listening meet expectations in both key stages. Pupils in Key Stage 1 speak clearly and respond confidently to teachers' questions. They express their ideas and thoughts effectively. Pupils listen attentively and take turns to contribute to discussions. By the end of Key Stage 2, pupils join in discussions confidently and answer teachers' questions with increasing clarity. They demonstrate confidence in speaking to a larger audience when they contribute to school assemblies.

5. By the end of Key Stage 1, most pupils reach the nationally expected levels for their age in reading. They read a wide variety of books with obvious enjoyment and read aloud with increasing fluency and expression. Many pupils are aware of the contribution of authors and illustrators to books. By the end of Key Stage 2, pupils develop a range of strategies to enable them to decipher meaning from print, including contextual clues. Pupils recount the significant ideas, events and characters in stories. They are familiar with the authors and titles of well-known children's books. Most pupils understand the purpose of a reference library and are becoming efficient at skimming and scanning books for information.
6. By the end of both key stages, pupils attain standards in writing that are in line with national expectations. In Key Stage 1, most pupils know their letter sounds and are able to blend them into words. They spell familiar words correctly and are beginning to recognise simple spelling patterns. The majority of pupils use capital letters and full stops correctly. They write for a range of purposes and sequencing stories appropriately. Handwriting is usually correctly formed and evenly sized, although few pupils are using a cursive script. In Key Stage 2, pupils plan and draft their work systematically, often using word processing to present their work for display. High attaining pupils know how to use paragraphs properly. They write in a variety of forms showing an increasing awareness of purpose and audience and use interesting and imaginative vocabulary to bring life to their writing.
7. In mathematics, by the end of Key Stage 1, pupils experience a wide range of activities to develop number skills. There is a strong emphasis on counting skills and developing an understanding of key mathematical vocabulary. Pupils can count and recognise numbers up to 100, understand odd and even numbers and are beginning to recognise number patterns. They recognise common two dimensional and three-dimensional shapes and describe some of their features. They are beginning to measure and use the standard units of length, mass and capacity. By the end of the Key Stage 2, many pupils can use the four rules of number with confidence and have an understanding of fractions, decimals and percentages. They know the rules for divisibility can solve number problems with missing digits. They are developing their skills in using appropriate operations to solve everyday problems and are able to explain their methods used.
8. In science, pupils at the end of Key Stage 1 sort objects by their characteristics, for example, they can group metals, plastics, wood and fabrics. By the end of Key Stage 2 pupils know that ice melts quicker when the temperature is higher. They know what the five senses are and can give examples of where the forces of pushing and pulling are used in their lives. Pupils make good use of scientific vocabulary but have insufficient experience in devising, planning and implementing their own investigations.
9. In information technology, at the end of Key Stage 1, most pupils demonstrate good control of the mouse. They move icons with skill and use function keys. They name parts of the computer and explain what they doing. Some can combine pictures and text and manipulate graphics to produce an illustration and save their work. By the end of Key Stage 2 most pupils can collect data and enter it into a data handling package and use it for bar charts and pie charts in mathematics and science. The use of word processing supports literacy skills. They are able to retrieve information from a range of sources, including CD-ROM.

10. In religious education, pupils are aware of different religions and learn to appreciate their similarities and differences. They show respect for other religions and beliefs. By the time pupils leave the school, they are introduced to various holy books.
11. Throughout the school, pupils with special educational needs make satisfactory progress in relation to the targets set for them in English and mathematics. Pupils for whom English is an additional language, including those who are at the early stage of learning English, make satisfactory progress. Where these pupils are supported well they make good progress.

Pupils' attitudes, values and personal development

12. The school has maintained the good ethos reported at the time of the last inspection and children develop a love of learning from the outset of their education. They enjoy coming to the nursery and are enthusiastic about their chosen activities. They share these at the showing of each other's work at the end of each session when enjoying their drinks and biscuits. Language and social skills develop quickly within the stimulating nursery environment where children learn to share equipment, take turns and help with the clearing up. Parents are very pleased with their children's social development and happy with the calm, caring atmosphere their children enjoy.
13. When they enter the reception classes children continue to practise the skills they have already acquired and love coming to school. In all classes pupils want to learn and settle quickly to tasks set for them on arrival. Attendance is satisfactory and the few regular latecomers are known to staff. Their parents are reminded regularly of the importance of good attendance and punctuality. Registration takes place promptly and provides a good start to the day's learning. Pupils are enthusiastic and co-operate well together in classes and when working independently. They are well motivated. In Year 4 having enjoyed 'A Bad Spell for the Worst Witch' pupils concentrated hard on their independent group work. In Year 5 pupils worked diligently to complete their individual literacy tasks on legends having participated in lively discussion. Relationships are very good and teachers provide good role models. Teachers know their pupils well and all staff and pupils enjoy mutual respect.
14. Behaviour is very good overall. Pupils know what is expected of them and the sanctions which will result if they do not follow the rules. They want to achieve well and value the positive comments, marks and certificates they gain. Children in the nursery behave very well and enjoy their own well equipped, enclosed playground, sharing the equipment well. Pupils' behaviour in lessons, when moving around the school and in assemblies is very good. During the Year 6 assembly when parents and older pupils were invited to consider various aspects of the rainforest all were impressed by the thoughtful dialogue, well executed dance sequence and evocative music. This prompted all to think about the environment, what effect their actions have, their responsibilities and how they could effect change. Pupils with special educational needs and those who speak English as an additional language are well integrated with and helped by their peers. All are interested in other cultures and traditions and experience these through the rich cultural diversity of the school's population.

15. Play outside is exuberant with pupils enjoying the space available to them. Although not fenced older and younger pupils stay within the parameters of their different playgrounds. The football rota is strictly adhered to.
16. Although the school has no formal programme for personal and social education pupils are given many opportunities to take responsibility and they exercise these well. Class lunch box monitors clear lunch boxes away after dinner time, and Year 6 pupils help in the infants' playground most of the year. They are keen to volunteer their help at other times. There is no vandalism, pupils are proud of the school and care well for their environment. 'Earth Keepers' remove litter from flowerbeds and grass during breaktimes. Drama was well used in Year 3 to give all a chance to show their understanding of the story 'Alex and the Glass Slipper'. Regular visits from the school nurse, and talks from representatives of the police and other agencies ensure that pupils are aware of the difficulties and dangers outside school. Pupils are well prepared for transfer to their secondary schools.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall. Teaching is satisfactory or better in 99 per cent of the lessons observed of which 59 per cent is good and 14 per cent very good and one per cent excellent. Only one per cent of teaching is unsatisfactory. The quality of teaching has improved significantly since the last inspection where 20 per cent of teaching was less than satisfactory. Of particular concern then was the quality of teaching in Key Stage 1. This has greatly improved because of successful implementation of thorough planning and effective assessment procedures. The improved quality of teaching has a positive impact on what pupils learn and the standards they achieve, particularly in Key Stage 1 where standards are improving.
18. Teachers' knowledge and understanding of the requirements of the National Curriculum are good. Teachers of children under five in the reception classes and nursery have a very good knowledge and understanding of the Desirable Learning Outcomes for children under five and the quality of teaching and learning here is very good. Teachers are generally competent in teaching basic skills of literacy and numeracy, with lessons building well on what pupils already know. Lessons are organised so that teachers can check on progress and give group or individual help where it is needed. This helps pupils to acquire new knowledge and skills, develop ideas and increase their understanding. There are a number of lessons where high quality questioning helps to focus pupils' responses.
19. The introduction of the National Literacy and Numeracy Strategies has had a positive effect on raising standards. Teachers follow the literacy and numeracy strategies effectively. Planning is a particularly good feature of teaching. All teachers plan effectively, setting clear objectives that the pupils understand and share these with their pupils. The whole-class sessions in particular have a brisk pace, which holds the pupils' natural interest and enthusiasm. Teachers plan well to meet the needs of pupils with special educational needs, with learning objectives that are relevant to individual education plans. Planning for pupils who are at an early stages of learning English is also effective overall. Support staff are well briefed and offer support and encouragement to effectively raise pupils' self-esteem and increase their confidence. Where support staff work with pupils they join in the pace of the lessons and make good progress at the appropriate level.

20. Most teachers challenge and inspire their pupils. They have high expectations and praise is used very effectively as a means of encouragement. This has a direct effect in helping pupils to develop their knowledge and understanding. A variety of methods are used which enable all pupils to learn effectively. These include whole-class oral sessions which give all pupils the opportunity to contribute and to learn from each other. For example, during an art lesson pupils were invited to explain their understanding of the painting technique of the famous artists they studied, enhancing their knowledge of how to apply those techniques in their own paintings. Group and individual work is planned well for pupils with different abilities. Lessons usually end with a short plenary where the teacher confirms what has been covered and what most pupils have learned. Because of this pupils work at a good pace in most lessons. Most are interested in their work, like learning, sustain concentration and think and learn for themselves.
21. Most teachers manage very well and have established very good relationships with their pupils. Teachers use time well. Support staff, where available, are very well utilised, whether as classroom assistants, or in providing specific support for pupils with special educational needs or English as an additional language. Resources are used effectively to promote learning. Appropriate use of information and communications technology often support pupils' learning in other subjects, such as English and science. Teachers assess pupils' work thoroughly in English, mathematics and science and use these effectively to record pupils' gains in learning. These then inform planning for future learning. However, assessment in information technology is just beginning to be developed. Pupils are assessed in other subjects using a short format where pupils' gains in knowledge and understanding are recorded and evaluated. However, this is not consistently followed throughout the school. Marking is inconsistent. Where work is marked well, with supportive comments and advice for improvement, pupils understand what they are doing, how well they have done and how they can improve. Homework is used effectively, both to reinforce and extend what is begun in lessons.

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

22. The curriculum meets the statutory requirements in all areas of the curriculum except in physical education where the number of pupils who can swim 25 metres at the end of Key Stage 2, is not recorded. Overall the curriculum is broad and balanced and is relevant to the needs of the pupils. Although there is no set programme for personal, social and health education, these issues are addressed satisfactorily in assemblies and circle times. Issues regarding drug use are also discussed during the circle time. However, no planned programmes are followed. The governors policy on sex education is to teach it as a part of science/health education.
23. Pupils for whom English is an additional language receive good support at Key Stage 1. At the time of the inspection there was no extra support in Key Stage 2. However, two bilingual classroom assistants have been appointed after the inspection to support pupils in Key Stage 2, who are at the early stage of learning English. Teachers also support these pupils well by appropriate group organisation. All pupils are given equal access to all areas of the curriculum.

24. The curriculum for pupils with special educational needs is well planned and meets the specific needs of the pupils with the support available. Individual educational plans are drawn up to target areas where extra help is needed.
25. Teachers are well aware of individual pupil's needs and ensure they take part in all lessons. The English curriculum is based on the National Literacy Strategy. Similarly, the school uses the National Numeracy Strategy to provide a sound basis for teaching numeracy skills. Most teachers emphasise literacy and numeracy skills in other subjects.
26. The school has up-to-date policies in some subjects and is updating others. English and mathematics policies need updating as, although the national strategies for literacy and numeracy are used, they do not cover all the elements of English and mathematics required by the National Curriculum.
27. All pupils have the opportunity for a school visit each year in connection with the curriculum. For example, Year 2 went to the National Army Museum in connection with a history topic, Year 5 went to the London Planetarium and Year 6 had a five day school journey visit to Stone Farm Centre. Year 5 also visits the local authority's Gordon Brown Environment Centre on an annual basis.
28. The curriculum is socially inclusive and provides equal opportunities for all pupils. The wide cultural diversity of the school provides an added dimension to the curriculum. Pupils can learn from first hand experience about cultures other than their own and grow up together with a greater understanding that differences need not be divisive. Some assemblies and religious education lessons help to develop spiritual awareness and self-knowledge. An assembly, featuring rain forests, during the inspection week showed pupils' confidence in performing in dance, reading poetry, drama and music as well as drawing pupils' attention to the depletion of natural resources. The school has also enjoyed concerts by Brent's music staff.
29. Throughout the school, teachers have high expectations of pupils' social behaviour and moral development. There are simple school and classroom rules. All teachers encourage pupils to listen to each other. Books and other resources are well cared for and the pupils respect each other's work. There is no systematic scheme for teaching and recording personal, social and health education. It is expected that class teachers will discuss issues in 'carpet time'. There are guidelines for appropriate topics for each year group. Links with the local community is not very well developed. Some community members visit the school. A nurse visits to talk to older pupils during the summer term.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school provides a secure and caring environment for pupils. Health and safety checks take place regularly and are recorded. First aid practice is good and a trained first aider is on site at all times. The designated teacher for child protection, who has been allocated the responsibility recently, is in the process of being trained. Staff are aware of this issue. Effective liaison has been established with local agencies, such as psychology and special educational needs services and is used well when necessary. Security is under regular review. One member of staff has a life-saving certificate and provides effective support when the school swimming pool is in use.

31. Children in the nursery enjoy a supportive learning environment and a smooth transition into the main school. Pupils with special educational needs and those who are at an early stage of learning English well supported in Key Stage 1. In consultation with the local education authority the school has targeted Key Stage 1 pupils for additional language support, leaving teachers and classroom assistants to provide for those pupils who arrive in Key Stage 2. However, two bilingual classroom assistants have been appointed soon after the inspection to support these pupils at Key Stage 2.
32. The school has good systems in place to monitor and support pupils' academic progress. Teachers use praise and encouragement well in lessons to enable all to make progress. Individual attainable targets, set out in the annual reports, are reviewed with parents at consultation meetings.
33. The school has satisfactory procedures to promote and monitor pupils' attendance. There is no late book, making it difficult for the school to monitor patterns of absence. The reasons for these are not always recorded even though teachers are aware of regular latecomers and the headteacher regularly reminds parents of the importance of attendance and punctuality. The education welfare officer is appropriately involved when necessary.
34. Good procedures are in place to promote and monitor good behaviour. The behaviour policy is well known to and consistently implemented by all staff, whether in school or out in the playground. Pupils understand staff expectations and know what sanctions will follow if they do not follow the school's conventions. Rare instances of bullying are dealt with swiftly and effectively.
35. Pupils are given many opportunities to take responsibility. They are friendly, polite and want to help. Classroom helpers conscientiously collect registers from and return them to the office. Older pupils clear away the lunch boxes and happily volunteer to help staff in other ways. Year 6 pupils often help in the infants' playground. The school council is due to restart next term. Assembly themes, visits from the police and other agencies and the good use made of circle time to talk through immediate problems inform pupils of the dangers and difficulties outside the school environment and ensure they are well prepared for the next stage in their education.
36. The school was apprised of the health and safety concerns by inspectors regarding the unhygienic smell in the library.
37. Teachers are very aware of the abilities of their pupils. There are good procedures for assessment although they are not systematic throughout the school. Assessment for the under-fives is good. Assessment takes place early in the first term of the reception class. This guides the teachers in planning the learning program for the children and also makes it possible to chart the progress made. Systems for assessing the attainment of pupils with special educational needs are effective. Individual education plans are clear, with targets that help pupils to overcome their weaknesses.
38. At Key Stages 1 and 2, class teachers keep records of pupils' achievement in English, mathematics and science. In Years 1 to 5, targets for individual pupils are set each term for English and mathematics and, where appropriate, for behaviour.

These targets outlines, in consultation with pupils, specific learning objectives. In Year 6 targets are also set for science. Assessments for information technology are inconsistent. The good practice for assessment in some subject areas are yet to be used consistently throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school maintains the effective partnership with parents reported at the time of the last inspection. Parents are supportive of the school's aims and are ambitious for their children. All staff strive hard to involve themselves in their children's lives at school. Nursery parents are delighted their children have a place in the nursery and are very satisfied with the development of their children's language and social skills and the caring, family atmosphere they enjoy. Few however are able to stay and help. In the main school parents express satisfaction at the education their children are receiving but again few are able to assist in the classrooms. There is no parent-teacher association but the headteacher recently organised a well-supported sponsored walk to augment the school's resources.
40. Parents receive sufficient information about future events, happenings at the school and their children's progress. Their attendance at parents' consultation meetings is variable but over 100 parents attended the recent numeracy evening. The vast majority of parents attend the school productions. The annual reports do not meet statutory requirements in Year 1 but the others contain good information about subject coverage and the achievement of individual children. Parents appreciate these reports and the opportunity to discuss these and the targets set for their children at the parents' meeting. The headteacher and her staff are always ready to discuss any concerns with parents.
41. The school is determined to improve links with parents. Parents support for the school and ambitions for their children make a positive impact on pupils' academic achievement and their personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher has clear educational direction. She has introduced and implemented several new strategies since her appointment in 1998, such as, using national and school test results to track pupils' progress and devising and implementing appropriate planning and assessment and monitoring procedures. These have improved quality of teaching significantly and, as a result standards are improving, particularly in Key Stage 1. However, several policies are out of date and are in need of review. These are also to be ratified by the governing body. Teaching is monitored well by the headteacher and the deputy headteacher. However, the roles of the co-ordinators in monitoring teaching and learning are inadequately developed.
43. Although the school is managed satisfactorily, there are some weaknesses. The school management and the governing body are both committed to raising standards, but they do not work together in a cohesive way to manage and monitor the performance of the school. The governors' roles are insufficiently developed and statutory requirements are not met fully. For example, governors' report to parents and the school prospectus do not include all required information. Some of

the governors are new and, therefore, in need of training. Governors, however, are very willing to be involved more actively in the management of the school. However, a clear understanding of the procedures for how to achieve this is yet to be developed. Although the governing body meets regularly, the minutes of finance committee meetings are not written and therefore not kept with those of the governing body.

44. The school development plan contains a strategic overview of the needs of the school and is an effective tool for bringing about improvement. It includes appropriate targets to address the key issues identified in the previous inspection and issues with regard to further educational development such as literacy and numeracy. It is appropriately costed and educational priorities are successfully identified. Staff training needs are identified in the school development plan.
45. Provision for pupils with special educational needs is managed satisfactorily. The special educational needs co-ordinator receives a limited amount of non-contact time. However, statutory requirements are fully met. The special educational needs register is appropriately reviewed and updated. Targets are effectively written for individual pupils in consultation with the staff. Pupils on the register are supported through classroom involvement. Effective links are maintained with outside agencies and regular contact is maintained with parents.
46. The pupils who speak English as an additional language are effectively supported within the mainstream provision alongside their peers, but only in Key Stage 1. No support for these pupils is available in Key Stage 2.
47. The school has a good ethos and the aims and values of the school are reflected in its practice. The school is clearly committed to high achievement.
48. There are sufficiently qualified teachers to meet the needs of the National Curriculum. Although the number of support staff employed is low they are suitably qualified and trained and make a significant contribution to pupils' learning, particularly those with special educational needs. In each year group members of staff work together well as a team, to the benefit of pupils. Across the school, staff meet regularly to plan work, assess pupils and evaluate what has already been taught. Arrangements for the professional development of staff are primarily based on the priorities of the school development plan, but also reflect the outcome of individual appraisal. All teaching staff benefit from regular meetings with the headteacher to discuss strengths and areas for development in their teaching. Job descriptions, which inform teachers of their specific roles in the school, are not in place for all staff and those that are in place have not been regularly reviewed. Satisfactory induction procedures are in place to support and guide newly qualified teachers.
49. Since the last inspection the accommodation has improved considerably and is good overall. The external doors and windows have been replaced and the interior is clean and spacious providing a stimulating working environment enhanced by displays of pupils' work. The outdoor play area for the under-fives has been extended since the last inspection and is now spacious and contains sufficient space for a range of outdoor activities.
50. Overall, learning resources throughout the school are satisfactory, but there are insufficient resources for the teaching of history and geography and for some

aspects of science. The level of resources for physical education is good. Resources are stored in classrooms and centrally. Some centrally stored resources are stored in a disorganised way, which hinders their accessibility. Good use is made of resources from outside the school, such as museums, activity centres and residential centres.

51. Day-to-day administration and the school's monitoring of expenditure against the budgeted figures are satisfactory. The secretary keeps detailed records and stores them safely. The school makes good use of the local education authority financial services to allocate and manage its resources. The draft budget, carefully prepared by the headteacher and deputy headteacher, is presented to the governing body for discussion with appropriate reference to the school development plan. Special grants are used appropriately and effectively monitored. However the governors have not yet put procedures in place to monitor spending on a monthly basis neither have they fully adopted the principles of best value. The governors' understanding of the management of school finances has increased over the past nine months but is not yet fully developed. Statutory requirements are not always met. For example, some information are omitted in the school prospectus and governors' annual report to parents. The school has a large amount of budget which is underspent and carried forward from the previous years. However, the school is in the process of appointing two bilingual classroom assistants and this will use some of the underspent fund.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school should now :
- (i) improve the standards in science in Key Stage 1 by:
 - (a) implementing the scheme of work consistently;
 - (b) improving resources to teach all aspects of science effectively;
 - (ii) improve the management of the school by :
 - (a) ensuring that the governing body and the school management work together in a cohesive way so that the governors' roles in managing and monitoring the performance of the school are sufficiently developed;
 - (b) ensuring that all statutory requirements are met by providing information for parents in the school prospectus and in the governors' reports to the parents;
 - (c) enhancing further the governors' understanding of the management of school finances and ensuring that the large underspent fund is used effectively;
 - (iii) develop co-ordinators' roles effectively by:
 - (a) providing up-to-date job descriptions with clearly identified roles;

- (b) implementing a consistent programme for co-ordinators to monitor teaching and learning in their areas;
- (iv) review the out-of-date policies, including those for English and mathematics;
- (v) meet the statutory requirement in physical education by keeping records of pupils who are able to swim 25 metres at the end of Key Stage 2;
- (vi) meet the statutory requirement by reporting on all areas of the National Curriculum to parents, in the annual reports in Year 1.

OTHER SPECIFIED FEATURES

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- 53. Overall attainment of pupils who are at an early stage of learning English is below and sometimes in line with that expected nationally. They make sound progress across the key stages.
- 54. The school has one full time teacher funded from Ethnic Minority Achievement Grant (EMAG). Her support is concentrated in Key Stage 1 only, in order to build a good foundation in English at the early stage. The EMAG teacher supports, mostly, those pupils who are at the early stage of learning English. She supports them very effectively, giving them full access to all areas of the National Curriculum. The management and co-ordination of the provision for these pupils are monitored by the headteacher effectively, in consultation with the EMAG teacher and the class teachers. The EMAG teacher and the class teachers plan together and work effectively in partnership.
- 55. In the nursery, the bilingual nursery nurse shares the home language of the majority of the children and provides effective support for these children in developing their self-confidence and self-esteem by using their home language. All staff share the responsibility for assessment and monitoring of EAL pupils' progress. The provision for supporting the pupils at the early stages of learning English in Key Stage 2 is inadequate. However, the school has addressed this issue by appointing two bilingual classroom assistants during the week after the week of inspection to provide support for these pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	14	59	25	1	-	-

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	28	412
Number of full-time pupils eligible for free school meals	n/a	100

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y 6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	329

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	70
Pupils who left the school other than at the usual time of leaving	53

Attendance

Authorised absence	%
School data	6.5
National comparative data	5.4

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	24	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	13	23
	Girls	20	20	19
	Total	38	33	42
Percentage of pupils at NC level 2 or above	School	64	56	71
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	24	22
	Girls	20	19	20
	Total	36	43	42
Percentage of pupils at NC level 2 or above	School	61	73	71
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	24	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	32
	Girls	19	20	20
	Total	47	49	52
Percentage of pupils at NC level 4 or above	School	80	83	88
	National	70	68	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	29
	Girls	20	19	20
	Total	40	44	49
Percentage of pupils at NC level 4 or above	School	68	75	83
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	44
Black – African heritage	26
Black – other	14
Indian	138
Pakistani	39
Bangladeshi	9
Chinese	0
White	26
Any other minority ethnic group	42

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	18.3
Number of pupils per qualified teacher	21:1
Average class size	27

Education support staff: YR – Y7

Total number of education support staff	2.5
Total aggregate hours worked per week	172.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29:1

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	14.5:1
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	831,532
Total expenditure	778,415
Expenditure per pupil	1,849
Balance brought forward from previous year	38,656
Balance carried forward to next year	76,700

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	412
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	1	2	0
My child is making good progress in school.	49	38	9	1	4
Behaviour in the school is good.	57	35	5	0	3
My child gets the right amount of work to do at home.	39	36	19	5	2
The teaching is good.	54	39	5	0	2
I am kept well informed about how my child is getting on.	50	37	8	2	4
I would feel comfortable about approaching the school with questions or a problem.	58	25	8	4	5
The school expects my child to work hard and achieve his or her best.	60	29	4	2	5
The school works closely with parents.	44	41	7	4	5
The school is well led and managed.	51	31	4	4	10
The school is helping my child become mature and responsible.	51	40	4	4	1
The school provides an interesting range of activities outside lessons.	48	24	10	6	13

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

Nursery and reception classes

56. The early years education provided in the nursery and reception classes is a strength of the school. By the time children reach the statutory school age most of them attain the expected levels for this age group in all areas of learning. The good teaching in a stimulating environment ensures that the children are very well prepared for entry into Key Stage 1 of the National Curriculum. A firm foundation is established in language, literacy and numeracy. Children for whom English is an additional language and pupils with special educational needs make satisfactory progress. The atmosphere in the nursery and reception classes is one of purposeful activity and fun and children enjoy coming to their school.

Personal and social development

57. Children make good progress and, by the age of five, reach expected levels in their personal and social development. The children in nursery and reception classes show confidence and developing independence. The staff establish a pattern of settling children to work at a variety of activities and maintaining routines which give the children a sense of security and order. Some children need help to share and take turns, particularly when wishing to use some of the exciting outdoor play equipment such as the ambulance. Praise and patience from the teachers improves sharing. Pupils for whom English is an additional language sometimes talk together in their own language but with the sensitive intervention of teachers all the pupils manage to communicate with each other and work together. The different cultures of the children are respected and some displays are labelled in other languages as well as English. Most pupils are confident when speaking to adults and happy to talk about what they are doing.

Language and literacy

58. Observation and looking at records show that the children are making good progress in language and literacy. This is confirmed by the results of the tests children are given when they first come to the nursery. By the age of five children attain expected levels for their age group in this area of learning. Children who have regularly attended the nursery before they start in the reception class make particularly good progress. Vocabulary is developed during all the activities the children enjoy. Teachers and other adults encourage new words to be repeated and correctly pronounced, for example, when nursery pupils made sandwiches. Some pupils can read words and some whole phrases and short sentences. Others recognise letters and can list objects that begin with the same letter. They take great pride in taking home their book bag for reading at home with parents' and carers' help. All pupils know that marks on paper communicate meaning. Some children can copy short words and most of the children will attempt to write their own names.

Mathematics

59. Good progress is made in mathematics. The children are given the opportunity to sort, match, order and count in a variety of ways. Teachers maximise every opportunity to use number work. Registration times, children's birthdays and singing games all are used to reinforce number. In the reception class during and after registration the teacher involves the whole class in a mental mathematics session. All the pupils join in with evident enjoyment. Children count up to 50 using a bead counter line. They use their fingers to add numbers. They are beginning to recognise the numbers and some children can write numbers. Water and sand play give opportunities for measuring and estimating. Teachers' good questioning during these activities help the children understand 'less than' and 'more than'.

Knowledge and understanding of the world

60. The children's knowledge and understanding of the world are being extended every day and children make good progress. Water play helps children to understand that some materials sink and others float and to predict how materials will react. Records show that good use is made of the local environment to look at growth, weather patterns and the changing seasons. The nursery children have a garden where they use simple tools for planting developing their awareness that plants grow. Some children using the computer can name the mouse and the keyboard. Children take turns to use a floor robot and, with help, could program it to go backwards and forwards. Children can put cassettes into recorders and listen to stories using headphones. They use telephones, dialling and pretending to receive calls. After the reception class sang 'Wee Willie Winkie', the teacher asked them to think what buildings would be in a town and in groups they gave good answers. Children make simple maps and can describe how to use them.
61. The visit to the Bushey Outdoor Activities Centre develop children's awareness of outdoor environment.

Physical development

62. Good progress is made in physical development. The outdoor area provides a safe place for children to use balls and larger pieces of equipment including a climbing frame. Reception children use the large hall once a week. Increased co-ordination and control is recorded for most children and a growing confidence in using equipment. Good development of manipulative skills takes place in almost all activities. Some of the activities noted during the week of the inspection included making sandwiches, making patterns on fabric using starch paste in plastic bottles, using play dough, using scissors, control of paint and use of brushes as well as using Lego constructively. Writing skills and holding pencils and felt pens show development in the formation of letters.

Creative development

63. Imaginative play is stimulated by the wide resources available in the nursery and reception classes and good progress is made in this area of learning. Art and craft materials are selected by the children and they use straws, card, fabrics, Sellotape and glue to make a variety of three dimensional objects. In a music lesson in the hall, pupils used percussion instruments to illustrate weather. They identify the sounds that different instruments and carefully listen to each other. The results are recorded and they are thrilled to recognise their performance when it was played back to them.

Teaching and organisation

64. Teaching and the organisation of work are very good for these young children. The co-ordinator works with all the staff to provide good quality experiences and sound learning for all the children. All the teachers emphasise basic literacy and numeracy skills in whatever activities the pupils are doing. Questions reinforce and stretch children's learning. The points for concern at the last inspection have been put right. There is now improved planning for, and provision of, outdoor physical activities for nursery-age pupils together with improved resources and safe soft floor area. Creative and physical activities are now well developed for all children under five.
65. The good teaching in stimulating classrooms and outdoor areas, combined with carefully thought out and well planned activities for the children, contribute to the good progress made in all areas of learning. Another factor that contributes to good progress is the detailed records of the regular assessments made on each child and the care given to all the children by all the adults who work in nursery and reception classes.

ENGLISH

66. In the 1999 National Curriculum tests for seven year olds the percentage of pupils reaching the expected Level 2 and the higher Level 3 in reading was well below the national average. In writing, the percentage of pupils reaching Level 2 was very low in comparison with the national average and the percentage reaching Level 3 were below average. In comparison with schools who take their pupils from similar backgrounds the performance of pupils was well below average in reading and very low in writing. The school has worked hard to improve standards and inspection evidence indicates that standards are rising. The attainment of the current Year 2 pupils in speaking and listening, reading and writing is broadly in line with national averages.
67. These standards of attainment are an improvement on those seen at the time of the last inspection. The detailed whole-school planning, teaching of the literacy hour and the improvement to the quality of teaching have had a very positive impact on the quality of speaking and listening, reading and writing.
68. In the 1999 National Curriculum tests for 11 year olds the percentage of pupils reaching the expected Level 4 was above the national average. The percentage of pupils reaching the higher Level 5 was close to the national average. In comparison with similar schools pupils' performance in English was well above average. Inspection findings indicate that the attainment of the current year 6 pupils is in line with national averages. Standards are not as high as the previous year due to a larger number of pupils for whom English is not their main language and also to an increased number of pupils with special educational needs.
69. By the time they leave school, the majority of pupils read with fluency and understanding and are able to apply their English skills effectively to other areas of the curriculum. During the inspection, no difference was noted in the performance of boys and girls at either key stage.

70. At the end of Key Stage 1, standards in speaking and listening are meet expectations. Most pupils speak clearly and respond confidently to teachers' questions. They express their ideas and thoughts effectively. Pupils listen attentively and take turns to contribute to discussions, for example when they identify and describe characters during the shared reading of a well-known book. By the end of Key Stage 2, most pupils attain standards in line with those expected for their age. Pupils join in discussions confidently and answer teachers' questions with increasing clarity. They express themselves cogently and imaginatively. Pupils demonstrate confidence in speaking to a larger audience when they contribute to school assemblies.
71. By the age of seven, most pupils reach the national average in reading. Pupils read a wide variety of books with obvious enjoyment. They benefit from the introduction of the literacy hour, as for example when Year 1 pupils effectively learn to read and spell words that end in 'ck'. Pupils read aloud with increasing fluency and expression. Able pupils read simple books confidently and discuss the characters and stories. They are becoming aware of contents and index pages and beginning to use simple dictionaries effectively. Many pupils are aware of the contribution of authors and illustrators to books.
72. At the age of 11, pupils' standards in reading are broadly in line with national average. Pupils have developed a range of strategies to enable them to decipher meaning from print, including contextual clues. Pupils recount the significant ideas, events and characters in stories. The majority of pupils read good quality children's novels with fluency and expression. Pupils choose from a variety of literature, including poetry and non-fiction. They are familiar with the authors and titles of well-known children's books. Most pupils understand the purpose of a reference library and are becoming efficient at skimming and scanning books for information. They are able to retrieve information from a range of sources, including CD-ROM.
73. By the end of Key Stage 1, pupils' attainment in writing is broadly in line with national average. Most pupils know their letter sounds and are able to blend them into words. They spell familiar words correctly and are beginning to recognise simple spelling patterns. The majority of pupils use capital letters and full stops correctly and a small minority of higher attainers are beginning to use other punctuation correctly, such as commas and speech marks. Pupils write for a range of purposes and demonstrate their increasing skill in sequencing events, as for example, when they write instructions on how to plant seeds. Presentation of work is variable, but handwriting is usually correctly formed and evenly sized, although few pupils are using a cursive script.
74. Pupils' attainment in writing at the end of Key Stage 2 is in line with the national averages. In extended writing pupils plan and draft their work systematically, often using word processing to present their work for display. High attaining pupils know how to use paragraphs correctly. Skills of spelling and punctuation have been learnt systematically and pupils write in a variety of forms showing an increasing awareness of purpose and audience. For example, Year 6 pupils use their writing skills well to argue the case for and against fox hunting. Pupils use interesting and imaginative vocabulary to bring life to their writing.
75. The school is effective in promoting literacy across the curriculum. Pupils at both key stages enjoy reading and there is good quality literature in all classrooms. The school library has been resited and better resourced since the previous inspection

and the provision of fiction and non-fiction books is adequate. Key Stage 1 book corners have been made more attractive to encourage pupils to develop a love for good literature, but there is no Key Stage 1 library to assist younger pupils to develop information retrieval skills. In other subjects, such as science, pupils develop specific vocabulary and use extended writing to support their studies. Opportunities are taken to enrich the pupils' vocabulary by labelling displays and providing lists of useful words in the classrooms.

76. Pupils make satisfactory progress through both key stages in speaking and listening, reading and writing. Speaking and listening skills develop through the frequent discussions and presentations and frequent opportunities for drama, as when Year 6 pupils presented a dramatic interpretation of an interview about the rainforests. Pupils make satisfactory progress in reading through the provision of a wide range of books from various genres. Progress for most pupils is enhanced through reading at home with their parents and, in some classes, the completion of reading diaries. The consistent approach, through the National Literacy Strategy, to the development of writing skills such as punctuation and spelling has a positive impact on progress throughout the school. Overall the progress made by pupils with special educational needs is satisfactory. Where pupils receive extra support from learning support assistants they make good progress. Targets in individual education plans are addressed and activities are well matched to individual abilities supporting these pupils well to acquire skills at an appropriate level.
77. Pupils' attitudes to English and their behaviour in lessons are good throughout the school and this contributes positively to the standards achieved. They mostly enjoy their lessons. The majority of pupils respond well to the structure and organisation of the literacy hour. They are generally positive about their work and happy to discuss it with adults. In both key stages pupils are able to work independently and co-operatively, maintaining concentration on the set task. They listen with respect for others and show pride in their ability. The relationships between staff and pupils are very good and contribute significantly to the good behaviour observed.
78. The overall quality of teaching is satisfactory with much good teaching observed. No unsatisfactory teaching was seen. Teachers manage pupils well so that they listen attentively and are well behaved. In Key Stage 1, the organisation of lessons has improved since the previous inspection and pupils are given frequent opportunities to write independently and creatively for a variety of audiences. At both key stages, teachers have a secure knowledge of the requirements of the National Literacy Strategy and this is a strength which supports pupils' progress. Where teaching is good, learning intentions are made clear to pupils, who write them at the beginning of each piece of work. These learning intentions are repeatedly referred to throughout the lesson, so pupils remain well focused on what they are learning. In these lessons also, tasks are extremely well suited to individual needs, so that pupils of all abilities make good progress. In a minority of lessons, the slow pace at the start of the lesson, causing pupils to lose interest, affects learning. Mostly, teachers plan lessons effectively with relevant learning objectives and organisation that provides for progress and encourages all pupils to use and extend learning skills.
79. Assessment procedures are satisfactory overall. Class teachers keep records of pupils' progress, although the rigour with which records are maintained varies from class to class. Targets are established for individual pupils which are reviewed each term. The quality of marking varies. There are examples of good marking

throughout the school, with constructive comments to help pupils improve their work. Homework is set regularly, so that pupils consolidate and extend work done in school.

80. The management of the subject is satisfactory. The literacy hour has been introduced successfully and staff training is well organised. The subject co-ordinator monitors planning for the subject and some teaching has been observed to consolidate good practice. The subject policy is in need of updating as it is out of date and does not address all aspects of English adequately. There is no portfolio of pupils' work assessed to National Curriculum levels. The supply of good quality children's fiction has been increased since the previous inspection and there are sufficient library books to support all areas of the curriculum.

MATHEMATICS

81. By the end of both key stages, attainment is in line with national averages.
82. The results of the 1999 national assessments for pupils aged seven showed that attainment was well below the national average when compared with all schools and below average when compared with similar schools. The performance of pupils aged seven in mathematics over the last four years was close to the national average. Inspection evidence does not support the 1999 National Curriculum results at age seven, where attainment is judged to be in line with national expectations at Key Stage 1. The careful introduction of the National Numeracy Strategy and the consistency of its implementation is beginning to have a beneficial effect on standards in Key Stage 1. The wide variation in attainment over the last four years have also been affected by the variation of the cohorts during that period of time. Progress overall at Key Stage 1 is satisfactory. Progress of pupils with special educational needs is satisfactory. At Key Stage 1 pupils experience a wide range of activities to develop number skills. There is a strong emphasis on counting skills and developing an understanding of key mathematical vocabulary. Pupils can count and recognise numbers up to 100. They can count on or back in ones and tens from any two digit number. They understand odd and even numbers and are beginning to recognise number patterns and explain them to the class. They are able to recognise common two-dimensional and three-dimensional shapes and describe some of their features. They are able to use money and relate it to everyday real problems. They are beginning to measure and use the standard units of length, mass and capacity.
83. The results of the 1999 national assessments for pupils aged 11 years are well above the national average when compared to all schools and well above when compared to similar schools. However, taking into account pupils' attainment over the last four years, the performance of 11 year old pupils was close to the national average. Pupils' high attainment in the 1999 national assessment tests is due to the ability of that particular group of pupils. Inspection findings indicate that the present Year 6 pupils are not attaining standards that are above average and attainment for this year group is judged to be in line with national average. However, as a result of the introduction of the National Numeracy Strategy leading to consistent teaching across the key stages, pupils' skills in mathematics are steadily improving. Their mathematical vocabulary is increasing and they have a clear understanding of 'partitioning' and 'inverse operations'. By the end of the key stage many pupils can use the four rules of number with confidence, have an understanding of fractions, decimals and percentages. They know the rules of

division and can solve number problems with missing digits. They can calculate area and perimeter of various shapes and use a protractor to measure angles. They are developing their skills in using appropriate operations to solve everyday problems and are able to explain their methods used. They can use information technology to present information such as to show 'how pulse rates change after exercise'.

84. The progress of pupils in Key Stage 2 is satisfactory overall. Good progress is being made in developing pupils' mental skills. This is most effective where the pace of the mental/oral session is good and there is good use of resources. Pupils with special educational needs make satisfactory progress overall. More able pupils make good progress where tasks are clearly differentiated and the pace of lessons is good.
85. Pupils' attitudes to learning are good. In both key stages pupils show enthusiasm for mathematics and high levels of interest. They are keen to talk about their tasks and listen attentively both to the teacher and to other pupils. They are able to concentrate on their tasks and are well motivated. Pupils behave very well in mathematics lessons. They co-operate well in groups and relationships are very good.
86. The quality of teaching is good overall. All lesson observations in Key Stage 1 were satisfactory or better with a significant number being good. The proportion of good teaching seen in Key Stage 2 far outweighs the small amount of unsatisfactory teaching seen in Key Stage 2. Throughout both key stages teachers' knowledge and understanding of mathematics are good. Lessons are well planned and structured according to the National Numeracy Strategy and clear learning intentions for each element of the lesson are stated. These are always made known to pupils. In all lessons teachers expect pupils to behave well and use time and resources effectively. The mental/oral introductions to lessons are lively and teachers' explanations are clear and questioning is good. The plenary sessions allow time to recap the main teaching points of the lesson and pupils are able to explain strategies used and why. Weaknesses in teaching occur where the level of work in a topic is not correctly pitched to ensure pupils understand the concepts and complete the activities. An increasing number of pupils are gaining skills and understanding of numeracy and most are very enthusiastic about the subject.
87. The curriculum is based on the National Numeracy Strategy. Tasks are differentiated and usually meet the needs of pupils of all ability levels. A system of tracking pupils' attainment in mathematics over time is in place. Pupils in Years 3, 4 and 5 sit the tests devised by the Qualifications and Curriculum Authority. Targets have been set for mathematics for the year 2000 for both key stages and individual targets have been set for pupils for each year. The co-ordinator has been in place for five years and is also a Leading Mathematics Teacher with the local education authority. The school based in-service for the National Numeracy Strategy was led by the co-ordinator who produced an audit and action plan for mathematics. The policy for mathematics is in need of updating as it is out of date and does not reflect the numeracy strategies. The headteacher monitors planning and teaching but little of this is carried out by the co-ordinator. New resources have been added to enhance the teaching of mathematics and the range and quality of resources are satisfactory.

SCIENCE

88. In the 1999 national tests, pupils' standards of attainment at the end of the Key Stage 1 were well below the national average. In the end of Key Stage 2 national tests in 1999, pupils' standards were well above the national average. Examination of the national test results since 1995 show that this was due to a particularly higher attaining group of pupils in 1999 who attained above the national average in the 1996 Key Stage 1 national test results as well. Trends over the last four years, except in 1998, show that standards of attainment at the end of Key Stage 2 have been above the national average. Based on the inspection evidence it is judged that, by the end of the Key Stage 1, standards are still below the national average. Standards attained at the end of key Stage 2 are in line with the national average. Since the last inspection standards have remained below the national average at the end of Key Stage 1. Standards attained over the last four years have been maintained at the end of Key Stage 2, overall.
89. Pupils in Year 1 sort objects by their characteristics, for example, grouping metals, plastics, wood and fabrics. They recognise natural and manufactured materials and metals as heavy and shiny. By the end of Key Stage 2 pupils relate the quicker melting of ice cubes to increased temperature, know the five senses and can give examples of where pushing and pulling forces are used in their lives. Early in Key Stage 2 pupils recognise that water, chocolate, wax and toffee can change from liquid to solid and vice versa and this depends on temperature. By the end of the key stage pupils identify the bones of the skeleton and investigate the change in muscle size between relaxed and stressed biceps, calf, chest, thigh and lower arm. Pupils make good use of scientific vocabulary but have insufficient experience in devising, planning and implementing their own investigations.
90. Progress throughout Key Stage 1 is unsatisfactory. The reason for the poor standards in this key stage is in part due to high proportion of pupils who are at an early stage of learning English. In addition, the curriculum planning in science does not build on pupils' knowledge, understanding and skills sufficiently to ensure that knowledge and concepts are taught systematically. However, pupils in the current Year 6, whose standards were below the national average at the end of Key Stage 1, make good progress over the four years in Key Stage 2. The good progress is largely due to increased ability in English of pupils for whom English is an additional language, pupils' positive attitudes to learning, their ability to work collaboratively and independently, and by the end of the key stage, the work set is matched appropriately to the learning needs of pupils. Pupils with special educational needs are well supported in language to enable them to make good progress and complete work similar to the rest of their class. No specific science targets are set.
91. Pupils' attitudes to science throughout the school are good. Pupils listen to the teacher and each other well; they are interested in their work and collaborate with each other when working in group activities. For example, pupils in Year 6 work well together to measure the differences in size of relaxed and flexed muscles. Pupils use scientific vocabulary appropriately. For example, when explaining the change of state of a solid to a liquid, they use words like 'melting,' 'liquid to a solid', 'solidification'. Pupils' recording of science is satisfactory at Key Stage 2 but more limited at Key Stage 1. However work is generally well presented and supports English through completion of worksheets and pupils' independent writing when recording investigations. Mathematics is supported through measurement and graphs to present information. For example, pupils make graphs presenting the results of their experiment on the change in temperature of water cooling over time

and the relationship between the distance an object travels and the force applied. Pupils use computers efficiently to identify that once boiling water reaches 100°C there is no further rise in temperature.

92. Teaching at Key Stage 1 is satisfactory and good at Key Stage 2. Where teaching is good teachers identify clear learning objectives in their short-term planning ensuring pupils understand clearly what is expected of them. Teaching is also good where pupils are managed well, science vocabulary is emphasised, pace is good and resources are used to motivate and maintain pupils' interest. However the good teaching is not having a consistent impact in raising standards because not all work is accurately matched to the age and ability of the pupils. Overall assessment of pupils' learning is satisfactory and sound records are kept. Assessment in Key Stage 1 is insufficiently used by teachers to inform long-term planning to ensure work is challenging and well matched to pupils' age and ability.
93. The science co-ordinator has recently taken the responsibility for this area. Since her appointment, the school has adopted the Qualification and Curriculum Authority scheme of work for science to ensure the clear development of knowledge, understanding and skills from one year to the next across all Programmes of Study of the National Curriculum.
94. The school is aware of the lack of clear development of pupils' investigative skills and the co-ordinator is undertaking an analysis of past work to identify the gaps in skills, knowledge and understanding in an effort to raise standards particularly at Key Stage 1. The co-ordinator does not have a clearly defined role or the time to monitor planning, pupils' work, accuracy of assessment or the teaching of science. This restricts the co-ordinators ability to plan future developments in the subject based on sound evidence. Resources to support the teaching of science are appropriate and of sound quality but are insufficient.

ART

95. On entry into Key Stage 1 pupils' creative development is broadly in line with national expectations. Standards in art are in line with what is expected of this age group in both key stages. This is a decrease in standards since the last inspection. This is largely due to lack of a co-ordinator and a curriculum that identifies the development of knowledge, understanding and skills, and the school's appropriate emphasis on literacy and numeracy reducing the overall time available for art.
96. Pupils in Year 1 explore the effect of mixing blue and white colours in different proportions to create pictures of fish and dolphins. They use crayons to draw a picture depicting Goldilocks and the three bears. Year 2 pupils create abstract images using primary colours. Early in Key Stage 2 pupils study the work of Van Gogh and create images in a similar style. They develop the skills for observational drawing of fruits and draw still life pictures focusing on the proportions of the fruit. By Year 6 pupils study the effect of 'vanishing point' in their drawings. They design masks for 'Carnival' exploring a range of techniques and modifying their designs in the light of experience.
97. Progress is sound but the lack of a scheme of work means that knowledge, understanding and skills are not developed systematically. The pupils experience a range of materials, for example, paint, pastels, pencil and pen and ink but the range of artists and cultures studied is limited and this restricts progress. However specific

skills are taught, for example, in the Year 3 still life drawing pupils were shown how to use a pencil to create texture and tone. Pupils with special educational needs are well supported to ensure they make sound progress.

98. Art supports literacy when pupils are asked to report on their work to the rest of the class by explaining what they found easy and how they overcame difficulties. Mathematics is supported through for example, the designing and making of masks from a two-dimensional plan to a three-dimensional artefact. The school makes limited use of information technology in art for example, to explore the effect of light, shade and the juxtaposing of colour in a given picture but Year 3 pupils make sound use of the internet to research the work of artists such as Van Gogh.
99. Pupils' attitudes are good. Work is well presented and shows care and pride in their work. Their good attitudes and behaviour in classes enables all pupils to work in an environment where involvement and effort are valued and the teacher can support and challenge pupils individually.
100. Only three lessons were seen, one at Key Stage 1 and two at Key Stage 2. Of these, two were good and one very good. Good features of the teaching were the planning that ensured pupils understood the aims of the lesson, the use of artistic vocabulary such as 'movement', 'texture' and 'reflection'. Good relationships between pupils and pupils and the teachers ensure pupils behave well, feel that their efforts are valued and are motivated to try to improve. Teachers also provide pupils with sufficient resources to enable them to explore and develop their ability to choose the appropriate materials and techniques for a particular purpose.
101. The school does not have an art co-ordinator, scheme of work or any systematic means of identifying pupils' progress in the development of knowledge, understanding and skills in art. Teachers are therefore unclear whether their expectations of pupils are appropriate or their teaching matches the needs of pupils. Good use is made of the range resources available however exploration of styles and artists that reflects the range of cultures in the school and the cultures in society as a whole is limited.

DESIGN AND TECHNOLOGY

102. Lessons in design and technology are alternated each half-term with art. During the inspection, the focus in most classes was on art and there was limited work on which to make judgements. Evidence from displays around the school, scrutiny of pupils' work, teachers' planning and conversations with pupils indicates that pupils, including those with special educational needs, achieve standards that are broadly in line with those expected for their age.
103. In Key Stage 1 pupils learn basic cutting and joining techniques. They use equipment such as scissors and small saws safely, as when designing and making simple jigsaws. By the end of the key stage the majority of pupils can cut out accurately and use a variety of techniques to join materials. For example, Year 1 pupils choose from a variety of materials to construct houses for the Three Little Pigs, after giving careful consideration to which material would be most suitable for the purpose. Pupils test and evaluate their finished products.
104. Pupils in Key Stage 2 design and make objects related to other subjects. For example, pupils in Year 6 successfully apply their knowledge of electricity to make

products that use switches, such as torches and robots. They work from designs that are clearly labelled and consider safety, reliability and function of their designs, before making written evaluations of the finished product.

105. Pupils make satisfactory progress through both key stages through the provision of a wide range of media for practical experimentation. However, although the school has adopted a scheme of work, it is not used consistently by all teachers. Scrutiny of teachers' planning indicates that there are long periods when no design and technology is undertaken.
106. Where pupils have been observed they settle quickly to the task in hand, concentrate well and are happy to share equipment. In conversation, pupils are very happy to explain design and technology projects they have undertaken in the past. For example, a group of Year 6 pupils explained with great enthusiasm the skills they needed when they constructed bridges. They described how they first designed and planned their bridges and after construction evaluated the effectiveness of their designs by testing them for strength and durability.
107. Too few design and technology lessons were observed during the inspection to be able to make a reliable judgement on the quality of teaching.

GEOGRAPHY

108. Only two lessons were able to be observed in geography during the week. The work seen in these lessons, the quality of pupils' previous work, the displays and discussions with pupils, indicate that most pupils' work is in line with that expected of pupils of this age. Satisfactory progress is made throughout the school.
109. Very little geography work was presented for scrutiny from Key Stage 1 and no lessons were observed. Year 2 pupils are able to draw simple maps of the classroom and plot their routes to the school. They also are involved in projects related to caring for the earth. Younger pupils study where food comes from and also study the local area.
110. At Key Stage 2 pupils study the weather and aspects of the environment such as noise and pollution from rubbish. Pupils in Year 5 study the contrasting areas of St Lucia and the Peak District looking at trade, employment and the effects of tourism on the local area. Year 6 study the rain forest areas of the world, and in particular of South America where as well as discussing the effects of mining and farming in the rain forest, they look at dance, music and art in the region. Pupils are able to use maps appropriately and work in geography is enhanced by the use of the Internet and computer programs such as Encarta.
111. Pupils make satisfactory progress throughout Key Stage 1 and cover an appropriate range of activities such as an understanding of direction and familiar places and maps. Pupils in Key Stage 2 also make satisfactory progress as they develop an understanding of environmental issues both locally and in contrasting countries around the world.
112. Pupils' attitudes to the subject are good. Pupils talk with enthusiasm about topics and issues studied, and are able to concentrate on their work and show high levels of interest. They listen attentively both to their teachers and to other pupils and show respect for the opinions of others.

113. Too few lessons were observed during the inspection to make a secure judgement on the quality of teaching. In Key Stage 1 no lessons were observed and there was only a small amount of work in the scrutiny. However, the two lessons observed in Key Stage 2 indicate that teaching is good. Planning is good with clear learning intentions. Good use is made of the local environment and teachers' knowledge and understanding of geography is secure. The planning of the lessons is good and good use is made of resources.
114. The co-ordinator has only recently taken over the responsibility for the subject. Her monitoring role is not developed yet. A new policy is planned and attention is being paid to the Qualifications and Curriculum Authority document when reviewing the scheme of work. At present, no guidelines exist to help teachers interpret the scheme of work consistently. The level of resources to develop the subject effectively is unsatisfactory. The subject is enhanced by residential trips and visits to outdoor activities centres and farm centres.

HISTORY

115. The timetable for history meant that only one lesson was seen during the inspection week. From this observation, the very limited scrutiny of work available and from wall displays and discussions with pupils, evidence indicates that standards of attainment are similar to those expected of pupils of this age.
116. In Key Stage 1 pupils are beginning to have an understanding of the passage of time when they talk about and compare household objects and toys from the past. They talk about famous people such as Florence Nightingale and recall the events which led to her becoming famous and the conditions in which she worked.
117. Pupils in Key Stage 2 identify some of the features from societies of the past in their studies of ancient Egypt, ancient Greece and ancient Rome. They are developing an understanding of everyday life in Victorian times and looking at what it was like to live in Britain during World War 2. Pupils use artefacts and reference materials to help make deductions, and they are beginning to understand how events and changes can be interpreted in different ways. Literacy skills are used successfully to find and record information, and the subject is enhanced through the use of information technology skills to download information from the Internet. Pupils have a clear understanding of how many children were exploited in Victorian time and why the Roman armies were so successful. Pupils enjoy reading the myths and legends of the ancient Greeks and Egyptians.
118. Pupils make satisfactory progress throughout the school in history. From discussions with pupils and the lesson observed, it is judged that attitudes to the subject are good. Pupils talk enthusiastically about history and are very interested in many aspects of the periods studied. There is insufficient evidence to make a valid judgement on the quality of teaching in either key stage.
119. The co-ordinator has been in post for one year. There is a new policy which is being linked to the new Qualifications and Curriculum Authority scheme of work. Little in-service training has been undertaken by staff and little monitoring of teaching and learning in this area takes place. The level of resources overall is unsatisfactory at present, although there are plans for an injection of money this year. The school resources are supplemented by the use of artefacts from the

museum. The subject is enhanced by visits from Theatre Companies and by residential and other visits to a range of museums linked to the current topic.

INFORMATION TECHNOLOGY

120. Attainment in information and communications technology at the end of Key Stage 1 and by the end of Key Stage 2 matches national expectations. Most pupils are confident when using everyday devices such as televisions, tape recorders, head phones and telephones. At Key Stage 1 most pupils, when using computers, demonstrate good control of the mouse, move icons with skill and use function keys. Most pupils can name parts of the computer and explain what they doing. Some Year 2 pupils can combine pictures and text and manipulate graphics to produce an illustration and save their work. Some pupils have underdeveloped keyboard skills and only use one finger.
121. At Key Stage 2 most pupils can collect data and enter it into a data handling package and use it for bar charts and pie charts. The use of word processing supports literacy skills. In Year 3 good revision work on punctuation, speech marks and the use of capitals was seen during the inspection. Some pupils still have underdeveloped keyboard skills and, therefore, find it difficult to use shift keys and letters at the same time. A good science lesson was seen in Year 5 where pupils, through the use of sensors, developed clear understanding that the temperature of water does not rise above 100°C. They are learning to use a digital camera to record special happenings in school.
122. With the support provided, pupils with special educational needs and those for whom English is an additional language make satisfactory progress.
123. The teaching of the subject seen during the inspection is good overall. There are two computers for each year group. The organisation of the school, whereby two teachers team teach each year group, means that the allocation of computers can be shared. All teachers are generally competent in the use of computers and support each other, sharing expertise. The use of computer vocabulary is well taught and most pupils are developing a sound technical vocabulary. Most teachers give clear demonstrations and explanations of new skills. A large keyboard poster was used successfully in one class. In some instances, the room organisation made it difficult for pupils to see the teacher's demonstration. Organisation is good and rota systems check that all pupils have the same opportunities. The teachers have high expectations and the pupils are interested in the subject and make good progress. There are plans for introducing self-evaluation by the pupils of their computer skills but they are not fully in place.
124. The school has recently updated some computer systems. They are now networked and on the Internet. All classrooms have an E-mail address. The co-ordinator is a subject expert and has made considerable progress with planning to include all the elements of the National Curriculum. He has insufficient time to fully implement his role of co-ordinating the subject by monitoring teaching and training the class teachers to assess the pupils' work appropriately.

MUSIC

125. Standards in music at the end of Key Stage 1 and Key Stage 2 are in line with those found among pupils of a similar age. By the end of Key Stage 1, pupils sing with

enthusiasm. They are beginning to read music, learning appropriate notation. They further develop their understanding of pulse and rhythm. In Key Stage 2, pupils successfully build on what they learnt before and develop an understanding of musical vocabularies. They demonstrate clear understanding of pitch and rhythm in music and sing a variety of music. They compose music and are developing good understanding of how to use notation in music. For example, in a Year 5 lesson, pupils work in groups identifying and following eight beat notation based on clapping rhythm. They evaluate their own performance effectively and suggest how to improve.

126. During the previous inspection, standards in music at each key stage were above the national expectation. The current inspection, however, finds the standards to be in line with that expected of this age group, throughout the school. All pupils make sound progress.
127. Teaching is good in both key stages. Teachers plan well and ensure that all pupils take full part in lessons. Pupils are given opportunities to take part in a range of practical activities that develop their musical understanding well. Pupils enjoy music lessons. They are enthusiastic and listen sensitively and appreciatively to the contributions of others.
128. There is no music co-ordinator. The scheme of work is due for revision. There is a satisfactory range of resources.

PHYSICAL EDUCATION

129. By the end of Key Stage 1 and Key Stage 2 standards in physical education are in line with what is expected of this age group. Progress is sound throughout the school and standards have been maintained since the last inspection. However the subject does not meet statutory requirements as it does not maintain records of the number of pupils who can swim 25 metres by the end of Key Stage 2.
130. In Year 1 pupils bounce a ball to the floor and catch it and a significant minority of higher achieving pupils do so whilst walking at the same time. By the end of the key stage the vast majority of pupils using simple apparatus are able to create and demonstrate a sequence that contains rolls and a balance using large areas of the body. Early in Key Stage 2 pupils develop good control of tennis racket to hit a ball to a partner, and to place it within a specific area the other side of a net. By the end of the key stage pupils produce very good dance sequences developing synchronised movement in rhythm to music to evoke images of the rain forest.
131. Progress is sound throughout the school. This is largely due to a supportive scheme of work that clearly identifies expectations for each year group and this ensures knowledge, understanding and skills are built on year by year. Development in pupils' achievement is demonstrated, for example, by the simple sequences of rolling and balance in Year 2 to the development of complex synchronised sequences in dance routines in Year 6. Pupils with special educational needs make sound progress and are well supported to be fully involved in all activities. The classroom assistants support these pupils effectively.
132. Physical education makes a positive contribution to literacy through pupils developing speaking and listening skills when evaluating their own and others performances and for example, developing dance routines to a story.

133. Pupils' attitudes to physical education are good and very good in some Year 6 lessons. For example there is good team work in the reception class to play a simple bean bag game. Pupils with special educational needs are included by the other pupils. They co-operate well when creating mirrored sequences in Year 5 and with interest, co-operation and partnership to create imaginative dance routines in Year 6.
134. Teaching of physical education is good overall. At Key Stage 1 an equal number of satisfactory and good lessons were seen. At Key Stage 2 three good and one very good lessons were seen. Features of the good and very good teaching are teachers' good knowledge and understanding of their subjects, appropriate challenge for higher attaining pupils and teachers' abilities to make their expectations clear through discussions, pupil demonstration and praise. Lessons are planned well, pace of lessons is brisk and behaviour management is good. Pupils are fully involved in discussions.
135. The subject is well co-ordinated with a sound policy and scheme of work which includes outdoor activities. These are addressed during a residential visit to Devon. The school expects to adopt the Qualification and Curriculum Authority scheme of work when it becomes available to enable it to address the changes in the curriculum from September 2000. The school records pupils' achievements but assessment procedures are used inconsistently. The co-ordinator has little time to monitor planning or teaching so has little evidence on which to base future developments. There are a suitable range of extra-curricular activities, for example, netball, football, rugby, cricket and tennis. Accommodation is good with 2 halls, a small swimming pool, hard-standing, grass and sufficient resources to support the full curriculum. The school makes good use of visiting coaches for example in tennis and cricket.

RELIGIOUS EDUCATION

136. No teaching was seen in religious education during the week of the inspection. However, based on the observation of assemblies and discussions with teachers, coordinator and pupils, it is judged that standards attained within both key stages in religious education are in line with the requirements of the locally agreed syllabus.
137. At the end of Key Stage 1, pupils are aware of different religions, sometimes through special occasions or comparisons to appreciate their similarities and differences. They know that periods of quiet and stillness are common to all religions. Special occasions are celebrated, from Eid to Christmas and Diwali. In Key Stage 2, pupils discuss issues regarding what is right or wrong and attempt to understand how different beliefs affect pupils' lives and actions. They are introduced to various holy books and how people in different religions pray. Religious education makes effective contribution to the pupils' spiritual, moral, social and cultural development.
138. The pupils' attitudes to religious education are good. They are sensitive to and interested in each other's beliefs.
139. Pupils with special educational needs and those who speak English as an additional language take full part in this area and make steady progress. Class discussions on moral and religious issues enhance pupils, speaking and listening skills.
140. Planning is sound overall. Teachers follow the scheme based on the locally agreed syllabus effectively. Pupils' learning in religious education is well supported by teachings in assemblies. The range of resources is satisfactory and includes artefacts from the major world religions. There is no co-ordinator for religious education. However, the deputy headteacher is managing this area at present satisfactorily.