

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

London

LEA area: Islington

Unique reference number: 100437

Headteacher: Mrs. Irene Rowland

Reporting inspector: Roderick Passant
2728

Dates of inspection: 19 – 23 June 2000

Inspection number: 197297

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Georges Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Paul Lasok

Date of previous inspection: 27 January 1997

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Roderick Passant	Registered inspector	English	What sort of school is it?
		Physical Education	What should the school do to improve further?
			The school's results and pupils achievements.
			How well are pupils taught?
			How well is the school led and managed?
Rosalind Hall	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
David Naylor	Team inspector	Mathematics	Pupils' attitudes, values and personal development.
		Geography	
Ali Haouas	Team inspector	Information Technology	
		History	
		English as an additional language	
Anne Stafford	Team inspector	Music	
		Religious Education	
		Equal Opportunities	
		Science	
Phil Willavoys	Team inspector	Art	
		Design and Technology	
		Special Educational Needs	
Kathryn Flemming	Team inspector	Under-fives	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a Catholic primary school. The school moved into premises vacated on the closure of another primary school in September 1999. This has brought together the infant and junior school pupils for the first time on the same site. There is, in addition, a nursery provision incorporated into the school, which has different admission arrangements to the main school admitting Catholic and non-Catholic children on an equal basis. The headteacher was appointed to the post in January 1999. Prior to her appointment the school had been without a permanent headteacher for over two years. In many ways there is a sense that it is a new school being formed. Pupils come from a range of backgrounds and are different stages of readiness to learn. Those pupils entering the reception class with nursery or playgroup experience have attainment in line with expectations. Overall attainment on entry is broadly average. There are 367 pupils on roll, which is bigger than other primary schools. The percentage of pupils eligible for free school meals 42.5 per cent is above the national average. The percentage of pupils with English as an additional language is very high. Only two pupils are at an early stage of language acquisition. Just under half of pupils are of White UK heritage. The largest other ethnic groups are Black African heritage pupils (25 per cent) and Black Caribbean heritage (7 per cent). The percentage of pupils on the special educational needs register is broadly average although the percentage of pupils with statements is below average. There is a high degree of unemployment in the area. There is much vandalism in the immediate locality.

HOW GOOD THE SCHOOL IS

Sacred Heart RC Primary School is a good and effective school. Overall, the quality of teaching and learning is good. The leadership of the school is very good. There is a clear sense of direction and commitment for improvement. The framework of a very good school is being put in place. In the 1999 National Curriculum tests pupils performed well above average. The school provides good value for money.

What the school does well

- The quality of leadership gives a clear sense of direction for the school. There is a very clear commitment to raising standards.
- The framework of a very good school is being put in place.
- Behaviour and relationships throughout the school are very good.
- Pupils enjoy school. The quality of learning and teaching, overall, are good.
- The spiritual and moral provision is very good.

What could be improved

- Consistency in the way policy is carried out particularly with regard to assessment and marking and the reinforcement of pupil targets.
- The role of co-ordinators with regard to monitoring standards in their subjects.
- Reviewing the organisation of the school day to provide, when appropriate, shorter and more varied learning experiences.
- Development of pupils' speaking skills in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997.

The school has shown some improvement since the last inspection but the pace has been slow due to the changes in leadership, which have not allowed for coherent development. Over the last 18 months effective structures have and are being developed and put in place. Standards have improved. There is a clear commitment to developing the school and the capacity for improvement is very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	A	B	A*
mathematics	E	C	C	A
science	E*	C	A	A

Key

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

The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend. Standards in English are in the highest 5 per cent when compared to similar schools. In the 1999 National Curriculum tests for seven year olds pupils performed above average in comparison to similar schools in reading and well above average in writing. In mathematics it was above average. By the age of eleven pupils attain standards in all subjects, except music, in line with expectations for their age. There is evidence that standards of music in Key Stage 2 are being addressed.

Children make good progress in the reception classes and are on course to meet or exceed the national expectations for five year olds. The children receive a good grounding in literacy and numeracy and are prepared well for subsequent work in all subjects of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good.
Personal development and relationships	A strength of the school. Very good relationships exists between pupils and between adults and pupils.
Attendance	Attendance is good and is above national average.

TEACHING AND LEARNING

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

Overall, the quality of teaching is good. It is stronger in Key Stage 2. The quality of planning is a strength across the school. All teachers are very committed to the pupils and there is a good sense of teamwork throughout the school, particularly with classroom support staff. Learning intentions for

lessons are clear and usually shared with pupils and lessons build effectively on what has happened before. The skills of literacy and numeracy are taught well.

Aspects to develop include providing more opportunities for pupils to work collaboratively and independently and extending the range of teaching strategies used. Teaching was very good in 9 per cent, good in 50 per cent, satisfactory in 38 per cent and unsatisfactory in 3 per cent of the lessons seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Throughout the school the systems in place for planning the curriculum ensure good coverage of the National Curriculum. This consistent planning is a strength of the school and has improved since the previous inspection.
Provision for pupils with special educational needs	Pupils with special educational needs have full and equal access to the school's curriculum and other opportunities. Pupils are supported within lessons and sometimes, as appropriate, outside the classroom. The staff is committed to ensuring they have access to the good provision that is available. Clear, challenging, yet attainable, targets in their individual education plans provide good motivation to achieve.
Provision for pupils with English as an additional language	The quality of support provided by the specialist teacher is good in all lessons observed. Activities are well integrated with mainstream work and based on close partnership with the class teacher. Good use is made of purposeful talk to encourage small group interaction. Collaboration between the support and class teacher is a strength in teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the spiritual, moral, social and cultural development of pupils is a strength of the school. Spiritual development is promoted extremely well and permeates through all areas of school life.
How well the school cares for its pupils	The care and welfare of pupils is a priority for all who work at the school. Each child is known as an individual and the very good relationships that have been formed between staff and pupils ensure that pupils are very well supported in their personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. She is supported well by the deputy. There is a clear sense of direction for the school and a commitment to improvement
How well the governors fulfil their responsibilities	The governing body is effective and carries out its functions well.
The school's evaluation of its performance	The senior management of the school is effective in evaluating and prioritising what needs to be done. A great deal has been achieved in a relatively short space of time. The role of subject co-ordinators requires further development.
The strategic use of resources	Resources are used very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • My child is making good progress in school. • The school expects my child to work hard and achieve his or her best. • The teaching is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Better information about how their child's progress. • Feeling more comfortable approaching the school with questions or a problem. • The leadership and management of the school.

Parents have positive views of the school. The majority strongly supports the statements on the questionnaire that their child likes school, is making good progress and that the teaching is good. At the same time over 15 percent of parents disagreed that they feel comfortable in approaching the school and feel that they are not well informed about how their child is getting on and were concerned about the quality of leadership and management of the school. Over a quarter of those parents who responded to the questionnaire do not agree that the school provides an interesting range of activities outside lessons. The inspection team agrees with positive views and also judges that the extra-curricular activities offered by the school are good. At the meeting parents were happy with standards of attainment and appreciated the home-school book as an effective tool for communication with teachers. They felt that behaviour is generally good, that children are encouraged to look after each other and that bullying is dealt with. They stated that the headteacher sets a good role model and that teachers are accessible and approachable. The inspection team agrees with these views and in addition judge that the leadership and the management of the school are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the reception class is broadly typical for the age group as determined by the baseline assessments carried out early in the term in which the children start in the reception class. They make good progress in the reception classes and are on course to meet or exceed the early learning goals. Through following the literacy and numeracy strategies the children receive a good grounding in these areas preparing them well for subsequent work in all subjects of the National Curriculum.
2. In the 1999 National Curriculum tests for pupils aged seven the percentage of pupils reaching level 2 or above was well below the national average in reading but above average when compared to similar schools. In writing the percentage reaching level 2 or above was close to the national average but well above when compared to similar schools. The percentage of pupils reaching level 3 or above was close to the national average in both aspects. In mathematics the results were close to the national average in the percentage of pupils reaching level 2 and above and level 3 and above. The results were above the average when compared to similar schools.
3. In the National Curriculum tests for the same year for pupils aged eleven the percentage of pupils reaching level 4 and above in English was above the national average and very high, in the highest five per cent of schools, when compared to similar schools. The percentage reaching level 5 and above was well above the national average. In mathematics the percentage of pupils reaching level 4 and above was close to the national average at level 4 and above and level 5 and above and very high when compared to similar schools. In science the percentage of pupils reaching level 4 and above was well above the national average and very high when compared to similar schools. At level 5 and above in science the results were above the national average.
4. The trend in the school's average National Curriculum points score for all core subjects was broadly in line with the national trend. There is no significant difference in the attainment of boys and girls.
5. Overall, the standards of English of the current cohort of pupils by seven are above average and pupils make good progress. Listening skills are good. Pupils by the age of seven listen to their teacher and each other well. Speaking skills are also good. Whole class discussions are used effectively to discuss what individuals have achieved in the lesson. Reading is taught effectively and standards in reading are above average by the end of Key Stage 1. Phonic approaches are used well. Pupils use a range of strategies when they meet new words. They read their own work aloud with confidence and expression. Overall, standards in writing are above average. Pupils produce, in the main, well-organised writing sequencing their ideas. Spelling of everyday words is usually correct and pupils are using speech marks. There is good emphasis on developing their vocabulary by, for example, looking at the adjectives in a story.
6. By the age of eleven standards in English are above average, overall. Listening skills are good. Speaking skills are satisfactory overall but are less developed than the other aspects of English. In general across the school few opportunities were seen for planned co-operative and collaborative group work. Skills in reading are developed well. Reading is encouraged in other subjects of the curriculum. In science, for example, younger pupils

were looking at seeds and encouraged to undertake independent research and use the project collection. In geography, similarly, pupils were researching their topic on Kenya.

7. By the end of Key Stage 2 pupils writing is above average, overall. Handwriting is neat and legible and work is generally well presented, accurately spelt and in paragraphs. Spelling is taught well. Pupils write in a wide range of styles and have a developing understanding about audience. Their writing is informed by a good knowledge about language, which is consistently developed. In science pupils complete their diary on, for example, sunflowers. They write about their experiments in a reported formal objective manner. In history they write up their research findings and write as if they were someone of the period.

8. In the classroom standards of attainment in mathematics are in line with expectations and there is no significant difference between boys and girls. Pupils in Year 2 can double numbers and halve numbers up to 20; many pupils can double numbers such as 59 and 102. Pupils in year 2 have strategies for working out sums such as $47 + 19$. The more able understand the value of digits in the number 3012. Through Key Stage 2 pupils develop their computational skills soundly. By the end of Key Stage 2 they are able to round to the nearest 10 and they can work out fractions of numbers such as three-quarters of 200. Most pupils in year 6 can work out, using co-ordinates, where a shape such as a triangle will be after a translation. Higher achieving pupils can use the computer to describe and draw simple translations.

9. Overall, pupils at Key Stage 1 in science make satisfactory progress following good scientific experience and knowledge from the early years provision. However some pupils make less progress than might be expected early in the key stage, which slows down overall progress across the key stage, especially for more able pupils. Pupils know simple parts of flowers, are involved in experimenting with growing seeds and recording findings, which contributes to the spiritual aspect of the curriculum. More able pupils are given opportunities to work at a higher, more demanding level for example, producing a diary of plant growth, to share with the class. At Key Stage 2 pupils meet a good range of differentiated challenging experiences across the science national curriculum. They demonstrate good use of scientific specific vocabulary in most instances across the key stage. In the lower key stage there is evidence of research skills used in science topics and interesting experimental work with magnets. In the upper key stage pupils enjoy investigational work, planning fair tests, and predicting outcomes, such as making coffee and using filter paper to separate materials. They are able to transfer models of investigation from one set of experiments to another such moving on from this to construct an experiment to separate salt and water.

10. In almost all other subjects standards are in line with expectations across the school. The one exception is music. Pupils underachieve in music at Key Stage 2 and have not had access to the full breadth of the national curriculum, in performing and composing, listening and appraising. The school has recognised this and has very recently improved provision for the teaching of music across the school in order to raise standards and improve progress.

11. Pupils with special educational needs make satisfactory progress towards the targets set for them in their individual education plans. Their work appropriately challenges them and they benefit from being very well supported throughout by effective learning support assistants.

12. By the end of Key Stage 1 and 2, the majority of pupils with English as an additional language achieve appropriately and make satisfactory progress against their prior attainment. Pupils with English as an additional language achieve best when they are targeted by the externally funded teacher and are taught in small mixed groups of monolingual and bilingual learners or in one to one situations. Targets for raising pupils' achievement are at an embryonic stage in the school and have not been developed for pupils with English as an additional language.

13. Overall, all pupils achieve at least appropriately across the school. There is no discernable difference in the performance of boys or girls or between particular ethnic groups. Teachers' expectations are, at least, satisfactory. Overall, they are more demanding in the under-fives and Key Stage 2 than Key Stage 1. In association with the local education authority and the governing body targets have been set for the National Curriculum tests in 2000 for English and mathematics which are based on knowledge of the pupils. The school exceeded these targets in 1999. The school uses performance data and target setting effectively to analyse the impact of its work although the headteacher wants to develop this aspect further and ensure a more focused approach to target setting and the analysis of pupil performance data to raise standards.

14. Pupils make good progress in lessons and at least steady progress over time. Standards have improved since the previous inspection report, particularly in English at Key Stage 2 which was below national expectations with pupils making less progress than might be expected. In science the percentage of pupils achieving the higher levels has increased. The previous report also noted that the progress of higher attaining pupils was less than might be expected in a range of subjects. This is not now the case.

Pupils' attitudes, values and personal development

15. Pupils' attitudes have been improved further since the last inspection and now are very good. This has a significant impact on learning. From the time they first start school pupils are very keen and eager to learn. They quickly settle into school, developing very good attitudes to learning and a strong work ethic. They are confident in following school routines. Pupils across the school are interested in their work and sustain concentration for extended periods of time. For example, at the end of a numeracy and information technology session lasting more than one and a half hours Year 5 pupils' concentration and enthusiasm remained focused. Even where teaching is less than satisfactory and pupils have to listen to the teacher for long periods they remain on task and keen to ask and answer questions. In another class the majority of the pupils remained on task even though the noise from outside the classroom was loud and distracting. Pupils are happy to talk about themselves and confidently share their work. They are welcoming to visitors to the classroom. Pupils in a Year 1 and Year 2 class, for example, helped the visitor to count the number of pupils in the class. Overall, teachers are giving pupils more opportunity to develop their capacity for personal study than observed during the last inspection.

16. As observed during the last inspection, pupils' behaviour in class, in assemblies and around the school is good. There have been no exclusions in the past eighteen months and no bullying was observed. Pupils are conscious of the school's high expectations with regard to behaviour. For example, a group of Year 1 and 2 pupils knew that during a visit to the local park they had to follow instructions and walk in twos. The behaviour policy was drafted with the help of pupils; parents were then invited to school to discuss the draft before the policy was finalised. 'Golden rules' are displayed in each of the classrooms and in the playground. In each classroom there is a chart on which is logged the 'Star rewards'

achieved by each pupil in the class for good behaviour and work. However, in some classes in the afternoon and following visits out of school pupils take a little time to settle.

17. At playtime and lunchtime, pupils play sensibly and there is little evidence of either boisterous activity or pushing and shoving. Pupils line up in an orderly way to enter school. They move about the school appropriately and with consideration for others. At lunchtime the dining room is well ordered and calm, most pupils queue appropriately and eat their lunch sensibly.

18. The opportunities for personal development are very good. The school council has two representatives from each class in the school. Pupils on the school council explained that their role is to listen to what pupils in their class want and to represent the views of the class on the council. The school council makes relevant decisions, for example, recently it has been agreed to enhance the playground environment and to develop a memorial garden. Pupils in Year 6 help around the school, for example, they listen to Year 1 pupils read and they help to supervise younger children during wet lunchtimes. The pupils raise money for a number of charities. Pupils recently held a Jumble Sale to raise money for a baby unit and they are currently planning a sponsored skipping event in aid of a cancer charity.

19. Relationships between pupils and staff and between pupils themselves are very good. In discussion pupils expressed the view that school is a happy place. Pupils work together effectively in most lessons. They quickly move into groups when they are asked and start their work in a mature way demonstrating independent learning skills.

20. The school celebrates achievements in the widest sense. There is a weekly achievement assembly. There are photographs celebrating different aspects of the school such as school visits and visitors to the school around the school. Photographs of pupils who are members of the school council are prominently displayed and there are also photographs of pupils who are celebrating their first communion. The members of the staff in the school provide good role models for the pupils. Pupils' views are respected. It is a school where teachers and pupils conduct themselves in a calm, ordered and purposeful way.

21. Attendance is good. Attendance figures are above the national average and figures for unauthorised absence are below the national average. The majority of pupils arrive punctually. Lateness was a key issue in the last report but the move to the new site has helped rectify this. Punctuality is promoted and members of staff challenge those few children who are late. Lateness is recorded and monitored.

HOW WELL ARE PUPILS TAUGHT?

22. Overall, the quality of teaching in the school is good. Of the lessons observed half were good, one in ten were very good and teaching was very seldom less than satisfactory. Teaching is stronger in the under-fives and Key Stage 2 than Key Stage 1. The consistency in teaching ensures that, overall, pupils' learning is good in lessons and pupils make at least steady progress. There has been a significant improvement in the quality of teaching since the previous report. At that time, one fifth of lessons were unsatisfactory.

23. Basic skills in number and literacy are taught well across the school. In the lesson, which was unsatisfactory, the teacher did not provide enough opportunity for the range of

ability within the group. There was insufficient time within the lesson for pupils to work on consolidating and developing their individual skills. Phonic approaches are used appropriately to teach reading skills, particularly in Key Stage 1. The quality of teacher planning is good across the school and lessons build effectively on what has gone before. Subject knowledge is at least sound across the school. Members of staff display enthusiasm for what they are teaching which is especially motivating and engages pupils' interest. Resources are used well across the school. There is good teamwork with classroom assistants. Time in lessons is used well but some sessions are over-long or do not use a range of learning approaches so that members of staff have to work particularly hard to hold pupils attention. Across the school staff use good pupil and class management skills, which ensure that pupils' attitudes are generally positive and they work with concentration and apply themselves to the work across the school in all subjects. There are pupils who can present challenging behaviour. They are managed well in a positive manner.

24. Teachers tend to use a narrow range of teaching strategies in both Key Stage 1 and Key Stage 2 and opportunities for pupils to work or discuss an issue collaboratively or work co-operatively in groups, other than physical education are limited. This limits pupils' opportunities to develop their speaking and listening skills in subjects other than English. It also does not allow the school to build on pupils' good social development and skills and develop their independence. Expectations of what pupils can achieve are good in the under-fives and Key Stage 2 and satisfactory in Key Stage 1 as a result, overall, pupils make steady progress in lessons in Key Stage 1 and good progress in the under-fives and Key Stage 2.

25. The use of assessment information to guide planning is satisfactory. In addition to assessment tasks and activities teachers use the weekly planning sheets to record informal evaluations of learning in their classrooms. This information is used to inform their planning.

26. Teachers have a good knowledge of the pupils they teach and work is generally well matched to the abilities of pupils in the core subjects of English, mathematics and science. Teachers use questioning well to determine whether pupils have understood a particular point or to deepen their thinking about an issue. Whole-class discussions in most lessons are used effectively to assess learning in that lesson, reinforcing good progress. Learning objectives for lessons are shared with pupils across the school. However, sharing with pupils the assessment criteria and demonstrating to them how other pupils have met the criteria is less secure.

27. Opportunities for pupils to assess their own progress are limited. Targets for individual pupils in mathematics and English have recently been introduced but are not consistently reinforced in teachers' marking. The introduction of the new marking policy should ensure that marking is more consistent than it has been .

28. Overall, the teaching in the under-fives is good. The planning for the early year's curriculum is a strength ensuring that the children make good progress throughout the foundation stage of their education. This good planning targets children with special educational needs and English as an additional language who progress well as a result. The teaching of English and literacy and mathematics is always satisfactory and often good.

29. The quality of English teaching is good in both key stages. Lessons are well planned so that they effectively build on what has happened previously. Learning objectives are

shared with the pupils. Teachers read stories well, motivating and engaging pupils' interest. Questioning is generally good, ensuring that pupils think about what they are asked. Teachers are also skilled at listening to what pupils have to say, valuing their contribution. In the best lessons the teachers' high expectations are challenging and ensure that the pupils reflect on the use of language and its impact on others. Work is generally well matched to the pupils' ability.

30. In mathematics the quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In all lessons in Key Stage 2 and most in Key Stage 1 teachers are implementing the guidelines for teaching as described in the National Numeracy Strategy. In Key Stage 1 teaching was satisfactory in all lessons except one, which was unsatisfactory. In Key Stage 2 in the majority of lessons seen teaching was good and in one lesson teaching was very good; in no lessons seen was the teaching unsatisfactory. All teachers have appropriate subject knowledge and their teaching of basic numeracy skills is sound.

31. The teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2. Where it is satisfactory to good, teachers are using the new scheme of work well. They have clear learning intentions for lessons and evaluate learning day to day. They use in-depth questions to elicit what pupils have understood, helping ensure appropriate next steps for pupils' learning. Feedback and marking helps pupils understand how to improve their science. Teaching is less effective where these factors are not in place so that there is less challenge for more able pupils in particular

32. The quality of teaching of art is never less than satisfactory, with examples of good teaching in both key stages. Overall, it is sound. In design and technology the quality of teaching in the lessons observed was satisfactory. It is sometimes good. Recently produced medium-term planning, adopting national guidelines, is supporting teachers subject knowledge, strengthening progression and increasing confidence generally in the subject. Lesson planning is good and caters for the needs of all pupils effectively.

33. In geography teaching is satisfactory in Key Stage 1 and good in Key Stage 2. One lesson in Key Stage 2 was very good. Only one lesson was observed in history. The quality of teaching seen was satisfactory. The lesson was effectively introduced focussing on pupils' previous knowledge and checking their understanding. The teacher shared the learning intentions carefully with them and explained tasks clearly making the way of working and expected outcomes explicit. Work was well matched to pupils' attainment enabling them appropriate access to the task.

34. In information and communication technology the quality of teaching is satisfactory in all lessons observed. Lessons taught to whole classes are well structured and have clear learning objectives. Demonstration of new skills are effectively conveyed through the use of visual illustrations of steps to be followed and the use of questioning to focus on the key learning points.

35. Teaching in music varies from satisfactory to very good across the school. Overall it is at least sound. At Key Stage 1 teaching was not observed but from other evidence appears at least sound. The newly-appointed co-ordinator provides good specialist teaching in upper Key Stage 2, whilst in lower Key Stage 2 teacher skills are developing with the teachers' new responsibility for the teaching of music. There is very good support and guidance for teachers from the subject co-ordinator.

36. In physical education at Key Stage 1 the quality of teaching is good. Teachers are confident, the lessons were planned appropriately to ensure that they were progressive and

skills and tactics were taught appropriately. There was good use of demonstration. The quality of teaching at Key Stage 2 is, overall, satisfactory. Some good and very good teaching was observed. Teachers are confident, lessons are planned and class management and control is good. Effective use is made of demonstration and pupils are encouraged to think and evaluate why doing something in a particular way enhances performance.

37. The quality of support provided by the specialist teacher for pupils with English as an additional language is good in all lessons observed. Activities are well integrated with mainstream work and based on close partnership with the class teacher. Good use is made of purposeful talk to encourage small group interaction. Collaboration between the support and class teacher is a strength in teaching. This was well exemplified in literacy lessons where after the introduction and discussion of the main text by the teacher, the support teacher noted all the key vocabulary as a frame for a writing task. Pupils with English as an additional language were brought into discussion at the plenary to share their work with peers.

38. Pupils with special educational needs receive good teaching and are well supported. Teachers plan effectively and match work appropriately to pupils' needs, identified in their individual education plans which are sufficiently detailed and precise. Members of staff have high expectations and a good relationship and rapport with these pupils and overall they benefit from the good support they receive.

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

39. The curriculum of the school is broad and balanced with appropriate amounts of time allocated to each subject for all pupils. The early year's curriculum is based upon the six early learning goals and is being implemented successfully throughout the foundation stage of education. There is excellent liaison between the nursery and reception classes fostered by the early years co-ordinator. This greatly enhances the planning and the children's learning opportunities. Throughout the school the systems in place for planning the curriculum ensure good coverage of the National Curriculum. This consistency in planning is a strength of the school and has improved since the previous inspection. However, more effective learning would take place if the school day were reorganised to provide, where appropriate shorter more varied learning experiences. The implementation of the National Literacy and Numeracy Strategy has been effective throughout the school.

40. The majority of pupils with English as an additional language have appropriate access to the full range of curricular opportunities including literacy and numeracy. Initial and subsequent assessment information and pupils' linguistic and cultural experiences are not however, sufficiently deployed to effectively inform learning opportunities across the curriculum.

41. Pupils with special educational needs have full and equal access to the school's curriculum and other opportunities. Pupils are supported within lessons and sometimes, as appropriate, outside the classroom. The staff is committed to ensuring they have access to the good provision that is available. Clear, challenging, yet attainable, targets in their individual education plans provide good motivation to achieve.

42. Pupils' learning and achievements are enhanced by the good range of extra curricular activities provided especially in physical education, music and the extended trip taken by Key Stage 2 pupils annually. The school enriches the curriculum with a variety of visits and

makes good use of the wealth of opportunities available. Good practice through the use of outside experts develops the expertise of the staff, for example, during the inspection a dancer and a cricket specialist provided very good tuition. There are well-developed links with the community and also through the parish church whose members make a consistent contribution to school life. There are good links with two secondary schools and a millennium play with St. Aloysius School is planned. Excellent use is made of the local university who use the school for teacher training and provide training for the teachers notably in information and communication technology.

43. The personal and social education of the pupils is an area that has been targeted for development. A start has been made through the introduction of 'Circle Time' (a class discussion period) and the development of the School Council, which is beginning to impact on school life through its involvement in planning playground developments. At present the school has no drug education policy and this should be addressed as a matter of urgency. The teachers deal with sex education if the need arises in a sensitive manner in line with the teachings of the church.

44. The provision for the spiritual, moral, social and cultural development of pupils is a strength of the school. The provision for pupils' spiritual development is very good. Spiritual development is promoted extremely well and permeates through all areas of school life. Opportunities for prayer and quiet reflection are planned throughout the day with each classroom and hall having a focus point with candles and religious artefacts displayed. Music played at lunchtime and in assembly enhances the spiritual life of the school. Older pupils were seen reflecting on the issues of apartheid displaying mature feelings about the treatment of an oppressed boy growing up in South Africa. Throughout the curriculum opportunities were provided to study and wonder at the natural world. Nursery children, for example, observed closely the movement and shape of snails. 'Change' was the current topic and pupils were able to discuss well how they could make changes in their life at home and in school. The daily act of Collective Worship complies with statutory regulations.

45. The provision for moral development in the school is very good. The quality has been improved since the previous inspection. The behaviour policy has been recently reviewed with pupils and parents very involved in these procedures. The home school contract ensures that pupils and their families are aware of what is expected of them. Good use is made of rewards to reinforce good behaviour and the consequences of poor behaviour clearly stated. The rules for the classroom and the playground are well displayed and teachers set class targets to improve behaviour and attitudes. Circle time is being used as an effective tool to challenge incidents of bullying and poor behaviour. The school has a very caring ethos built upon mutual respect and support for one another.

46. The school provides a good environment for the social development of its pupils. Pupils are given many opportunities to be responsible around the school. This begins in the nursery class where the children are chosen as monitors to take the register, give out fruit and to set out cutlery for lunch. Pupils are able to reflect on their wider social responsibilities by organising a Jumble Sale to raise money for a local hospital and raising money for the Macmillan Cancer Fund after a much respected support worker died. The school has sent books to the charity Book Aid that promotes greater understanding of the need to help those less fortunate than themselves. Throughout the inspection the pupils were observed working and playing well together, there are clear expectations on how they should behave towards all members of the school community with adults providing excellent role models.

47. The provision for the pupils' cultural development has improved since the previous inspection and is good. The range of resources, books and artefacts to support this area has been increased and good use is made of the local authority library service. They learn about the richness of other cultures through topics on, for example, Africa, with good displays of artefacts, musical instruments and books to enhance this learning. Art is used well to promote cultural development with the work of great artists such as Van Gogh used as a starting point. However, more could be done to enhance development within this area by greater use of the rich cultural diversity of the school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The care and welfare of pupils is a priority for all who work at the school. Each child is known as an individual and the very good relationships that have been formed between staff and pupils, despite the upheaval of the move and staff changes, which are underpinned by effective systems, ensure that pupils are very well supported in their personal development.

49. The school has adopted Borough policies for health and safety and child protection, which are implemented effectively. The arrangements for first aid are appropriate and good records are kept of all incidents. Members of staff have had recent training in this area.

50. Attendance is recorded accurately and absence is followed up. As a result figures for unauthorised absence are low and attendance is above the national average. A key issue in the last report was to improve the punctuality of pupils. The move to the new site has helped rectify this and now the number of pupils who are late is few and these pupils are challenged appropriately by staff and their lateness recorded.

51. On arrival in the new building staff and children discussed and produced a new behaviour policy and parents were invited to add their views to the draft document. This is now implemented consistently throughout the school and school rules are frequently referred to. Members of staff are skilled in behaviour management and manage the few more challenging pupils very well. In addition to the reward of Golden Time at the end of the week, a celebration of achievement assembly takes place and certificates are awarded; pupils and parents value these. Such measures are having a very positive effect on the behaviour of all pupils within the school.

52. Bullying is tackled in a pro-active way. Such incidents are referred to the headteacher who involves both parties and their parents and both the incidents and action taken are recorded. In addition the school is beginning to work with pupils on anti-bullying and conflict resolution. During the inspection the headteacher took a class for Circle Time and encouraged pupils to explore the issues of bullying and to assist in supporting those in their class who had recently been involved in a bullying situation.

53. Pupils are supervised well throughout the day. Many of the learning support assistants are meal supervisors and know pupils well. The development of the playground is one of the school's priorities but currently pupils enjoy using some playground equipment such as quoits. When a vehicle needed to be moved from the edge of the playground staff were quick to ensure pupils were safe by asking them to remain still and sit down; all responded well.

54. Clear procedures are used to identify needs and target support for pupils with English as an additional language and initial assessment for these pupils is effective. However

ongoing assessment based on observations by the support teacher is not sufficiently informed by the demands of the levels of attainment of the National curriculum. The school provides effective support for refugee pupils through the network of families who are more familiar with the British system of education.

55. Very effective systems are in place to care for special educational need pupils and the school has good links with outside agencies. The co-ordinator liaises well with teaching staff and learning support staff and all are aware of the contents of each pupil's individual education plan and its targets. Regular progress reviews are made of statements and individual education plans and pupils are involved in discussing their own targets. Good planning ensures that individual needs are met appropriately.

56. The procedures for monitoring and supporting pupils' academic progress are currently satisfactory. Assessment has been a major priority for development in the school in recent months and the procedures agreed are very good but as yet they are not securely in place. There is a very good whole school policy for assessment and recently a whole school marking policy has been agreed. Elements of the policies such as sharing learning objectives with the pupils are securely in place. However, sharing with pupils the assessment criteria and demonstrating to them how other pupils have met the criteria is less secure. Display in mathematics, for example, does not sufficiently feature pupils' work that has met the criteria required. There is a self-assessment sheet for pupils in Year 4 in information and communication technology but, overall, the opportunities for pupils to assess their own progress are limited. Targets for individual pupils in mathematics and English, written in the pupil's workbooks, have recently been introduced. However, at the present time these are not consistently focused on learning objectives. The implementation of the new marking policy should ensure that marking is more consistent than previously.

57. The procedures for assessing pupils' attainment and progress in English, mathematics, science and religious education are very good. Pupils are regularly assessed in these subjects. There are two files kept on each pupil. The record of achievement file contains examples of pupils' work in the core subjects. These indicate the pupil's level of attainment at a particular time in relation to National Curriculum levels and they also illustrate the pupil's progress over time. The second file contains completed assessment tasks and a record sheet to track progress over time in these subjects. However, at the present time the procedures for assessing pupils' attainment and progress in other subjects is underdeveloped.

58. Pupils annual written reports are comprehensive and meet statutory requirements. They include a National Curriculum level in mathematics science and English that are based on pupils' work and assessments. This year the school has encouraged pupils to attend parents meeting with their parents or guardians.

59. The use of assessment information to guide planning is satisfactory. In addition to assessment tasks and activities, teachers use the weekly planning sheets to record informal evaluations of learning in their classrooms. This information is used to inform their planning. Teachers have a good knowledge of the pupils they teach. In subjects such as mathematics pupils are grouped according to prior achievement in that subject and work is appropriately differentiated. In lessons most teachers use questioning well to ascertain the understanding of individual pupils. Teachers use the plenary section, of most lessons effectively to assess learning and progress in that lesson.

60. The senior management team considers data on pupils' performance and uses this information to review the curriculum. For example a change in Science results at the end

of Key Stage 2 led to a review and revision of the scheme of work in science. However, the analysis of individual pupil's progress and the setting of targets to raise the achievement of individual pupils are, as yet, underdeveloped.

61. Since the last inspection progress has been satisfactory. Teachers take more account of pupils' needs in their planning than was reported in the last inspection and assessment is better used on a day-to-day basis. However, assessment in the foundation subjects continues to be inconsistent and there is no clear system for assessing pupil's information technology skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents have positive views of the school. The majority strongly supports the statements on the questionnaire that their child likes school and that they feel comfortable in approaching the school. They also feel that their child makes good progress, that teaching is good. At the same time over 15 per cent of parents disagreed that they feel comfortable in approaching the school and feel that they are not well informed about how their child is getting on. Over a quarter of those parents who responded to the questionnaire do not agree that the school provides an interesting range of activities outside lessons. The inspection team agrees with positive views and also judges that the extra-curricular activities offered by the school are good. At the meeting parents were happy with standards of attainment and appreciated the home-school book as an effective tool for communication with teachers. They felt that behaviour is generally good, that children are encouraged to look after each other and that bullying is dealt with. They stated that the headteacher sets a good role model and that teachers are accessible and approachable. The inspection team agrees with these views.

63. In addition, individual parents had particular concerns about the school and its management. These ranged from concerns about uniform and physical education kit to the parish levy and the changing of the school name. There was no consensus view from parents about these issues and the team did not make a judgement on them.

64. Parents are provided with a wide range of very good information. The prospectus is attractive and detailed and contains information about the curriculum. It has been produced recently and has been issued to every parent. At the start of the academic year all parents are invited to meet their child's class teacher at a coffee morning where class routines and what pupils will learn are discussed. Parents receive a newsletter each week. Reports are detailed and meet requirements. As well as formal parents' consultation evenings, members of staff are available for informal contact at the end of the day and parents appreciate this. Meetings about aspects of the curriculum, such as literacy and numeracy, have taken place and were well attended. Parents were involved in drafting a new behaviour policy and their views are sought for the school development plan.

65. The majority of parents hear their children read at home and the home-school book is an effective tool for dialogue with teachers. This is having a beneficial impact on the standards of reading throughout the school. A wide range of homework activities is set which match the policy laid out in the prospectus. Parents are supportive in encouraging children to complete their homework. The parents of special educational need pupils are fully involved in the process from the outset and with each subsequent review. The school seeks every opportunity to inform and involve parents in the process. The school development plan states that a special educational needs handbook is planned which will be distributed to all parents to improve the dialogue even further.

66. A number of parents and parish workers help in school, with reading, design and technology, with swimming and in the library. Since the school moved to its present building in September last year parents have redecorated many areas. A parent with expertise is assisting the school in the development of the school playground.

67. Parents are very well informed about the curriculum, the daily life of the school and the progress of their children. They have remained supportive of the school during the changes in leadership and in the move to the new building. As a result they are well placed to support their child's learning and the school in a variety of ways. The school intends to seek ways of involving parents even more once it has become more settled and established in its new environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The leadership and management of the school are very good. The headteacher is very experienced, has a clear development plan and knows where she wants the school to go. Through formal and informal monitoring she has a very good understanding of the strengths of the school, including the quality of teaching and those aspects, which require development. She has developed a strong sense of team-work in the school. This is particularly impressive given that the school has moved onto a new site, joining the infant and junior departments for the first time and incorporating a new nursery unit and is in many respects a new school. She values individual's contributions and develops the strengths that people in the team bring to it. The headteacher is skilled in recognising and assimilating others good practice and expertise. Communication is open within the school, she listens and consults widely and involves parents in the consultation process. The headteacher is, however, clear as to the purpose of the consultation exercise and the fact that it does not replace strong central management but informs it. She is prepared to make the changes she sees as being necessary; aware that, because they are different from what went on before, there may be disquiet amongst parents, in particular. She is supported well by the deputy headteacher who not only brings complementary skills to senior management but also provides a thread of continuity between what existed before and the current school.

69. The headteacher prioritises well. She has the leadership skills so that she knows not only what needs to be done but, perhaps more crucially, when it is the right moment to pursue a particular issue. Much has been achieved in a relatively short period and there is amongst all the members of the staff in the school all very good commitment and capacity for further improvement, which stems from her very good leadership. The headteacher's focus is clearly on raising pupils' achievement across all aspects of the curriculum and ensuring that the scaffolding of a very good school is carefully put in place. The very good school development plan is detailed and has as its central focus the development of successful learning and the raising of achievement. All development targets focus on the improvement of pupils' learning either directly or indirectly.

70. The role of the subject co-ordinators has developed. Further development is required in order that members of staff assume responsibility for the standards across the school in the particular subject they are co-ordinating. This involves them in developing their skills in monitoring standards in the subject through analysis of pupils' work, teacher planning and a prioritised approach to allow them to monitor teaching and share good practice across the school. The headteacher is well aware of this need and some professional training has taken place to develop this aspect. The headteacher particularly identifies the need to develop more evaluative classroom observation.

71. The school views staff development, professional training and appraisal as being inextricably linked in a cyclical process, which aims to support the individual teacher as well as extend and develop personal skills. Appraisal is based on a two-year cycle. There is an annual training plan, which is closely linked to the school development plan. Relationships throughout the school between adults and pupils and between pupils are very good. There is a profoundly spiritual and moral ethos in the school and a commitment to equal opportunities for all pupils. Aspects of cultural development, given the wide range of cultural heritage of pupils, could be even further developed and explored within the curriculum. The choice of a particular novel and the exploration of apartheid with the oldest pupils, for example, were particularly apt and assumed a significant resonance given the cultural mix of the Year 6 pupils.

72. The governing body is effective. Members of the governing body bring a range of personal and professional expertise. They want to extend the range of ethnic heritages amongst its members. Some members of the governing body are able to visit the school extensively and it is proposing to link individual members with specific curriculum areas to ensure that the current good knowledge of the workings of the school is built upon. The governing body has in place governors to represent special educational needs, literacy and numeracy. The school meets statutory requirements. The budget is monitored well and the surplus has been developed to ensure developments can be carried out in the new site. The governing body operates an effective committee structure, which meet on a regular basis. There are clear terms of reference and the governing body buys into local education authority financial services whilst the current administrative officer develops her financial expertise. The governing body is involved in the ratification of the school development plan and educational priorities are supported through careful financial planning. Office administration is good and effective use is made of financial software systems for budgetary control. Specific grants are used well. The principles of seeking best value for any spending are applied well. The governing body is prepared to challenge the headteacher, acting as critical friend and to hold it to account, for example, over the school's results in National Curriculum tests.

73. The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to support pupils. The school has identified clear targets for development focusing on raising achievement and has provided staff development to improve provision for pupils with English as an additional language. There is a good range of resources reflecting diverse cultures and languages. The leadership and management of provision for pupils with special educational needs are good and support is carefully targeted. The co-ordinator is well organised, knowledgeable and effective. The school's new policy for special educational needs is clear, detailed and informative and complies with the Code of Practice. Specific funding for pupils who have special educational needs is used well to support their learning and development, principally through the provision of learning support assistants. Resources to support special educational needs are good.

74. The match of teachers to the demands of the curriculum is good. There is, overall, a good range of learning resources to support the curriculum and the quality of the indoor accommodation is good. The school is developing plans to develop the playground areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The school has been through a period of change in relation to premises, staffing and leadership. Much has been achieved in a relatively short period. The issues identified for improvement are based upon an inspection in the summer term 2000 and are largely already identified within the school. The autumn term 2000 will bring further staff changes as experienced teachers join the school. Priorities for improvement may change as a

result. Given the very good leadership of the school and the self-evaluation procedures, which are in place and developing, a degree of flexibility as to when the identified improvement areas are to be addressed may be required. Indeed the relevance of the identified aspects may also be questioned given the experience of teachers joining the staff. To a significant extent the development of consistency in carrying out policy is dependant upon a period of some stability of staffing.

76. In order to reinforce and support the development of the school, the headteacher, members of staff and the governing body should:

1. Develop consistent approaches to assessment and marking by:
 - developing assessment in all foundation subjects
 - refining assessment in English, mathematics, information technology and religious education.
so that:
pupils' targets are consistently reinforced.
2. Develop the role of subject co-ordinators with regard to monitoring standards in their subjects:
 - through continued professional training
 - establishing a prioritised subject-monitoring programme for subjects.
3. Review the organisation of the school day to provide when appropriate, shorter and more varied learning experiences.
4. Develop teaching strategies which encourage co-operative and collaborative learning and the development of pupils' speaking skills in Key Stage 2

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

74

Number of discussions with staff, governors, other adults and pupils

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Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	50	38	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	46	317
Number of full-time pupils eligible for free school meals		149

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	1	67

English as an additional language

	No of pupils
Number of pupils with English as an additional language	119

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	26	16	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	22	24
	Girls	13	14	13
	Total	28	36	37
Percentage of pupils at NC level 2 or above	School	67 (93)	86 (98)	88 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	24	21
	Girls	13	13	12
	Total	31	37	33
Percentage of pupils at NC level 2 or above	School	74	88	79
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	20	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	20
	Girls	16	14	20
	Total	34	29	40
Percentage of pupils at NC level 4 or above	School	83 (79)	71 (60)	98 (74)
	National	70 (63)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	20
	Girls	19	14	20
	Total	33	29	40
Percentage of pupils at NC level 4 or above	School	80	71	98
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	68
Black – other	13
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	1
White	149
Any other minority ethnic group	21

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
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 – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	31.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	126.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	15.3

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

Number of pupils per FTE adult	9.2
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FTE means full-time equivalent.

Financial information

Financial year	Apr 99 - Mar 00
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	£
Total income	727,909
Total expenditure	689,522
Expenditure per pupil	1879
Balance brought forward from previous year	43,508-
Balance carried forward to next year	81,895

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	363
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	3	1	
My child is making good progress in school.	60	31	7	3	
Behaviour in the school is good.	49	34	7	3	7
My child gets the right amount of work to do at home.	44	41	7	8	
The teaching is good.	58	33	4	3	1
I am kept well informed about how my child is getting on.	58	24	11	7	
I would feel comfortable about approaching the school with questions or a problem.	66	19	10	5	
The school expects my child to work hard and achieve his or her best.	56	32	4	4	3
The school works closely with parents.	45	37	5	7	5
The school is well led and managed.	47	35	12	3	3
The school is helping my child become mature and responsible.	52	30	8	3	7
The school provides an interesting range of activities outside lessons.	28	39	22	6	6

77. Parents have positive views of the school. The majority strongly supports the statements on the questionnaire that their child likes school, is making good progress and that the teaching is good. At the same time over 15 percent of parents disagreed that they feel comfortable in approaching the school and feel that they are not well informed about how their child is getting on and were concerned about the quality of leadership and management of the school. Over a quarter of those parents who responded to the questionnaire do not agree that the school provides an interesting range of activities outside lessons. The inspection team agrees with positive views and also judges that the extra-curricular activities offered by the school are good. At the meeting parents were happy with standards of attainment and appreciated the home-school book as an effective tool for communication with teachers. They felt that behaviour is generally good, that children are encouraged to look after each other and that bullying is dealt with. They stated that the headteacher sets a good role model and that teachers are accessible and

approachable. The inspection team agrees with these views and judge that the leadership and the management of the school are very good.

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

78. The development of the new nursery has been a major initiative for the school. The two full-time nursery classes opened in September 1999 after the school moved to new premises. This development has been very successfully managed by the Early Years co-ordinator who has received good support from the team of under-fives teachers and support staff. The planning for the Early Years curriculum is a strength, the nursery and reception teachers plan together ensuring that the children make good progress throughout the foundation stage of their education. This good planning targets children with special educational needs and English as an additional language who progress well as a result. Assessment procedures in the Nursery are good with profiles for each child based upon observation, discussion and examples of work. Baseline assessments are carried out early in the term in which the children start in the reception class and these indicate that attainment on entry is broadly typical for the age group. They make good progress in the reception classes and are on course to meet or exceed the early learning goals. Through following the literacy and numeracy strategies the children receive a good grounding in these areas preparing them well for subsequent work in all subjects of the National Curriculum.

79. The curriculum is structured into topics and covers all the recommended areas of learning. The focus of learning at the time of the inspection was mini-beasts; this was well planned to include many practical activities, which included mathematical experiences of counting spots on ladybirds, close observational drawings of snails and role-play wearing bee hats. The aims that are set out in the Early Years policy are well met through the clear learning intentions.

Personal and Social Development

80. Teachers have good relationships with the children; they are highly organised and use time well. The children feel confident and secure and make good progress in learning to work and play co-operatively. From the pleasant start to the day, when with their carer they select their name and display it, they show that they understand the routines well and enjoy having simple responsibilities such as taking the register to the office or laying the cutlery at lunchtime. Most children understand the need to take turns when playing, especially with the wheeled toys. They sustain concentration well and work hard to complete tasks. The children are encouraged to be independent and are well able to select activities from the large range on offer-for example, an area set up with a variety of materials to encourage children to create models and collage pictures. Behaviour is usually good, with all members of staff having high expectations. The children respond well to praise but also understand that the consequences of poor behaviour is to be excluded from the activities for a short period.

Language and Literacy

81. Skills in language and literacy are developed in all activities in both the nursery and the reception classes and by the time they are five, most children have achieved the expected standard. They listen attentively to the teachers and talk with increasing confidence to each other and to the class during the many planned opportunities for discussion. They take part in a variety of role-play activities in the animal hospital, the supermarket and the office, both in the classroom and in the outside play area. They become very involved in these situations using new vocabulary supplied by the adult who taking a part in the role-play. Children enjoy listening to stories and are encouraged to select and handle books correctly by regular visits to the school library. By the end of the reception year they are able to identify individual letter names and sounds, and read key words. Varied strategies are used to teach them to recognise and write their first name-for instance a caterpillar body to record it upon. The children are beginning to use symbols and letters to convey meaning. Higher attaining pupils write short sentences using capital letters and full stops correctly and they use their emerging phonic skills to sound out words they wish to write.

82. The quality of teaching is always satisfactory and often good. In the reception class there is a daily literacy hour with the activities linked well to the book that has been read. Good use is made of big books with the interest of the children captured through expressive reading of the text. The lessons are well paced with the teachers having high expectations of the children in their work and behaviour.

Mathematics

83. Progress in mathematics is good with most children reaching the required standard. The children are encouraged to use mathematical language from the earliest stage-for example using dough to make shapes and name them, identifying objects shorter or taller than themselves and being given many opportunities to count and order numbers. By the age of five, through the successful implementation of the numeracy strategy, almost all of the children are able to recognise, match and order numbers to 10. Many are able to work with numbers to 20 and higher attaining pupils can understand simple addition and subtraction. The quality of teaching is always satisfactory and often good; the good planning with clear learning intentions enhances this.

Knowledge and understanding of the world

84. Children gain good knowledge and understanding of the world from a variety of experiences. Through the topic on mini-beasts the children examined snails and woodlice through magnifying glasses and were able to identify parts of these creatures, for example, their feelers. They made good progress in developing their powers of observation as they sketched the shapes in the snail's shell. By the age of five children have some awareness of past and present, in the topic on Change they had examined themselves as babies and how they had changed, and in reception they were discussing their memories of nursery and recording them on tape. Children were investigating how ice melts in water, using magnets in the science area to find out which materials it would pick up and comparing the speed of different cars on varying slopes and recording their findings on a simple chart. The children were developing a good basic scientific skills through the carefully planned activities.

85. Children use tools well in cutting, joining and shaping. They use the construction kits imaginatively and are very able in selecting materials to use in making models. They are

aware of the functions of the computer and use the mouse to move and re-locate images on the screen. Some had made good use of a drawing programme to create spiders. The teacher was skilful in introducing the children to a programmable robot and they quickly became adept at programming it to move forward. They listened to instructions well and waited their turn patiently.

Physical Development

86. Physical development is in line with those set out in the early learning goals. The children climb confidently on the large equipment and obviously enjoy physical activity greatly. Planned activities ensure they make good progress in developing control and co-ordination as seen during a session when the children threw bean bags into a hoop, good teaching enabled them to increase their aim, and they concentrated well on the task. They hold pencils and paint brushes well and have good control when using scissors. The nursery play area, which is also used by the reception classes, is well equipped with climbing equipment and wheeled toys.

Creative Development

87. Creative development is secure and promoted through a variety of activities. Displays of work indicate that the children handle materials such as paint and clay well and can represent their ideas and observations using different techniques. Self-portraits in the reception class were of a high standard with excellent attention to detail. Examples of work showed that they were aware that colours can be mixed to create new colours, and that they painted with care and concentration as seen when they re-created Van Gogh's painting of sunflowers. Good use was made of stories, such as the Hungry Caterpillar, as a starting point for paint and collage work. Opportunities to use musical instruments were well planned with children making fast and slow sounds in response to pictures of snails and other mini-beasts. The children take part in varied role-play situations and imaginatively sustain their roles. The quality of teaching is generally good with teachers encouraging the children to observe carefully and to use the great variety of resources with confidence.

ENGLISH

88. In the 1999 National Curriculum tests the percentage of pupils aged seven reaching level 2 or above in reading was well below the national average. The percentage of pupils reaching level 3 or above was close to the national average. When the results are averaged over a four-year period the performance in reading was well above the national average. In writing the percentage of pupils reaching level 2 or above at the age of seven was close to the national average and the percentage of pupils reaching level 3 or above was above the national average. When the results in writing are averaged over four years it shows that pupils' performance in writing was well above the national average.

89. Overall, the standards of English of the current cohort of pupils at the age of seven are above average and pupils make good progress. Listening skills are good. Pupils by the age of seven listen to their teacher and each other well. Speaking skills are also good. Pupils are confident, for example, to answer questions and explain the meaning of new words such as 'task'. Whole class discussions are used effectively to discuss what individuals have achieved in the lesson. In one lesson a pupil assumed the character of 'Little Bear' and answered questions in role.

90. Reading is taught effectively and standards in reading are above average by the end of Key Stage 1. In one lesson, for example, pupils were collectively reading and enjoying the story of 'Hodgeheg'. The lesson developed effectively building on previous work on phonemes and pupils played with their teacher 'phoneme fingers', a game in which they identified the number of sounds in a particular word. Phonic approaches are used well. Pupils use a range of strategies when they meet new words. They read their own work aloud with confidence and expression.

91. Overall, standards in writing are above average. Pupils write a description of a character for their story, producing well-organised writing and sequencing their ideas. Spelling is usually correct and pupils are using speech marks. There is good emphasis on developing their vocabulary by, for example, looking at the adjectives in a story.

92. In the 1999 National Curriculum tests the percentage of pupils aged eleven reaching level 4 or above in English was above the national average. The percentage of pupils reaching level 5 or above was well above the national average. When the results are averaged over four years the performance of pupils in English is above the national average. There was no difference in the attainment of boys and girls over this period.

93. By the age of eleven standards in English are, overall, above average. Listening skills are good. Speaking skills are satisfactory overall but are less developed than the other aspects of English. In general, across the school, few opportunities were seen for planned co-operative and collaborative group work. Skills in reading are developed well. For example pupils understand the motivations of the characters in Beverley Naidoo's book 'Journey to Jo'burg' and come to an understanding of apartheid. Questions posed such as 'What things does she now understand from her journey?' reveal that pupils have a good knowledge and understanding of the text. They understand that the central character has undertaken a spiritual as well as a physical journey.

94. Reading is encouraged in other subjects of the curriculum. In science, for example, younger pupils were looking at seeds and encouraged to undertake independent research and use the project collection. In geography, similarly, pupils were researching their topic on Kenya.

95. By the end of Key Stage 2 pupils' writing is above average, overall. Handwriting is neat and legible and work is generally well presented, accurately spelt and in paragraphs. Spelling is taught well. In one lesson the class were identifying tricks to ensure they could spell a range of words correctly, for example, 'Wed-nes-day'. Pupils write in a wide range of styles and have a developing understanding about audience. For example, one pupil writing in the style of Pepys, described the Great fire of London:

'As I near the boat the sound of fire crackles in my ears. The red and orange fire flames repeats over and over in my mind. People from all over London are fleeing the city....'

96. Their writing is informed by a good knowledge about language, which is consistently developed. In science pupils complete their diary on, for example, sunflowers. They write about their experiments in a reported formal objective manner. In history they write up their research findings and write as if they were someone of the period. Little written work was noted in geography.

97. The quality of teaching is good in both key stages. Learning objectives are shared and lessons are well planned so that they effectively build on what has happened previously. Teachers read stories well, motivating and engaging pupils' interest. Teachers are organised and use time well. Questioning is generally good, ensuring that pupils think

about what they are asked. Teachers are also skilled at listening to what pupils have to say, valuing their contribution. In the best lessons the teachers' high expectations are challenging and ensure that the pupils reflect on the use of language and its impact on others. Work is generally well matched to the pupils' ability. Throughout the school there is generally good teamwork with classroom assistants. Pupils with special educational needs and English as an additional language are supported effectively and make at least steady progress against their targets. Marking can be variable. Usually there is a supportive comment but the link to an individual pupil target is not always made. Homework is set regularly and reinforces the work in classrooms. Teachers ensure that classrooms are good language environment with word lists, wordbooks, quality texts and book corners prominently displayed.

98. The overall consistent good quality of English teaching ensures that pupils make generally good progress. Pupils have good attitudes to the subject across the school, they work with concentration and often in the classrooms there is mature work ethic. Teachers use praise effectively to foster and encourage confidence and in all classrooms the work is under-pinned by very supportive relationships between the adults and the pupils which support and encourage learning. Pupils are reminded of their targets and know what they have to do to achieve them. They clearly enjoy the work in English.

99. There has been significant improvement in standards in the junior part of the school since the last inspection. The literacy strategy has been implemented well and the school has identified, through the work of the co-ordinator, the areas that the school wants to focus on to raise standards even further.

MATHEMATICS

100. The school has gone through a period of significant change since the last inspection and this has had an impact on standards in mathematics over this period.

101. At the end of Key Stage 1 pupils' performance in mathematics tests and tasks in 1999 was below the national average. However, in comparison with similar schools the performance of pupils in mathematics was above average. Over the last four years the performance of pupils was well above the national average although it has been falling over this period. During this time the performance of boys in end of Key Stage 1 assessment tasks and tests has been slightly but not significantly above that of girls.

102. By the end of Key Stage 2 the percentage of pupils reaching level 4 and level 5 in national tests was close to the national average. When compared to similar schools the performance of pupils in mathematics tests was well above average. The attainment of pupils at the end of Key Stage 2 over the last four years was also close to the national average. Following a dip in results in 1997 the average attainment of pupils at age 11 has been steadily rising. Boys' results in mathematics over this period were close to the national average, whereas the performance of girls was below the national average.

103. In the classroom standards of attainment are in line with expectations and there is no significant difference between boys and girls. Pupils in Year 2 can double numbers and halve numbers up to 20; many pupils can double numbers such as 59 and 102. Pupils in Year 2 have strategies for working out sums such as $47 + 19$. The more able understand the value of digits in the number 3012. Through Key Stage 2 pupils develop their computational skills soundly. By the end of Key Stage 2 they are able to round to the nearest 10 and they can work out fractions of numbers such as three-quarters of 200. Most pupils in Year 6 can work out, using co-ordinates, where a shape such as a triangle

will be after a translation. Higher achieving pupils can use the computer to describe and draw simple translations.

104. All pupils make satisfactory progress in mathematics including those with special educational needs and those who use English as an additional language. Numeracy skills are developed in other areas of the curriculum. In design technology during work on designing bridges Year 5 pupils had developed an understanding of three-dimensional shapes such as a tetrahedron by making models. Pupils in Key Stage 1 in geography had been studying the local area and created a map of the immediate vicinity in which they had recognised that odd numbered houses were on the opposite side of the street to even numbered houses. Pupils in Year 6 had been studying rotational symmetry and recognised links with the work of designer and artist Bridget Riley. The use of computers in mathematics is satisfactory. Pupils in Year 4 were creating a spreadsheet for buying and costing sweets, crisps and drinks. Other pupils had used their spreadsheet to create bar charts and pie charts.

105. Pupils have very good attitudes to mathematics. They are very keen to answer questions during their mental mathematics work. During the whole class teaching time pupils listen attentively. In most classes the children start their work quickly and they demonstrate good independent skills when working individually. Pupils' behaviour in mathematics lessons is good, they settle to their tasks well. Pupils remain on task when working in groups, in Years 5 and 6 particularly, pupils work together in a mature way allowing their teachers to concentrate on teaching particular groups or individuals. Pupils show good application and interest in their work. In one class, for example, the majority of pupils remained concentrated on their work in spite of a great deal of distracting noise from outside. The timetable indicates an appropriate length of time for teaching for each of the mathematics sessions, however, there is sometimes little contrast between the learning for the pupils in numeracy and that which follows or precedes it. For example, one session lasting more than one and a half-hours included a numeracy lesson and an information and communication technology demonstration relating directly to the numeracy topic.

106. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In all lessons in Key Stage 2 and most in Key Stage 1 teachers are implementing the guidelines for teaching as described in the National Numeracy strategy. In Key Stage 1 teaching was satisfactory in all lessons except one, which was unsatisfactory. In this lesson the teacher did not provide enough opportunity for the range of ability within the group. There was insufficient time within the lesson for pupils to work on consolidating and developing their individual skills. In Key Stage 2 in the majority of lessons seen teaching was good and in one lesson teaching was very good; in no lessons seen was the teaching unsatisfactory. All teachers have appropriate subject knowledge and their teaching of basic numeracy skills is sound.

107. Teachers' planning for lessons is thorough. In virtually all lessons seen, the teacher used the lesson objectives effectively to share with the pupils what they were going to learn in the session. In all most all lessons there are appropriately differentiated tasks. In the very good lesson the teacher had high expectations of the pupils. She used questioning very effectively to lead the pupils' thinking towards developing a definition of a prism. This was done in such a way that all pupils in the class could understand and could agree the essential features of prisms. Building on their earlier work on translations of two-dimensional shapes, this definition was then tested by pupils. In the plenary session the teacher was able to consolidate pupils' understanding and celebrate what had been achieved. In almost all lessons the teachers' management of the pupils is good. The learning support assistants work effectively in classes in mathematics to support the

learning of pupils, particularly those with special educational needs. Volunteer classroom workers also provide appropriate support for the teachers. Homework is set regularly in line with the school policy.

108. Teachers have good knowledge of pupils' progress and tasks are differentiated accordingly. In class teachers use questioning effectively to check knowledge and monitor understanding. Assessments of the pupils are regular. The school retains examples of pupils' work in mathematics to monitor performance over time. The school has recently introduced target setting for individual pupils. At the present time some of the targets are rather general and not sufficiently linked to the curriculum. The opportunity for pupils to direct their independent learning skills towards specific, subject related targets is as yet underdeveloped.

109. The co-ordinator of mathematics has only recently been appointed to the role. She has undertaken some monitoring of learning by looking at pupils' work and work on display. However, monitoring of teaching and evaluation of learning and teaching are underdeveloped. There is an agreed role description. The co-ordinator has established good links with the local education authority, which have helped the co-ordinator develop her role. There is an appropriate development plan for subject.

110. Overall progress since the last inspection has been satisfactory in spite of the many changes. Teaching is providing opportunities for pupils to demonstrate and develop independent learning and investigative skills. There is less dependence on worksheets and in most lessons lesson objectives are clear and precise. The National Numeracy framework has been successfully introduced. Teachers work effectively in teams to plan together for Key Stage 1, for Year 3 and 4, and for Year 5 and 6 ensuring that the teaching programme is both continuous and progressive for all pupils.

SCIENCE

111. At the end of each key stage pupils' attainment is judged to be at least satisfactory and meets the national expectations in science. Over a four-year period science results have been variable, close to and below national expectations, with a downward trend at Key Stage 1 and an upward trend at Key Stage 2. The SATs results for 1999 show that pupils performed well above the national average at level 4 and above at level 5. Compared with similar schools, at Key Stage 2, the school achieves well above national expectations. At Key Stage 1 teacher assessment shows results to be broadly in line with similar schools. This indicates that the school has made significant progress since the last inspection with a greater number of pupils achieve level 5 with more investigations in science, involving predictions and opportunities to plan and test their own experiments. There is no significant variation in standards achieved by girls or boys.

112. Progress is judged to be satisfactory at each key stage. Pupils follow a broad and balanced scheme of work which is a helpful and informative to staff, enabling scientific skills and knowledge to build progressively.

113. Overall, pupils at Key Stage 1, make satisfactory progress following good scientific experience and knowledge from the early years provision. However, some pupils make less progress than might be expected early in the key stage, which slows down overall progress across the key stage, especially for more able pupils. Pupils know simple parts of flowers, are involved in experimenting with growing seeds and recording findings, which contributes to the spiritual aspect of the curriculum. More able pupils are given opportunities to work at a higher, more demanding level for example, producing a diary of

plant growth, to share with the class. Pupils enjoy science and engage well with learning opportunities.

114. At Key Stage 2 pupils experience a good range of differentiated challenging experiences across the science curriculum. They demonstrate good use of scientific specific vocabulary in most instances across the key stage. In the lower key stage there is evidence of research skills used in science topics and interesting experimental work with magnets. In the upper key stage pupils enjoy investigational work, planning fair tests, and predicting outcomes, such as making coffee and using filter paper to separate materials. They are able to transfer models of investigation from one set of experiments to another such as moving on from this to construct an experiment to separate salt and water.

115. Attitudes towards science in both key stages are good. The pupils are usually fascinated, curious and enthusiastic in their learning. They work well together, and support and challenge each other's learning. They particularly enjoy practical work. Through the key stages there is adequate differentiated provision for pupils with special educational needs, who are able to achieve appropriately in the subject. Pupils with English as an additional language also have appropriate work set with differentiated support from grouping or the level of teacher support.

116. The teaching of science is mainly satisfactory at Key Stage 1 and mostly good at Key Stage 2. Where it is satisfactory to good, teachers are using the new scheme of work well. They have clear learning intentions for lessons and evaluate learning day to day. They use in depth questions to elicit what pupils have understood, helping ensure appropriate next steps for pupils' learning. Feedback and marking helps pupils understand how to improve their science. Teaching is less effective where these factors are not in place, and there is less challenge for more able pupils in particular. There are adequate resources which are centrally based, well labelled and in reasonable condition, which are used appropriately in classrooms, for example, a half globe to show the effect of the earth moving to create day and night. There is evidence also of cross-curricular opportunities for maths in science, for example, drawing graphs of the times of sunset and sunrise and comparing the patterns. Good classroom displays reflecting work accomplished also enhance teaching and learning during lessons, and are used as useful reference points. The use of information and communication technology is underdeveloped in science. Assessment of science is at an early stage, with levelled samples of pupils' work collected in the record of achievement file. There are clear systems developed for the tracking of pupils' achievement in science, which will be implemented this term. Whilst leadership of this area is at present weak, senior staff has developed detailed plans for the future of the subject in the school development plan.

ART

117. Three lessons were seen in art, two in Key Stage 1 and one in Key Stage 2. Further evidence was gained from talking to teachers and pupils, discussion with the subject co-ordinator, teachers' planning and the scrutiny of work in classrooms and on display around the school. The standard of art, overall, in both key stages is in line with national expectations, though there are examples of work which exceeds this on display. This builds successfully on the good work started in the early years. Pupils show good attitudes towards art and are well motivated to achieve the best they can. All pupils, including those with special educational needs, make sound progress in both key stages.

118. In Key Stage 1, pupils can confidently and successfully use a range of media. This was seen when pupils were creating light and dark pictures with charcoal and pastels to

illustrate a scene from their literacy shared text, 'Can't You Sleep Little Bear?' Discussion with pupils showed that they were clear in their understanding that they needed to show a graded contrast at the back of the cave to the brightness and light of the candle. Pupils shared their resources well and used their tester sheet effectively to experiment with colour and shading. Other pupils in Year 2, demonstrated proficiency in using paint and brush technique to create a graded colour wash on which to stick their silhouette designs that they had cut out accurately. Good quality paintings in the style of Van Gogh's sunflowers illustrated how well some have acquired brush technique and how carefully and accurately they are able to observe.

119. In Key Stage 2, a range of styles, media and techniques are displayed. Years 3 and 4 have designed African masks from the Dogon masks of Mali. Year 4 have work on mosaics and can also effectively blend paint in a graded effect, which shows a clear progression from that done earlier in the school. Work on the artist Escher shows a study of two-dimensional and three-dimensional shapes and a growing understanding of perspective. Work in Year 6 has recently been focusing on arrangement, close observational drawing skills and the effective use of pencil, charcoal and pastel, with an emphasis on line, tone and texture. Pupils are gaining in confidence and skills in observing what is actually there and also in the subtle use of charcoal and its properties. Further good work, demonstrating the range covered, is depicted in paintings in the style of artists such as Andy Warhol and the patterns of Bridget Riley.

120. The quality of teaching is never less than satisfactory, with examples of good teaching in both key stages. Overall, it is sound. Teachers plan their work well, are well prepared and use resources that are of good quality, which enhances the work. Teachers give clear and helpful explanations and they have high expectations. In the best lessons, when pupils are working, teachers are coaching and advising them on how they might improve and get better results. Resources are good and pupils show respect for the equipment. They co-operate and are able to share and take care of resources well. Interest and involvement in artistic activities extends beyond the classroom with a pupil recently gaining a first prize of £700 for the school in a local art competition.

121. The art displays throughout the school enhance the environment significantly, though these are predominantly two-dimensional. Progression and continuity in the subject is hampered presently by the lack of a detailed scheme of work and regular monitoring of teaching and standards. This is identified as a priority in the school development plan along with a review and update of the policy for autumn 2000. The co-ordinator is new in post and the role is currently in its early stages. Progress has been made since the last inspection in assessing pupils' work generally but the implementation of art folios is still underdeveloped.

DESIGN AND TECHNOLOGY

122. During the inspection period only two lessons were observed in design and technology, both in Key Stage 2. Judgements were further informed by a scrutiny of work on display around the school, actual objects, from discussions with teachers and pupils, including photographic evidence of earlier work and teachers' planning. Attainment is in line with expectations in both key stages and progress is sound overall, including those pupils with special educational needs. Standards have been maintained since the last inspection and there are examples of good quality work on display throughout the school. Pupils enjoy the work and their attitudes and behaviour in design and technology lessons are good. They are enthusiastic and keen to achieve good results, work safely and show consideration for others.

123. In Key Stage 1, pupils had designed and made homes for animals and pets. Plans had been drawn, and homes made, for example, for a rabbit, a mouse, a pig and a bird box. Drawing on their own ideas and experience, through a process of discussion and experimentation the homes had been constructed using a range of materials and construction methods. In discussion, pupils were able to talk about the shapes involved, recall the way in which they had been built and whether and why the particular animal might enjoy living in them. In Year 2, a display of puppet making focused on shadow puppets of Indonesia, glove puppets, finger puppets and hand puppets. Designs had been sketched and the puppets made from appropriate materials involving cutting, sticking, basic sewing and decorating.

124. In Key Stage 2, pupils are beginning understand nets and how to to make money-boxes following a discussion on design and materials. Pupils make and explore balloon-powered buggies involving accurate measuring and cutting of plastic and card, making and fitting wheels and testing their propulsion properties. Year 5 pupils have taken part in an 'Architectural Workshop', as part of a technology day, combining design and technology and geography, in looking at structures. From the topic 'Water and Landscapes' the task was to design and build bridges. Tripods, tetrapods and tetrahedrons were explored in this construction activity. In upper Key Stage 2, slippers are being designed and made. A collection of slippers from different cultures was the starting point for drawing patterns and templates to start making slippers in felt. Previous work on shelters shows proficiency in using different materials, such as plastic, card and balsa wood to build tents, bus shelters, greenhouses and air-raid shelters.

125. The quality of teaching in the lessons observed was satisfactory. It is sometimes good. Recently produced medium-term planning, adopting national guidelines, is supporting teachers subject knowledge, strengthening progression and increasing confidence generally in the subject. Lesson planning is good and caters for the needs of all pupils effectively. Since the last inspection assessment has improved and now takes place regularly and informs planning.

126. Design and technology is an improving subject with appropriate priorities identified in the school development plan. The co-ordinator is new in post, has organised resources effectively in a central location but the role is underdeveloped. Resources for the subject are generally good but are being supplemented as necessary. Monitoring at the moment is limited though the co-ordinator is keeping a photographic record of work done. The policy is to be reviewed and updated in line with the curriculum changes in September 2000.

GEOGRAPHY

127. Standards of work in Geography are in line with national expectations at both Key Stages. Pupils in Year 2 have been studying the area around the school. On a visit to the local park pupils were able to mark features such as trees and the entrance gate correctly on paper to create a simple map of the park. Pupils in Year 5 and 6 were considering the use of water in different situations. In brainstorming sessions they were able to create an extensive list of water uses. They were then able to sort and classify the different uses into categories such as using water for leisure purposes, for industrial purposes and how water is used in the home.

128. Pupils in Year 3 and 4 have been studying Kenya. Most pupils can correctly indicate where Kenya is on a world map. They recognise that the climate of Kenya is different to that of this country and that places near to the equator have a hot climate.

Pupils also understand that there will be snow on some of the mountains in Kenya because of their height. These pupils know that some of the homes of people in Kenya are made from materials that could not be used in this country. Pupils in Year 1 had written about where they live and together with their teacher had produced a bar chart to indicate how pupils travel to school each morning.

129. Currently, the provision of information and communication technology equipment in the school is limited; within these limitations information and communication technology is used soundly to support learning in geography. In one lesson for example, pupils were using a CD-ROM to research about Kenya. A new computer suite is due to be opened in the near future and this will provide opportunities to further develop the use of information and communication technology to support learning in geography.

130. Pupils' attitudes to geography are good. Pupils work well together. They quickly settle down to the tasks set by the teacher. They show good research skills. In one lesson the pupils were making appropriate deductions about life in Kenya as shown through a range of photographs. A group of more able pupils in year 4 were working effectively together interpreting a pie chart showing the relative size of different age groups within the population of Kenya.

131. Overall, teaching is satisfactory in Key Stage 1 and good in Key Stage 2. One lesson in Key Stage 2 was very good. In this lesson Year 4 pupils were given a brief before watching a video. They had to record their observations during the video and then discuss their findings in groups. Throughout the lesson pupils collaborated and helped one another. A reporter from each group then reported back to the whole class. Each of the groups produced an impressive list of points from the video, which the teacher then used to summarise aspects of life in Kenya. In most lessons teachers explained to the pupils what they would be learning during the lesson and used the plenary to review this learning. Teachers use the locality effectively. For example, Year 1 pupils were taken on a tour of the local area to identify and position main buildings such as the church and the school itself with the neighbourhood. Teachers have good subject knowledge and recognise the need to develop geographical skills, understanding and the skills of enquiry progressively. In group-work teachers differentiate tasks in order to ensure that both the more able and those with special educational needs are appropriately challenged. Progress of all pupils is satisfactory.

132. Teachers make appropriate links between knowledge of the world and other subjects and aspects of the curriculum. In Year 5 and 6 for example, pupils have been designing shoes and the teacher has used shoes from around the world to illustrate different designs.

133. Each year pupils study two geography topics. Work on one of the topics lasts for one term and work on the second lasts for half a term. The geography co-ordinator has been the co-ordinator for six months. She is currently updating the geography scheme of work, using published national guidelines. She has established links with the local education authority adviser and she has reviewed and re-organised the resources. However, the role of co-ordinator is currently underdeveloped. Monitoring and evaluation of teaching by the co-ordinator is yet to begin and monitoring of learning through looking at pupils' work and displays in the classrooms is limited at the present time.

134. Since the last inspection progress has been satisfactory. Teaching strategies enable the more able to make satisfactory progress. The use of information and communication technology in geography has been developed and there is a good range of

resources and artefacts. For example, there are displays in each of the classrooms where pupils are studying Kenya, which include a good range of appropriate books and artefacts such as musical instruments. Teachers evaluate learning on their weekly planning sheets but this is inconsistent. Records of geographical learning are limited. There was relatively little work by pupils available during the inspection and consequently it was difficult to evaluate past achievements of pupils in geography.

HISTORY

135. Only one lesson was seen during the inspection. The evidence from this lesson together with the scrutiny of work and discussion with pupils and the coordinator indicates that the majority of pupils make satisfactory progress in both key stages.

136. In the one lesson seen, pupils observe and describe features of old houses, use pictures as clues to lifestyles of the period and write pieces based on information gleaned from books. From evidence of previous work, in their study of schooling, they make comparisons with their own school, with high attainers using enquiry skills effectively to research their own chosen topics, for instance finding out about playtime.

137. At Key Stage 2, the majority of pupils develop their enquiry skills to research topics on World War 2 like rationing and fashion in the 1940's. Evidence of progress in the work of pupils and displays is reflected in the development of research skills with some pupils using CD-Roms to write their projects.

138. Pupils show positive attitudes towards the study of history. They are keen to answer questions and find out information. Pupils in Year 6 take pride in talking about their project work, showing clear motivation.

139. The quality of teaching seen in the one lesson was satisfactory. The lesson was effectively introduced focusing on pupils' previous knowledge and checking their understanding. The teacher shared the learning intentions carefully with them and explained tasks clearly, making the way of working and expected outcomes explicit. Written tasks, for instance, in the form of a diary, reinforced and enhanced pupils' literacy skills. Work was well matched to pupils' attainment enabling them to undertake the task well.

140. Because the current coordinator has been only in post for the last two months the issues raised in the last report have not been addressed. However, priorities for development have been identified and the co-ordinator has already addressed some of these, namely auditing resources and reviewing the scheme of work by adopting national guidelines. There is currently no monitoring of teaching and learning and no clear strategies for using assessment data to inform planning and set targets to chart pupils' progress.

INFORMATION TECHNOLOGY

141. Pupils' attainment by the end of both key stages is in line with national expectations for information technology. At Key Stage 1, pupils are familiar with the use of computer equipment and the software that can run on such equipment. They access programmes like colour magic independently and children's encyclopaedias to research information on

plants and animals linked to work in science. They use basic word processing successfully, choose fonts and explain their choices.

142. At Key Stage 2, pupils in Year 4 use programmes like Excel successfully to create a spreadsheet enabling them to work out the cost of tuck shop items. They produce pie and bar charts identifying costs of different items for a party and the money spent on each item. In these tasks, pupils demonstrate good knowledge of the icons on the tool bar and how to label different columns and copy data from one cell to another. In Year 6, pupils using Roamer world create different sorts of polygons. They show understanding of the need for clearly sequenced commands to obtain a particular result or pattern and the ability to predict which command produces a specific pattern.

143. Pupils including those with special educational needs and English as an additional language achieve appropriately against their prior attainment. This is mainly reflected in the confidence pupils have in learning new skills and in the sophistication of software used. Pupils particularly make gains as they are exposed to a range of skills and programmes, which are regularly demonstrated in whole class sessions with opportunities for pupils to practise and experiment in pairs

144. Pupils in both key stages are interested in and motivated by the use of information and communication technology. They collaborate well and are proud of demonstrating their ability. Concentration skills are good and pupils respond positively to requests of help by their peers.

145. The quality of teaching is satisfactory in all lessons observed. Lessons taught to whole classes are well structured and have clear learning objectives. Demonstration of new skills are effectively conveyed through the use of visual illustrations of steps to be followed and the use of questioning to focus on the key learning points. This was well exemplified in a lesson in Year 5 and 6 on control using Roamer World, where, after explaining the sequence of commands on an overhead projector, the teacher reinforced pupils' understanding by repeating the steps on the computer, stopping to check pupils' understanding and requiring them to predict the next step. Lessons are appropriately linked to previous learning and pupils are often involved in evaluating their learning.

146. The number of computers is adequate and the school uses a range of software to meet the requirements of the National Curriculum. Good use is made of information and communication technology in literacy work, for instance to research definitions of scientific terms, in mathematics in surveys using bar graphs and in science, history and geography in accessing and researching information using CD-ROMs. The coordinator has developed a detailed scheme of work based on the Qualifications and Curriculum Authority units. Key priorities to develop the subject are clearly identified and costed with the provision focused on developing a suite to improve access for whole classes to be taught together. Good use has been made of funding to provide training for teachers and further training is planned for the new academic year. However, assessment procedures and the monitoring of pupils' performance and their progress are not in place.

MUSIC

147. Progress in music is at present satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. At the last inspection pupils were interested and enthusiastic about music, at Key Stage 1 most pupils made good progress, whilst at Key Stage 2 the content of lessons was not broad enough and average and higher attainers did not progress as well as could be expected. This inspection shows that although the school has made specialist provision

for the teaching of music across the school, little impact has been made to improve the progress children make especially at Key Stage 2, since the last inspection. Pupils underachieve at Key Stage 2 and have not had access to the full breadth of the National Curriculum, in performing and composing, listening and appraising. The school has recognised this and has very recently improved provision for the teaching of music across the school in order to raise standards and improve progress.

148. At Key Stage 1, pupils can handle musical instruments appropriately and can beat time to a piece of music or poem. In music assemblies, they use their voices well to create different effects and express mood and sing in unison to slow and quick tempo. They listen and respond accurately to the modelling of new songs, respond well to improving their singing from guidance given by the teacher in music assemblies. They enjoy the wide range of musical instruments within their classrooms, and experience music at other times during the day outside of class, for example, as they eat their lunch.

149. At Key Stage 2, the very recent improved leadership of the subject and subsequent specialist teaching has made a significant impact on pupils' opportunities to progress in music. The pupils know and understand the learning intentions of lessons, and engage well in learning opportunities, limited only by the breadth of previous knowledge. Pupils in the lower key stage can beat rhythmic patterns well to their names; understand the repetitive nature of an ostinato rhythm and can use this with a range of dynamics within different songs for mood effect. Older pupils can express their feelings and views of concordant and discordant notes with imaginative images and drawings, recording these in their newly-acquired manuscript books. They sing rounds in a range of imaginative ways, making judgements as to the best effect and preferred harmonising. They sing reasonably well as a class group and well as a key stage in music assemblies. The use of information and communication technology in music is at an early stage and a small number of more able pupils enjoy opportunities to compose using appropriate software.

150. Teaching in music varies from satisfactory to very good across the school. Overall it is at least sound. At Key Stage 1 teaching was not observed but from other evidence appears at least sound. The newly-appointed co-ordinator provides good specialist teaching in upper Key Stage 2, whilst in lower Key Stage 2 teacher skills are developing with the teachers' new responsibility for the teaching of music. There is very good support and guidance for teachers from the subject co-ordinator. Pupils respond enthusiastically to music and contribute well in all lessons observed; they sing with enjoyment and appreciate music, which is so much part of their day-to-day experience in school. There is a clear commitment to music from a world perspective, with a range of multicultural instruments in classrooms and on display. There is also a reasonable range of musical resources, centrally stored. Extra-curricular teaching of the violin is available to pupils as well as opportunities to join the school choir.

151. Music has a positive place in a range of aspects across the school, such as assemblies where the choir contributes well to the quality of singing, spiritual aspects of the school, for example, morning welcome into the classroom, the dining hall, religious and other celebrations, such as Christmas productions and wider community celebrations such as Blue Peter 50th Celebration at the Royal Albert Hall.

152. The school has ambitious plans for the development of Music within the school development plan, over the next year. At the time of the inspection there is a one-term scheme of work, which is being implemented at Key Stage 2, and there is a newly-appointed, competent and enthusiastic subject co-ordinator. She is developing the whole-

school scheme of work and, appropriately, giving good guidance and confidence to other members of staff to enable the successful development of music at the school.

PHYSICAL EDUCATION

153. Standards in physical education are in line with expectations by the age of seven and eleven. Pupils make good progress in Key Stage 1 and overall at least steady progress in Key Stage 2. Standards in swimming by the end of Key Stage 2 are good and the majority of pupils are likely to achieve the expected standard. There are some very good swimmers who swim lengths with a variety of strokes and show stamina. In broad terms, standards have been maintained since the last inspection.

154. Only two lessons were seen in Key Stage 1. These were outdoor sessions developing pupils' throwing and catching skills. The levels of skills were appropriate to the age of the pupils. By the end of both sessions pupils began to understand the need to pass the ball quickly between members of the group if they were going to catch out the defender of the skittle. Pupils were enthusiastic and their work rate in the mini-games was good. Their behaviour overall was good and they listened well despite being outdoors with the many distractions. The quality of teaching in these sessions was good. Teachers are confident, the lessons were planned appropriately to ensure that they were progressive and skills and tactics were taught appropriately. There was good use of demonstration.

155. At Key Stage 2 a variety of lessons were seen mainly concerned with developing games skills. One dance lesson was observed with the oldest pupils as part of the school's professional development programme. Standards in this lesson were good. The teacher, a visiting specialist had high expectations and appropriately challenged the pupils to achieve well. The limitations of the session were to do with lack of time, which prevented full development of the session. The oldest pupils show generally good independent skill in setting up the equipment. They practise and develop their throwing, catching and fielding skills well. They show good co-operation and teamwork. Individual pupils show good skills and knowledge of, for example, Australian cricketers playing for county teams. Pupils' knowledge about the game, awareness of space and tactics has to be explicitly taught. Pupils do not have a reservoir of games experience, which they bring to the school lessons.

156. The quality of teaching at Key Stage 2 is, overall, satisfactory. Some good and very good teaching was observed. In addition to the dance teacher, a visiting cricket specialist also taught two lessons. Teachers are confident, lessons are planned and class management and control is good. Effective use is made of demonstration and pupils are encouraged to think and evaluate why doing something in a particular way enhances performance. The visiting specialists bring considerable additional skills in their particular discipline but are sensitive to ensure that the class sees that they are working alongside their teacher. Pupils' attitudes and behaviour are generally good. They are, in the main, enthusiastic and particularly in the mini-games display a good work rate. Behaviour is, overall, good although sometime individual pupils get over-excited.

157. In most classes there were a small number of pupils who had left their physical education kit at home for one reason or another. More consideration needs to be given as to the role these pupils can adopt in the lesson, for example, acting as umpire, official or scorer. This issue was raised in the previous report. Parents at the meeting also queried the school not wanting pupils to take home kit on a regular basis, preferring parents to keep the kit at school. Given the numbers missing their physical education entitlement because of missing kit one can understand the school's position. However, parents also pointed out that when kept at school physical education kit went missing because there was nowhere

to hang it. It is an issue that requires resolution, particularly as in addition to these pupils missing physical education because of lack of kit, there are other pupils who cannot participate in sessions because of temporary medical reasons.

158. The school is planning to adopt a national scheme of work to support teachers in their planning. The subject co-ordinator is a specialist in the subject and there are other members of staff who have significant skills in the subject. The school makes good use of both the physical facilities and also the expertise available within the community to enhance the physical education provision.