

INSPECTION REPORT

ROKESLY JUNIOR SCHOOL

Crouch End, London

LEA area: Haringey

Unique reference number: 102106

Headteacher: Ms B Breed

Reporting inspector: Mrs P Silcock
21261

Dates of inspection: 4th – 7th June 2001

Inspection number: 197580

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Rokesly Avenue London
Postcode:	N8 8NH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Leskin
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21261	Pauline Silcock	Registered inspector	Art History English as an additional language Equal opportunities	What sort of school it is Standards in learning Teaching
13807	Christine Haggerty	Lay inspector		Pupils' attitudes and behaviour Care and welfare of pupils Partnership with parents
15011	Marion Wallace	Team inspector	English Design and technology Physical education	Curriculum
31029	Peter E Thrussell	Team inspector	Mathematics Geography Religious education Special educational needs	
28200	Paul W Stevens	Team inspector	Science Information and communication technology Music	Leadership and management

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rokesly Junior School serves a densely populated residential area in Crouch End, in the London borough of Haringey. It caters for pupils aged 7 to 11. It is bigger than most schools of its kind, with 311 pupils on roll. Pupils' attainment on entry to the school is average for their age although the full range of attainment is evident. Many cultures, languages and faiths are represented. Around 28 per cent of pupils speak English as an additional language which is high compared to other schools. 12.5 per cent receive Ethnic Minority Achievement Grant funding because pupils are in the early stages of acquiring English. Just under 0.5 per cent receive funding for Traveller Education. 23.5 per cent have special educational needs with 1.3 per cent with statements of special need, in line with the national average. The number eligible for free school meals, at 23 per cent, is higher than the national average.

HOW GOOD THE SCHOOL IS

Rokesly is an effective school, providing a satisfactory education. In the significant number of lessons where teaching is good or better, pupils reach standards that are better than expected. The school has experienced a period of change since the recent appointment of a new headteacher. She has a clear vision for the future educational direction of the school. The school provides satisfactory value for money.

What the school does well

- A significant proportion of teaching is good or better.
- Pupils have good attitudes to learning. They enjoy coming to school.
- The National Literacy and Numeracy Strategies have a good impact on pupils' learning, especially in Years 5 and 6.
- Pupils with special educational needs and those learning English as an additional language are well taught by specialist staff.
- Provision for moral and social development is good.
- Procedures for monitoring and supporting pupils' personal development are very good.
- Financial administration is good.
- Governors are enthusiastic and offer good expertise. They are committed to working in partnership with the headteacher and her staff.

What could be improved

- Standards in information and communication technology, design and technology, religious education and music.
- Curricular provision, to ensure all strands in all National Curriculum subjects and the locally agreed syllabus for religious education are properly planned for and delivered.
- Assessment procedures, in order to help raise standards across the curriculum.
- Subject co-ordination, with identified responsibilities given to subject leaders.
- The management structure, so that all those with management responsibilities understand classroom processes at first hand in order to raise standards further.
- The role of governors in the strategic management of the school.
- Procedures supporting pupils with identified learning needs, to ensure all have equality of access to the curriculum.
- Extra-curricular provision.
- The act of collective worship, to ensure it meets statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1997 the school has made unsatisfactory progress in dealing with the key issues raised in that inspection. Standards in music have not risen, although the time allocated to music has been increased. Singing is taught across the school by a visiting teacher and a parent volunteer takes a weekly choir practice; consequently the quality of singing is good. There has been some improvement in the provision for information and communication technology but, for example, control technology is not taught. The curriculum has been reviewed in line with the National Curriculum

2000 but the planning for non-core subjects remains a weakness and assessment is not rigorous enough nor does it inform teachers' planning sufficiently. The time allocated to all subjects now broadly matches national recommendations.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	C	A
Mathematics	A	B	D	C
Science	A	A	C	B

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

Over the last three years the school has done well by its pupils overall. They have achieved standards in English, mathematics and science that were well above and above the average nationally. However in 2000, English and science results dipped to the national average and the mathematics results fell below the national average. Nevertheless, in comparison with schools in similar circumstances, standards in English in 2000 were well above average, in science they were above average and in mathematics they were average. During the inspection the standards in Year 6 were average in English and mathematics, although many pupils do better than average in both subjects. In science the standards were below average because pupils do not apply their ideas or record their experiences well, although they talk knowledgeably about the subject. Pupils with English as an additional language frequently achieve as well as their peers because of the good support they receive. Pupils with special educational needs, including those with statements of special need, make satisfactory progress. By the end of Year 6, pupils achieve the best standards in art and, sometimes, history. Their work in geography and physical education is satisfactory but standards in information and communication technology, design and technology, religious education and music are unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are keen to learn.
Behaviour, in and out of classrooms	Satisfactory overall. In lessons and assemblies, behaviour is most frequently good or better. Inconsiderate behaviour is seen at other times, especially at break times. There have been no exclusions in the last year.
Personal development and relationships	Satisfactory. Pupils show a good capacity to form good relationships with adults and each other. Occasionally they respond poorly to adults and can appear discourteous.
Attendance	Satisfactory overall.

Pupils undertake work enthusiastically and concentrate hard. Behaviour is often good or very good, but there are times when pupils' lack of consideration is potentially hazardous to others. In the playground, during boys' football, balls are sometimes kicked around indiscriminately. Pupils respond well to the high expectations set by teachers, but in a few lessons where such expectations were not clear their responses were poor. Pupils are polite and helpful to visitors. They enjoy taking responsibility for jobs in classrooms and around the school. They carry out these jobs well, especially in Years 5 and 6 where the range of responsibilities provided is quite wide. The number of unauthorised absences falls well below the national average, being recorded as nil. This is recognised by the school to be inaccurate.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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, teaching is good. It is at least satisfactory in 93 per cent of lessons with much being good or better (57 per cent). Of this, 28 per cent is very good or excellent. In a small number of lessons (representing 7 per cent), teaching is less than satisfactory, with four per cent of this judged poor. The teaching of literacy and numeracy skills is good. Not all teachers are confident about the use of computers across the curriculum. Specialist teaching for pupils with special educational needs, including those with statements of special need and those learning English as an additional language, is good. The support of specialist staff lifts standards reached by pupils with such learning needs, through activities targeted on individuals' learning goals. Teachers plan insecurely for strands of some subjects. The teaching of painting skills allied to famous artists' work is a strength and learning in these lessons is good. In the small number of lessons where teaching was unsatisfactory or poor, teachers sometimes lacked subject knowledge and could not plan effectively for progress in learning. At other times, tasks were not sufficiently challenging or the management of behaviour was poor.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Some strands of non-core National Curriculum subjects and of the locally agreed syllabus for religious education are not properly covered. The act of collective worship does not meet statutory requirements.
Provision for pupils with special educational needs	Satisfactory, with good provision for pupils with statements of special need.
Provision for pupils with English as an additional language	Good, with good attention paid to matching pupils' learning needs in English to the demands of the curriculum by developing their basic skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. There are strengths in the provision for pupils' moral and social development.
How well the school cares for its pupils	Satisfactory, with strengths seen in teachers' monitoring and promotion of good behaviour and elimination of poor behaviour such as bullying and harassment.

Statutory requirements for the teaching of non-core subjects are not fully met. The withdrawal of pupils from lessons and from assemblies for support purposes is a cause for concern because some pupils do not then have equality of access to the full curriculum. Extra-curricular opportunities are limited, although activities such as the choir are well attended. The school has effective links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. There are strengths in the headteacher's vision for the future development of the school. The deputy headteacher is loyal and hardworking in her support.
How well the governors fulfil their responsibilities	Unsatisfactory because governors have been unable, until recently, to deploy their good expertise fully to effect the long term educational direction of the school.
The school's evaluation of its performance	Satisfactory. Good systems are in place for monitoring teaching and learning but they are not well applied by all with management duties.
The strategic use of resources	Good. Funds are properly allocated for specific purposes. Spending is matched well to identified priorities and governors monitor such spending with care.

Staffing is adequate to meet curricular demands. Not all subjects have co-ordinators. Where existing co-ordinators have set targets they have improved their subjects noticeably. The headteacher and her deputy aim to build on the school's existing strengths. The management team involves all with posts of responsibility. Consequently it is unwieldy and lacking clarity in its remit. Development planning is good, although it only deals with the short term. The school seeks best value at the level of budgeting but, otherwise, there is no consistent application of principles of 'best value'. The school provides very good support for inducting newly qualified or appointed staff and for the training of graduates on the graduate trainee programme. Accommodation is adequate but classrooms in the annexe are very cramped. The provision in the playground lacks stimulating activities for pupils at break and lunch times. Resources are generally satisfactory: they are good in some subjects, but of unsatisfactory quantity and quality in others, notably in music and design and technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy and like going to school. • Children are well behaved, polite and courteous. • They make good progress in learning and are helped to achieve to their best capacity. • Teachers are readily available and willing to talk over concerns. • Teaching is of good quality. • The school has high expectations of children. 	<ul style="list-style-type: none"> • Behaviour in the playground and the management of this at lunch time. • Homework. • The range of activities outside lessons. • Information about their children's progress. • Closer links between home and school.

Most parents have positive views of the school. They are very satisfied with what it achieves. Inspectors agree with parents' concerns about playground behaviour and its management. They found that teachers set sufficient homework to good effect, in line with the school's policy. Inspectors agree that the extra-curricular provision is narrow in range. They judged information about children's progress to be of good quality. Inspectors found little evidence of parental involvement in the daily life of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils entering the school, in Year 3, exhibit a full range of attainments, although standards are average, overall.
2. In the 2000 statutory tests for eleven-year-olds, attainment in English was below the national average solely in terms of Level 4 (the standard pupils of their age are expected to reach). However, the percentage gaining the higher Level 5 was above that gained nationally. Because the proportion falling below expected levels was quite high (even though broadly in line with national averages at these levels), this outcome marred the school's overall achievement. So, when scores for each level were aggregated, the good results at Level 5 were not sufficient to overcome pupils' performances below this, giving an average score overall. In mathematics, the number of pupils reaching at least Level 4 was also below the national average, while that reaching the higher Level 5 was close to this average. However, over a third of pupils (higher than the national average) only reached the lower Level 3 or scored below this level. This again adversely affected the school's average points-score. In science, a percentage of pupils achieving the expected Level 4 and the higher Level 5 was broadly in line with national averages. A smaller proportion succeeded at below expected levels than was the case nationally, maintaining the overall picture of average standards in science for the purpose of averaging out scores.
3. When compared to the results of peers in similar schools, pupils scored well above their peers in English and broadly in line with these peers in mathematics. Pupils attained above the average of these peers' results in science. Following national trends, girls did better than boys in English over a period of four years and less well than boys in mathematics. Over this same period of time, there has been a downward trend in English and science relative to national standards, which have risen. In mathematics, results have previously mirrored the national trend whilst remaining significantly above this, but fell dramatically in 2000. The trend in the school's performance across all three subjects over time is broadly in line with the national trend. The school reached its target for English in 2000 but not in mathematics, although both targets were set in the light of pupils' prior performance at Key Stage 1 and subsequent optional tests in Year 4.
4. Inspection evidence confirms average standards for the school by the end of the key stage in English and mathematics. Although a significant number of pupils reach at least the expected Level 4, and a good proportion do better than this in both subjects, the number attaining at lower levels is also significant, reducing standards generally (as in the picture outlined above). In science, standards are below those expected for eleven-year-olds. However, there is a more complex picture to reveal behind this judgement. Most Year 6 pupils can talk knowledgeably about their scientific learning and explain what they do very well. Yet their ability to apply knowledge to new situations and record their experiences does not reflect their good understanding, suggesting a weakness, somewhere, in their learning. It is evident that some pupils find difficulty interpreting questions testing their ability to think and communicate in writing what they know and understand, so that learning outcomes are adversely affected. No discernible differences were found between boys' and girls' performance, or between the performance of different groups in these subjects. Because of the good support they receive, pupils for whom English is an additional language who have developed proficient English language skills achieve at least in line with their monolingual peers. Pupils with special educational needs, including those with Statements of special need, attain in line with their prior attainment. At times, they do better than expected because of good quality support, especially where this is aimed at helping pupils reach their English and mathematics targets.
5. A study of results in statutory tests in reading and writing at Key Stage 1 for the current Year 6 and the previous year's Year 6 pupils is revealing. It shows, for example, that a substantial number in both groups succeeded in the lower ranges of the expected Level 2 or below, which is recognised as having a noticeable impact on standards reached by the end of Key Stage 2. However, inspection evidence also revealed that inappropriate matching of work to individuals'

different learning needs combined with inadequately challenging work hampers progress in literacy in some classes, especially in Years 3 and 4. The school analysed the 2000 results in mathematics carefully and a weakness in applying mathematical skills to problem solving was pinpointed. Developing this aspect of mathematics is thus suitably set as a target for teachers to address. Also, the school took a decision to extend the setting of mathematics across classes in year groups to include Year 4 as well as classes in the upper key stage, so that teaching could more closely benefit the fairly narrow range of attainments found in each set. Standards attained across mathematics sets mirror the range of ability within them. The school identifies the assessment and tracking of individuals' attainment and progress as an area for improvement, if it is to raise standards – a view reinforced by inspection findings. These show how teachers' assessment procedures in all three core subjects remain too broad. Although targets are set in line with statutory or end-of-year optional test results, they are insufficiently geared to individual need. That is, they do not mark out in small enough steps what is needed for pupils to move towards long-term goals, in ways the pupils understand and can cope with.

6. By the end of Key Stage 2, pupils speak confidently in a range of contexts and listen well to their teachers. They take an interest in other pupils' activities and adapt to others' views in structured discussions. Higher attaining pupils are often good at justifying preferred reading material. For example, they discuss favourite authors, saying what they like about the content of a book and the way it is written. Standards in reading are generally average by the end of the key stage, although a significant number of pupils do better than this. Regular guided reading sessions held throughout the school are very well organised and use time effectively. They have a good effect on pupils' reading, fostering an enjoyment of books. Partnership reading, whereby Year 6 pupils act as mentors to Year 3 pupils, is another good way of promoting reading as a worthwhile activity. Standards of writing are satisfactory in the main, again with a significant number of pupils reaching higher levels of attainment by the time they reach the end of the key stage. Standards of spelling across the curriculum are average, although they are better than this in Years 5 and 6. Handwriting is generally attractive and well formed, with good presentational skills in the upper key stage. Pupils have good experiences of writing for a range of purposes and for different audiences (for example, they use information writing, biographical, autobiographical and creative writing). Pupils apply literacy skills well to other subjects, most notably history. Year 6 pupils' diaries about life in 1939 before the outbreak of the Second World War show a good grasp of relevant events and a degree of empathy with people who lived during those times.
7. All pupils make satisfactory progress in mathematics, with better progress being made at the upper end of the key stage. Daily practice in mental calculation and revisions of number facts in all classes helps all pupils make progress. By the end of the key stage, pupils have a good knowledge and understanding of number and of the four number operations of addition, subtraction, multiplication and division. They work confidently with numbers up to 1000 and beyond, multiplying and dividing numbers by ten or a hundred, with higher attainers applying these operations to decimals. Pupils reflect, rotate and translate shapes and recognise different types of angles which they measure accurately with a protractor. They find the perimeter and area of simple shapes, with higher attainers able to calculate the areas of rectangles and triangles with formulae. Most construct simple shapes from grids that they have drawn. Mathematics' skills are satisfactorily applied to other subjects. In history, pupils chronicle events along a time line. In science, they measure and record the results of experiments and investigations. In geography, they contrast the rainfall of Indonesia with that of London by drawing line graphs.
8. By the end of the key stage, most pupils have above average scientific understanding, and are able to talk about what they do and what they learn. They have a detailed knowledge of the important organs and systems of the human body and their functions. They have a detailed knowledge of plants. They also know what contributes to a healthy lifestyle. Pupils know about electricity and forces, and can explain the motions of planets, the moon and stars very well. They can set up experiments involving a fair test - for example, to compare the relative strengths of different types of paper. They appreciate that repeating a test is more likely to yield reliable results. However, pupils' ability to set up such experiments independently and to apply their knowledge to new, possibly more problematic situations is below average. Few regularly devise their own experiments or show they can work independently through a problem (experimentally) from beginning to conclusion. In some classes, pupils have good opportunities to record experimental findings in their own words and such work reflects, better, their understanding of what has been learned. Most frequently, however – as the relevant scrutiny of work shows - pupils

across the age-range complete structured worksheets. This kind of teaching limits their opportunities to build on established learning by formulating ideas for themselves.

9. In information and communication technology, standards are below expectations for eleven-year-olds. However, they are improving as the profile of the subject keeps rising (for example, as teachers gain more confidence in computer use and through better resources). Year 6 pupils design imaginative new European flags and stamps in connection with geography studies, and create attractive tessellating patterns in the style of Escher, in work related both to art and mathematics. Using the computer also helps pupils learning English as an additional language and those with special educational needs. Some in Year 6 have designed a 'persuasive' poster in connection with literacy studies dealing with the impact of advertisements on everyday life. Pupils in all years have word-processed a well laid-out database about themselves, concerned with family origins, for 'Black History Month'. Years 5 and 6 pupils are starting to use digital cameras and send e-mails. They are also obtaining information from the Internet, having learned about comparative temperatures connected with their work on rainforests in geography through this means.
10. Standards in painting and in two-dimensional artwork are frequently better than expected across the age-range. Pupils can apply skills learnt from studying famous artists in ways that go beyond simply copying what they see by Year 6. They are knowledgeable about the work of the artists because of good teaching, often owed to teachers' own interest and enthusiasm. Evidence suggests, however, that pupils have insufficient opportunities to explore three-dimensional work or other media (such as fabric) so that skills in these strands of the subject are under-developed. Pupils' singing is of good quality. This was seen in lessons in some year groups and, especially, in a choir practice involving a large number of pupils of all ages, where the expertise of a volunteer parent significantly lifted standards. However, pupils do not develop their musical skills and ideas in other strands of the music curriculum because teachers lack confidence in delivering these. Attainment in the subject overall is thus below levels expected by the end of the key stage. Similarly, attainment in design and technology and in religious education is below expected levels for eleven-year-olds. Weaknesses in curricular planning and delivery mean that these subjects are not fully covered. Strengths shown in aspects of religious education include pupils' moral and personal development. These surfaced in some classes during well-organised 'circle time' sessions, allowing pupils to think about important issues connected with the conduct of their daily lives. Standards in physical education are satisfactory, although this judgement is confined to the strands seen. For example, evidence suggests that insufficient attention is paid to elements to do with creative dance. Pupils reach satisfactory standards in geography by eleven. Standards in history are at least satisfactory and sometimes better than this. Pupils at the end of the key stage understand the nature of historical studies and generate an interesting variety of work based on themes they study.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to learning are good. In some lessons, they are very good and even excellent at times. Pupils frequently enjoy classroom and school activities. Where teaching is strong, it noticeably improves pupils' concentration and their capacity to remain 'on task', which is then very high. For example, in an early morning Year 5 work session, pupils thoroughly enjoyed the challenge of tasks set and the pace demanded by a teacher in meeting deadlines to complete these. Again, in an excellent Year 6 science lesson, pupils' self-discipline in carrying out tests was of a very high order. Pupils were totally absorbed in their work and determined to see it through to its conclusion. In a very small number of lessons, however, pupils' attitudes are inappropriate. They respond poorly to adults' questions or instructions and matters escalate when pupils are not dealt with firmly and expectations clarified. For example, in a Year 3 class, pupils were distracted from a teacher's instructions at the start of a lesson by one or two others. Subsequently, many found it hard to work at planned activities, and little progress in learning was made.
12. Pupils' behaviour is largely satisfactory. In classrooms and in assemblies it is frequently good and, as with attitudes to learning, it can be very good and even excellent at times. Acceptable behaviour adds positively to the quality of classroom life and standards achieved in many lessons. It reflects, directly, the quality of teaching and the good relationships between adults and pupils that most commonly prevail. Pupils generally work well in pairs and in small groups, co-operating with one another to good effect. They share equipment and resources generously.

- They are careful in their use of these and in putting things back where they belong. Pupils are exceptionally well behaved on visits out of school. Year 5 pupils were seen to walk to the local swimming pool chatting and listening to one another companionably. They responded enthusiastically to the tutoring by coaches at the pool. Pupils behave well in the dining hall at lunchtime, sitting together to talk over a meal, although noise levels are rather high!
13. Parents expressed concerns both at the meeting prior to the inspection and in writing about the behaviour of pupils in the playground during break times. Inspection findings uphold parents' concerns. Pupils' boisterous behaviour on the stairs and going out of the building to play is potentially hazardous. In their anxiety to get out, they show little regard for others if they feel unobserved. Boisterous play on the playground both during morning break and at lunch-time is potentially hazardous, too. In particular, some boys' football takes too little regard of others' activities. At times, balls are hit or kicked indiscriminately towards other children. The new head teacher is fully aware of these aspects of playground behaviour and plans are in hand to address them (for example, through broadening the range of organised playground activities). The playground was noticeably more orderly on Thursday when a lunchtime choir club was taking place. Pupils report that bullying is not really an issue, but believe midday supervisors do not always deal with incidents appropriately at lunch-time and not all incidents which pupils believe should be reported to the head teacher are reported. Inspection evidence supports such beliefs. It is also noted that the head teacher recognises a need for mid-day supervisory staff to be trained, to improve the management of the playground during lunch-time more generally. Most staff has high expectations of behaviour and pupils respond well to these. There is no recent history of pupils being excluded.
 14. Pupils' personal development is satisfactory. Relationships between pupils and between staff and pupils, too, are satisfactory although, as noted above, they are better than this where strengths in teaching are to the fore. Generally, staff members are good role models. Pupils with responsibilities for different duties carry them out conscientiously, especially in Years 5 and 6 where the range of duties undertaken is quite wide. Year 5 pupils work to a teaching plan and put out apparatus for physical education lessons in Years 3 and 4. In one Year 5 class, pupils read with Year 4 pupils during some early morning work sessions. Year 6 pupils write letters to persuade Year 3 class teachers to allow them to read with the youngest pupils regularly. This has a very positive effect on these older pupils' personal development and on the relationships between them and the younger children. All pupils conduct themselves seriously on these occasions and have a good understanding of the purpose of partnership reading. Year 6 pupils also collect litter and tidy up outside areas, and early morning monitors prepare the hall for assemblies. However, there are fewer examples of pupils taking responsibilities in the lower year groups beyond delivering registers to the school office.
 15. Pupils in each class contribute to class rules at the start of the academic year and have a good knowledge of these. A group of pupils played guitars during assembly to share their growing expertise, much to the delight of their audience. Pupils are polite and welcoming to visitors. Many are keen to show and talk about their work. They respect the feelings and beliefs of others' differences of experience and points of view, especially during structured discussions where teachers set a tone of mutual respect. For example, in 'circle time' sessions pupils use role-play to suggest ways of resolving a conflict, confidently expressing their views because they know these will be listened to carefully. Such experiences give them a sense of personal worth as members of a community.
 16. Overall, attendance is satisfactory. It is broadly in line with national averages. The number of unauthorised absences is well below the national average, being recorded as nil. This figure is recognised to be inaccurate, a fact which presents a cause for concern.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, teaching is good. It is at least satisfactory in 93 per cent of lessons with a significant proportion being good or better (57 per cent). Of this, 29 per cent is good, a further 22 per cent very good and another 6 per cent excellent. In a small number of lessons (representing seven per cent), teaching is judged less than satisfactory, with four per cent found to be poor. Strengths are evident in the upper key stage where over half the teaching is very good or excellent, just over a third is good and none is less than satisfactory. These judgements represent some improvement since the previous inspection, when teaching was considered satisfactory.

18. The teaching of literacy and numeracy skills is generally good. Planning reflects national strategies for English and mathematics and is well linked to previous learning. For example, a teacher recognised from marking a Year 3 class mathematics books that pupils were not correctly applying their knowledge of the four number operations (that is, addition, subtraction, multiplication and division) to money problems. Planning for the subsequent lesson successfully took account of this finding. By Year 6, pupils are able to apply their literacy skills to other subjects, most notably history. Here, across levels of attainment, they write extended, personable, accounts of Second World War events, based on their research. The teaching of information and communication technology is still improving but there are good examples of pupils applying computer skills for a range of purposes. All have laid out a useful database about themselves in connection with history studies, finding out about family origins. In this, pupils were well supported by a learning support assistant who works part-time each week specifically in connection with work in information and communication technology.
19. The teaching of pupils with special educational needs, including those with Statements of special need, by specialist teaching and support staff is good. Pupils have well-focused learning opportunities both in classrooms and when withdrawn from lessons in small groups or for individual support teaching. They meet targets set in line with individual education plans, particularly those related to literacy and numeracy. For example, Year 4 pupils worked on letter blends and word endings to reinforce learning in literacy and made discernible progress during a session with a support teacher. Such work is varied so that it maintains pupils' interest and concentration, and allows good assessments to be made for future planning. So, pupils are set work to complete in class and at home. Their positive attitude towards the support they get markedly affects their learning. Within class lessons, planned activities (especially in literacy and numeracy) are generally appropriate, being matched to identified learning needs, including those of pupils with Statements of special need. At times, planning takes very good account of these. For example, in a Year 5 literacy lesson and, later, in an art lesson, two pupils were helped to reach higher than expected standards in both instances because of the good quality support of a specialist learning support assistant. The well trained assistant liaises purposefully with class teachers on work to be covered.
20. Specialist teaching support for pupils learning English as an additional language is also of consistently good quality. Teaching closely matches pupils' identified needs, both in relation to their knowledge and understanding of English and, importantly, their conceptual grasp of lesson content. In a very good session with two Year 5 pupils, the meaning of key words in a text on pollution in the environment was linked to learning about the Brazilian rainforest. Through joint reading allied to skilful questioning, the teacher explored pupils' different levels of understanding before helping each to grasp what was essential to the lesson, in readiness for future class discussion and written work. The use of a personal glossary for each pupil aided dictionary work on the key words, providing a 'bank' of relevant words for later writing tasks. The careful planning of such sessions is owed to good liaison with class teaching colleagues. It is also owed to the specialist teacher's good grasp of classroom teaching and learning processes, as seen in a Year 3 literacy lesson she took in her capacity as a class teacher. Here, the monitoring of all pupils' grasp of tasks set, in light of their different needs, was given high priority. Such monitoring moved learning on because of good judgements made about when to intervene to give support or to make a teaching point.
21. Whilst the teaching of pupils with identified needs is good, important questions are raised about the deployment of this resource. Pupils can regularly miss assemblies as well as classroom teaching and learning activities. Class teachers manage the 'coming and going' of pupils as part of the natural order of events, but these arrivals and departures cause some disruption. For example, in a Year 3 mathematics lesson a pupil who had been receiving support for reading re-joined the class. He then needed help to catch up with work in the ongoing lesson. The teacher gave good attention to this need but was correspondingly distracted from monitoring work in progress. This same pupil was later observed to leave a physical education lesson for additional mathematics, which meant he missed important opportunities to develop his physical competence. Such arrangements also call into question how support teaching time is organised. The school rightly recognises the need to review this and to look carefully at collaborations between class teachers and support teaching colleagues, within the classroom as well as beyond.

22. Where teaching is good or better, teachers keep a brisk pace and a sharp focus on planned content. Skilled questioning targets different levels of understanding. Showing trust and mutual respect, teachers effectively involve pupils in deciding on the content of lessons linked to reviews of previous work. For example, in a Year 4 literacy lesson, pupils considered the correct use of 'there, their and they're', with their teacher illustrating teaching points with pupils' own work, so securing their understanding. In the best lessons, questioning probes thinking and enables pupils to further their ideas through making these explicit in ways personally meaningful for them. By this means, pupils come to realise that different points of view can have validity. In a very good Year 6 art lesson, for example, pupils thought hard about how shadows fall on objects relative to a light source, and about how artists use light and dark to create depth on a flat surface. In these lessons, teachers' very good behaviour management skills together with an underlying sense of humour support learning, fostering good relationships between teacher and taught. Such relationships showed in an excellent Year 5 lesson. Pupils thoroughly enjoyed working in small groups in a geography lesson, making arguments, via role-play, on why their vested interests in the rain forest entitled them to behave in certain ways. The class teacher colluded alternately with interest groups, finally acting as judge during a 'courtroom hearing'. He matched the lesson's pace effectively to events, making sure important points were properly explored. Where teaching is good or better, teachers make their high expectations of work and behaviour clear. Pupils strive hard to meet these because they want to succeed and they like to please adults.
23. Where teaching is unsatisfactory or poor, a number of factors affect the delivery of planned content. Mainly, lessons are slowly paced and pupils lose interest. They stop giving quick responses or completing tasks in the time allowed, becoming restless and seeking distractions, sometimes behaving inappropriately in ways that frequently are unchecked. At times, behaviour deteriorates because pupils do not know what constitutes acceptable behaviour. Some are insufficiently challenged by tasks set. So, in a Year 4 mathematics lesson, learning was impeded partly by constant interruptions from the teacher to maintain suitable levels of listening and partly because work was not matched well enough to learning needs within the set. In fact, pupils' manner and behaviour (which they wrongly perceived to be acceptable) reflected that of the teacher's. At times, teachers' planning reveals limited subject knowledge. This was evident in a Year 3 physical education lesson, where pupils' throwing and hitting skills were insufficiently developed for them to play a class game of rounders, which still took up most of the time allocated.
24. Because of time-tabling and the way subjects are delivered, there was insufficient evidence in design and technology, information and communication technology and religious education to make a firm judgement on teaching relative to lessons seen. Nevertheless, in religious education during a lesson on Buddhism (part of studying major world faiths) involving the whole of Year 6, pupils watched a video intently and the lead teacher made effective use of artefacts to emphasise key points. But a follow-up question and answer session did not fully engage all pupils because of the large number involved. On the other hand, 'circle time' sessions observed in classrooms were of good quality. They helped pupils think seriously about sensitive personal matters such as how to maintain positive relationships with peers and resolve possible conflicts. Insecurity in the teaching of composing and performing of music is evident. It does not feature in teachers' planning and remains an area for further improvement in school development. However, when a music specialist became unexpectedly unavailable, teachers leading year group singing lessons managed this at least satisfactorily and pupils reached good standards in some lessons.
25. In the lessons seen and through a scrutiny of pupils' work, it is evident that teachers have satisfactory subject knowledge in geography and, especially, in history and art. At times, aspects of subject expertise are very good. For example, teachers frequently show very good skills in teaching techniques applied to two-dimensional artwork, linked to their good teaching about art and famous artists. Learning outcomes in this strand of the subject are frequently better than might be expected across the age range. Little evidence of three-dimensional work was collected, although modelling skills were well taught in a Year 4 lesson. Pupils experimented with the plasticity of a modelling material to make small, coiled pots and artefacts while studying the Romans. In the main, history is well taught. Pupils have a sound grasp of the subject by the time they reach the end of the key stage and can talk knowledgeably about different sources of information for studying past times.
26. Teachers assess ongoing learning effectively and use information gathered to plan follow-up tasks satisfactorily, as outlined above. They set homework in line with the school's stated policy. Tasks

link well to classroom learning and teachers habitually explain a task's purpose and what their own expectations are.

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

27. The quality and range of curricular opportunities provided by the school are unsatisfactory overall. Appropriate statutory National Curriculum requirements and those for religious education as set out in the locally agreed syllabus are not fully met. Consequently, in relation to the breadth, balance and relevance of the whole curriculum, the school's provision has significant weaknesses. Whilst progress has been made in some aspects of provision highlighted for improvement in the previous inspection report, findings remain broadly similar to the earlier findings.
28. Recently, work has been done to meet the latest requirements of the National Curriculum 2000 and a curriculum map now shows how subjects are delivered. Many subject policies, however, remain out of date and it is not plain enough how the Qualifications and Curriculum Authority guidance is matched to the school's needs. A significant number of subjects do not have co-ordinators to oversee such matters. Learning goals are appropriately stated in longer-term whole-school planning. Medium and short term planning is good in the core subjects of English, mathematics and science and the national strategies for literacy and numeracy are well embedded in curricular planning and classroom practices. The science curriculum is broad and balanced in terms of covering all necessary elements of the programmes of study, but pupils have little chance to apply their knowledge, skills and understanding, independently, to new situations.
29. Whilst time allocated for music remains low, time allocated to other subjects is now in line with recommendations and this marks an improvement on previous findings. Other issues related to non-core subjects, however, have not been fully addressed. For example, there remains a lack of balance in the way subjects are planned. Some subject strands are not delivered, for example, in music, religious education, art, design and technology, and information and communication technology. Nevertheless, the school has made discernible progress in its provision for information and communication technology. Teachers' knowledge of curricular demands has improved through training, and computers are up-dated. Now, the school is well positioned to move forward. It realises that some curricular elements, such as data handling and, especially, control technology, have still to be dealt with. In music, weekly singing now takes place and a visiting parent leads an enthusiastic lunchtime choir, which reaches good standards. However, other strands of the music curriculum, such as creating and developing musical ideas, are still not taught. Further, pupils cannot apply their musical knowledge (that is, to composition). The music curriculum is also limited by curricular delivery occupying whole year lessons so that three classes are taught simultaneously.
30. The painting strand in art is very well covered through a consideration of the work of famous artists. Opportunities to work in three dimensions, however, and to use materials to form images in different media (for example, for working with fabric) are under-developed. In physical education, dance and composition in gymnastics is insufficiently developed in Years 5 and 6. In design and technology, designing, exploration and use of a range of materials and tools together with developing an understanding of evaluation (linked to improving design ideas) is limited. There is no clearly structured provision for the delivery of those aspects of religious education having to do with learning about religion. Planning in religious education is not based in the locally agreed syllabus. However, immediately following the inspection the headteacher undertook a review of provision and produced a plan meant to be in place by the start of the new academic year. This plan ensures all elements of provision fall in line with requirements. Circle time is often delivered as religious education although it does not take account of the full syllabus since it deals, rightly, with promoting understanding of moral issues and matters of personal development. In this, it is well used, giving pupils the chance to think about difficult situations and learn ways of managing them positively. The act of collective worship does not meet statutory requirements as there is no reference to a deity.
31. Provision for special educational needs is satisfactory overall with good provision for pupils with Statements of special need. Pupils gain necessary basic skills through good quality support. Provision for pupils learning English as an additional language is also good and this is an improvement since the previous inspection. In fact, curricular access provided by the specialist

teacher for bilingual pupils is a strength. Nevertheless, the practice of withdrawing pupils from class lessons and from assemblies for a range of support purposes is a cause for concern. It raises questions about equality of access to the full curriculum and to whole-school gatherings, and how best this access is to be achieved. Pupils not taking part in physical education lessons are excluded from the lesson and are left at the side of the class reading a book or colouring. Therefore, they are not learning from the lesson.

32. The school has introduced the National Literacy and Numeracy Strategies to good effect and this fact shows in standards reached throughout the school. There is evidence of good application of literacy skills to other subjects in some classes, especially in the upper key stage classes and particularly in history. The school is to evaluate the extended setting of mathematics, which has been in place since last September. Inspection evidence shows that, in most instances, planning is well matched to the attainment levels within each set and serves to stretch high attaining pupils and those of average attainment well. This is not consistently the case in some lower attaining sets.
33. Curricular provision for pupils' personal, social and health education is unsatisfactory, although strengths are evident in some aspects of this (as in 'circle time'). Overall, it is insufficiently prominent in planning. There is a policy for drugs, but no clear planning for delivery. The school development plan identifies the setting up of a school council, which is not yet established. Citizenship is delivered successfully in Year 6 and pupils enjoy a variety of activities associated with this. Links with the local community are developing and more links are stated in the school development plan. The headteacher is working at building further on the good links established with the adjacent Infants' school and a local secondary school. The co-ordinator for special educational needs liaises to good effect with her secondary counterpart in relation to the transfer of pupils to secondary schooling at eleven.
34. Provision for extra-curricular activities is unsatisfactory. A lack of such opportunities was mentioned in the previous inspection report. There is a chess club, and Years 5 and 6 take part successfully in a league football competition. A parent takes choir during lunchtimes and this is a popular, well-attended activity. The range of opportunities to extend learning is limited, however, and opportunities to utilise links with the community are not always seized. The headteacher already has plans to improve these dimensions of the school's work.
35. As at the time of the last inspection, the school continues to make good provision for pupils' moral and social development, and satisfactory provision for their spiritual and cultural development.
36. Spiritual development is fostered well in 'circle time' where pupils' support for each other often brings about feelings of closeness and unity. Such feelings bolster joyful singing in choir rehearsals. They showed in a Year 5 lesson debating environmental issues, when pupils stepped willingly into their different roles to put forward their group's viewpoint. Very little religious education was observed during the inspection. Indeed, the lack of a work-scheme and subject-planning suggests it makes little contribution to pupils' spiritual development. Pupils come together for assemblies, but, whilst these generally give time for reflection, they do not encourage thinking about or praying to a deity, for those who would wish to do this. In a celebration assembly, where pupils' achievements were recognised, with all staff present, there was some sense of it being a special occasion. However, generally speaking, opportunities are missed to further pupils' understanding of the spiritual content of experiences. For example, a greater emphasis on listening to the music played before assemblies start could leave pupils knowing something of its mood and history. The headteacher has already put together a development plan to raise the profile of assemblies in the school's life.
37. The school's provision for moral and social development is good. Pupils are taught the difference between right and wrong and, when well managed in lessons, learn very positive relationships, treating each other with consideration and respect. Classroom rules are discussed, agreed and referred to as required, with pupils knowing the rewards and sanctions where these are applied consistently. Good work, attitudes and behaviour are celebrated weekly in an achievement assembly, where achievements are recognised and certificates and badges awarded. 'Circle time' makes a positive contribution to moral and social development since pupils have to consider the consequences of their actions and how they might control impulses or rectify poor behaviour. Pupils co-operate in some lessons, as when they share ideas in literacy lessons, or ponder moral and social issues for role-play during a Year 5 geography lesson. They have suitable classroom

responsibilities. For example, they give out materials and books, and tidy up after lessons, generally without adult intervention. Year 6 pupils have a wide range of responsibilities as part of a Junior Citizenship scheme. This has a very good effect on their understanding of what it means to act responsibly, in different contexts. For instance: at home they have to do certain household tasks; in school, they tidy around, help out at dinner times, carry out litter patrols, organise lost property and support younger pupils with their reading. In working towards an award, they take part in a community police project and carry out an agreed research project at home. Visits away from school, including a residential visit in Year 6, add to the pupils' personal and social skills and to their understanding of what it is to be members of a community.

38. Although provision for pupils' cultural development is satisfactory, good developments have taken place in some aspects of the school's work. There is still, however, insufficient involvement of the school with its local community, which is rich in its diversity of cultures, languages and faiths. The headteacher recognises this lack. For example, the curriculum for religious education does not sufficiently plan opportunities for pupils to learn about cultures linked to the different world faiths. A 'book week' is now established as a yearly event and provides a very good focus for a variety of 'happenings' which do draw in parents and members of the local community with relevant skills and expertise. So, amongst other events, parents tell stories in their own languages and local writers come in to read their stories and talk about writing. Such approaches do not, however, inform ongoing curricular provision. Music plays little part in the life of the school as a means of enriching pupils' awareness of different forms and musical traditions. In art, pupils are taught well about famous artists to inspire their own work, although the majority of the examples used belong to Western European art traditions. For example, an exhibition of work in the 'round hall' shows a good standard of work across classes based, in the main, on a study of European artists such as Miro, Kandinsky and Hockney. Through history and geography, pupils learn something of world cultures past and present. Recently, the school widened the scope of its approach to the local authority's annual 'Black History Month' through its work in history as a means of celebrating different cultural and historical heritages within the school community. Visits to places such as the Globe Theatre and the Commonwealth Institute in connection with English, history, geography and art are good for pupils' cultural development, letting them examine their own origins as well as the influences affecting the development of the majority culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures to ensure pupils' welfare, health and safety (including those for child protection) are satisfactory. Some are of good or better quality. Rokesly is a caring school with an ethos encompassing adults' concern for the welfare of its pupils. Staff members support pupils well, day-to-day. Teachers know their pupils, taking good account of individuals' circumstances when making judgements about classroom demands. Broadly, findings align with those of the previous inspection.
40. The named person for child protection has had appropriate training. Procedures in place reflect this, although the head teacher realises aspects of the school's provision need further improvement. For example, training for midday supervisory staff about child protection and the management of pupil behaviour is already well in hand and soon to be implemented. Procedures for first aid are good. There are sufficient qualified first-aiders and all incidents are carefully recorded. Legal requirements are met with fire and electrical appliances and there are regular risk assessments made of the buildings.
41. Assessment procedures for pupils' academic progress are satisfactory. The school makes appropriate use of information from statutory tests at seven and eleven years and of information from Qualifications and Curriculum Authority optional tests in Years 3 to 5 to set targets in English and mathematics both for pupils individually and for the school as a whole. It also uses such information to set mathematics groups across each year from Year 4 upwards. The school sees it will have to assess the strengths and shortcomings of this decision to extend setting in light of information about pupils' learning during the year. Broad targets are set for pupils from test information, aimed at moving individuals from a level reached in the tests to the next level, with an overall judgement of what might realistically be achieved by the end of the key stage. In effect, pupils' success or otherwise in hitting a target is judged by the results of the following year's test. Targets fixing small, achievable steps towards a yearly goal are not in place. Consequently, teachers are only very generally aware what is to be done to raise standards. Pupils themselves have no practical vision of how to build on prior learning successfully. No

personal targets for learning were seen in lessons during the inspection. Assessment in non-core subjects consists of teachers' informal assessments made in light of how well pupils have succeeded relative to teaching and learning objectives set for a series of lessons. It is not clear how such assessment informs future planning over the longer term in order to build further on pupils' skills and knowledge over time. In some classes, marking is used well, especially in English, to let pupils know what has worked and where they might improve. But such marking is not consistent across the school. More generally, it serves to signify work has been done and has been seen. The school is suitably aware of the need to build on assessment procedures already in place as a means of raising standards further.

42. Continuity of provision for pupils with special educational needs transferring from the neighbouring Infants' School to Year 3 is managed through liaison between teachers in the two schools. The co-ordinator for special needs also meets with the co-ordinator in Key Stage 1 as a means of ensuring information relevant to the Code of Practice register is transferred and that she has a clear overview of the needs identified. Class teachers write individual education plans in line with requirements, helped by the co-ordinator for special educational needs and a specialist support teacher. Realistic, manageable targets meet identified needs and are aligned to more general, ongoing targets. Targets are reviewed each term by all relevant staff. Based on a review of information gathered, the support teacher writes a thorough end of year report for each pupil. Through carefully planned activities, she supports pupils with emotional and behavioural needs in small groups to build up their confidence and self-esteem. The school liaises with outside agencies appropriately for pupils with identified needs. In the main, pupils with Statements of special need receive their full support entitlement. However, one such pupil with speech and language needs has been kept on a 'waiting list', despite the co-ordinator for special needs expressing the school's concerns about this state of affairs.
43. Support for pupils learning English as an additional language is very effective. The specialist teacher for bilingual pupils assesses individuals on entry to school (either in Year 3 or later) to fix their level of English language skills and their support teaching needs. She co-operates with class teaching colleagues both in collecting relevant information and to make sure everyone is knowledgeable about pupils' assessed needs. Assessment information is detailed and is updated annually. The teacher monitors pupils' progress either through her own work with individuals and small groups or through discussions with class teachers where support teaching is not a priority. Informative reports on pupils' progress give a good picture of what is learned and where improvements can be made, as well as describing pupils' attitudes to school and related matters. In addition to discussing pupils' progress, class teachers and all support teachers record significant information in notebooks kept for this purpose, so that each stays informed about improvements in learning or difficulties encountered.
44. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour, such as bullying and harassment, are good. Most members of staff are good role models and treat pupils with respect. The school's behaviour policy works well in the main. For example, pupils are rewarded at assembly with a certificate marking good behaviour or good work. However, in a very small number of classes agreed measures are not consistently applied so that, at times, minor transgressions are suddenly highlighted with sanctions when they have been previously ignored, leading to confusion amongst pupils. Each year group has its own rewards system, encouraging pupils to co-operate within their classes and to reward constructive effort in all aspects of work. Recently, additional strategies have strengthened approaches to dealing with unacceptable behaviour. For example, in a Year 5 class pupils were left in no doubt about the poor behaviour of some boys in a physical education lesson. A teacher explained the impact of this behaviour on the rest of the class and its effect on lesson outcomes. As part of the process, the boys concerned were able to put on record their own responses. Whilst unhappy at having to do this (mainly because it took away some of their lunch-time play), it was evident that everyone could see that the action taken was fair. Midday supervisors record serious incidents as these occur, but judgements about what constitutes such an incident are a matter of personal choice. Consequently, some incidents of poor behaviour are not recorded for reference to the headteacher. Currently, supervisors do not have a reward system for helpful pupils at lunchtime. The headteacher has recently introduced new procedures to record incidents of bullying or poor behaviour, stating what action was taken in order to ensure greater consistency or response across the school.

45. Procedures for monitoring and supporting pupils' personal development are very good. Teachers monitor pupils' personal development through the rewards and sanction policy and through information gained from parents during parent-teacher consultation meetings. For example, where targets have been set in relation to behavioural difficulties, teachers and support staff recognise good effort in reaching these through the reward system and make a point of stating their approval so individuals understand exactly how they have succeeded. Class teachers meet with parents at an early stage if there are concerns about pupils and the headteacher is suitably involved where these remain. Class teachers keep a very useful 'behaviour book', monitoring individuals when concerns persist over time. Parents report that staff members are very helpful and supportive where there are concerns about children.
46. The school's procedures for monitoring and promoting good attendance are unsatisfactory. There is no 'first day' contact with parents or carers if the school does not know the reason for a pupil's non-attendance. Scrutiny of school registers shows that unauthorised absence is not identified in line with the Department for Education and Skills guidelines. For example, if pupils bring a note on return to school giving a reason for absence, this is then automatically authorised (even when – on one occasion – the reason given was that a pupil had got up late). The scrutiny of registers further identified two pupils with poor attendance who had not been referred to the educational welfare officer where this might have been expected. In some registers, pupils who are not in class for registration are neither marked present or absent. This situation presents a health and safety issue. Instances were observed during the inspection of registers not being marked in the afternoon. The school is aware that registration procedures do not comply with requirements and these procedures are being reviewed thoroughly. New procedures to monitor and improve the punctuality of pupils were put in place during the inspection. There is some recorded truancy this term. Pupils with 100 per cent attendance (or very close to this) are presented with a certificate at the end of the academic year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Most parents have positive views of the school. They see it as a good school and are very satisfied with what it achieves. However, parents at the meeting prior to the inspection and those who completed the inspection questionnaire highlighted concerns about homework and the range of activities outside lessons. In fact, opinions about homework were divided, with some parents saying the school provides sufficient for their children's needs, others believing more would be a good thing and yet others of the opinion that homework has little value and detracts from life outside school. A significant number would like more information about their child's progress and a similar group thinks the school does not work closely enough with parents. At the meeting, a fair proportion of parents raised concerns about pupils' behaviour at lunchtime and how this is dealt with. Inspection findings uphold their concerns. The headteacher sees parents as key partners in children's education and looks to further strengthen partnerships between home and school. She also recognises other matters raised by parents as areas for improvement (for example, extra-curricular provision). As already noted, the headteacher is taking firm action on issues of behaviour management at lunchtimes, both in the short term and to implement school policies consistently in the longer term.
48. The school has effective links with parents, although few are involved, to date, with classroom activities. Parents have information on what their children will be studying, well in advance of such studies, so that they can support these at home, if they choose. There are termly parent-teacher consultation evenings where pupils' progress is discussed. These take a different form each term and pupils are involved to good effect in the spring meeting. For example, pupils show their work to their parents, and class teachers join parent/child group discussions. Parents appreciate teachers' ready availability at other times to talk about concerns they may have. Annual reports on pupils' progress contain very good information on what pupils know and can do, although they do not tell parents how well their children are doing relative to age and national expectations. Some parents reasonably point out that it would be helpful for them to receive reports before meeting their child's teacher, during the summer term, as this would guarantee informed discussions. The school prospectus and governors' annual reports to parents are informative. The prospectus, especially, is set out clearly. The governors' report is somewhat confusing because it deals with both the Infant and Junior schools. Overall, however, these documents contain good quality information on school routines, helpful to parents. The school arranges open evenings explaining new initiatives and there has recently been a meeting to

discuss how mathematics is taught. Parents like the chance to find out more about teaching and learning practices. They appreciate the openness of the school and the approachability of staff.

49. Parents whose children have Statements of special educational need are kept well informed of and involved in all aspects of the review process relating to provision for their children. This includes reviewing targets set in individual education plans to meet known needs, as required. Other parents of children on the Code of Practice register of special needs are often not so involved. They learn about review meetings where these are taking place. The school also makes sure parents of pupils with behavioural difficulties know the outcomes of meetings if they have not attended them in person. Other parents, similarly unable to attend meetings, together with parents of children not involved in a review process, learn about their children's individual education plans and targets during parent-teacher consultation evenings. These may take place some time after plans and targets have been set out and (for those parents concerned) after review meetings. Parents are invited to a general summer term meeting where they can discuss special needs' issues further and learn about the school's approach. Otherwise, inspection evidence shows there is little direct liaison between the home and school on such matters.
50. Parental involvement in children's learning is satisfactory. The school is aware that this is an area for improvement. The quality of information provided by the school is good. Parents have not been encouraged to help in classrooms and, with one exception, there were no parent helpers in the school during the inspection. Currently, one parent gives generously of her time and expertise to take the school choir every Thursday lunchtime. Parents' help in accompanying pupils weekly to swimming and on study visits out of schools is much appreciated. Parents help regularly with homework and hearing their children read at home, positively aiding pupils' progress generally and the standards they reach in lessons. The hard working parents' and staff association organises a number of social and fund-raising activities each term, well supported financially by parents. The association has a very close relationship with the school. It is used as a sounding board for parents' concerns before these become issues.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school's leadership and management are satisfactory. These findings are similar to those of the previous inspection report. The new headteacher, who took up her appointment at the start of the summer term, has notable leadership strengths. Her vision for the school's future development is clear and well thought out. Her deputy headteacher works hard alongside her - in the first instance to ensure a smooth transition to the change in management. Together, they are forming a new partnership geared to building on their school's strengths and taking firm action in areas needing improvement. Governors are keen to develop their role in the strategic management of the school in alliance with all staff but most especially in supporting the work of the headteacher and key postholders. In common with the headteacher and her deputy, governors look forward to reviewing the school's management structure and seeing that all staff work towards common goals, based on further raising standards of teaching and learning. To this end, the headteacher seeks to involve parents more in fulfilling important aims and giving pupils a voice in matters affecting their daily school lives.
52. Currently, the management team includes the headteacher, her deputy and all staff with posts of responsibility. Whilst this degree of inclusion provides a useful forum for the named staff to discuss school matters (including key postholders), it is somewhat unwieldy in its size and lacks clarity in its remit. The deputy head teacher has defined management responsibilities, although these are largely fulfilled in her own time. She has played a major part inducting new staff into school. At present, she acts as mentor both to a newly qualified teacher and, since the resignation of the previous headteacher, oversees a graduate trainee teacher's final term of the training period. Procedures for induction and training are of very good quality. The deputy head has helped to steer the school through recent changes to the National Curriculum and is well-informed about financial matters, overseeing the standards fund for example and working with administrative staff on budgetary matters.
53. Where subject co-ordinators evaluate the quality of teaching and learning in classrooms, standards are being at least maintained. Where they have well thought out action plans incorporating professional targets set for themselves, their management skills improve and they have a good influence on developments in their subject. This is true, for example, in the three

core subjects of English, mathematics and science and in information and communication technology. The school realises that such good practice should extend to all subjects. However, as already noted, not all subjects have co-ordinators monitoring work done and, where this is the case, it is acknowledged that standards achieved by pupils are of particular concern, especially (although not solely) in religious education. Systems for improving teachers' performance through professional discussion allied to classroom observations work well, but there is room for a more rigorous approach, whereby points for development are outlined as well as strengths. Managers and teachers do not engage in regular self-assessments although performance-management procedures are properly in place and have recently been conducted efficiently for purposes of threshold assessment.

54. The school fulfils the requirements of the Code of Practice in having a register for special educational needs, consulting with parents and holding reviews as required. However, as outlined above, not all parents are involved closely in review processes or informed promptly about the outcome of these. The management of special educational needs is carried out satisfactorily by its co-ordinator, well supported by a specialist learning support teacher. Funding for special educational needs is used appropriately and to the full. As noted, a pupil with a Statement of special educational need remains on a waiting list for speech and language support, and the school has expressed concern about this. Provision for pupils learning English as an additional language is well managed through the good knowledge and expertise of a postholder with an overview of these pupils' learning needs. The school recognises it has to review all instances of pupils being withdrawn from ongoing curricula and judge how this withdrawal affects their entitlement to equality of opportunity in curricular matters generally, and their perceptions of themselves as learners. Funding for both special educational needs and for supporting bilingual pupils has been reduced with a consequent impact on the amount of time allotted to pupils with identified learning needs.
55. To date, the governing body's role in shaping the future development of the school is unsatisfactory. Whilst governors are clearly committed to the school and bring good levels of expertise to their responsibilities, they have not been able to carry out their duties fully. Liaison with the school has not, for example, provided information needed for governors to become properly aware of actions taken on priorities stated in school development planning. Nevertheless, governors strongly support the school through a sound committee structure, which delegates responsibilities effectively. Moreover, governors' areas of expertise are well utilised via important initiatives it has taken. For example, governors analysed pupils' mathematical performance in the 2000 national tests to determine where weaknesses lay so that informed action might remedy common gaps in knowledge and skills. Similarly, they tried to help the school to develop its use of computers to capitalise on government initiatives meant to open up new opportunities for pupil learning. Now, the governing body is working closely with the headteacher. Very promising joint plans are well aimed at engaging governors better in collaborating with staff in organising future work. Through these, governors will be in a better position to have a strategic grasp of possible areas of growth for the school, and be able to carry out statutory duties based on a partnership with staff. Currently, statutory requirements are not fully met. For example, not all strands of the National Curriculum are delivered in some subjects, the act of collective worship is not properly conducted and attendance and absence are not recorded in line with requirements. It is recognised that a thorough review of procedures for daily registration is already under way. The school is also suitably aware of weaknesses in curricular provision.
56. A plan for developing the school covers the present academic year only. It is very well organised and includes a full evaluation of progress made in areas outlined for improvement but there is no commitment to action based on a longer-term view. Priorities are none-the-less well geared to the school's more immediate needs. The administrative staff deals efficiently with school finance and also, importantly, makes parents and visitors welcome. Governors are appropriately involved in overseeing the school's finances and bring good levels of expertise to this. While the school seeks best value at the level of budgeting, this does not include establishing 'best value' more broadly. For example, it does not compare standards achieved and costs against those of other schools or review its overall provision.
57. The school has sufficient suitably qualified staff to deliver the National Curriculum. Currently, it supports the training of a graduate trainee to very good effect. Specialist support teachers are well qualified for working with pupils with identified learning needs. Non-teaching support staff are

similarly well qualified, enriching provision for pupils with learning difficulties. One such staff member has good information and communication technology skills. For part of each week, she wears her 'technician's hat' to the advantage of pupils' developing computer skills. The school benefits from visiting Local Education Authority music specialists who give tuition on a range of musical instruments to pupils who take advantage of the arrangement. Accommodation is adequate to meet curricular demands, although there are no facilities for cooking, which limits what can be taught in the food component of design and technology. All classrooms are sufficiently big to meet demands with the exception of two classrooms in the annexe. These are very cramped and hamper movement considerably. They also place a restriction on the size of classes using them. In fact, they do not measure up to the school's expectations as envisaged when first mooted. The school has a large outside playground, which is somewhat gaunt in aspect. A smaller area with 'pagodas' is a quiet space where pupils can sit and talk away from the main playground. Plans are in hand for more stimulating playground provision so that space is better used regarding energetic activities such as football and other games. Overall, resources are satisfactory with some good resources in English, maths, science, history and religious education. There are not enough resources for control technology and data handling in information and communication technology. The school is rightly continuing to build up the number of computers. Design and technology and music resources are unsatisfactory. There is a shortage of foam and large balls, and mats in physical education. The school library is attractive and well stocked. There is a good range of dual language, fiction and information books. The school is well maintained by the caretaker and cleaning staff. Public areas and many classrooms have displays of pupils' work across the curriculum, which are carefully presented to best advantage to create attractive learning environments.

58. In view of the good or better quality of a significant proportion of the teaching and its consequent impact on pupils' achievements in lessons, the general ethos of the school concerning the care and welfare of pupils, and governors' commitment to supporting the headteacher and her staff in pursuing important educational goals, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should ensure that:

- **Standards are raised in design and technology, information and communication technology, religious education and music.**

(9, 10, 29, 53, 84, 85, 88, 100, 102, 106, 117)

- Curricular provision is improved by:
 - putting in place all strands of non-core subjects and religious education in line with the requirements of the National Curriculum and the locally agreed syllabus;
 - appointing co-ordinators for all subjects;
 - ensuring all pupils have equal access to the full curriculum;
 - ensuring extra-curricular provision is improved; and
 - ensuring that requirements relating to the act of collective worship are properly met.

(21, 24, 27, 28, 29, 30, 31, 34, 38, 53, 54, 79, 83, 88, 104, 108, 110, 111, 112, 117, 122)

- Assessment procedures are improved in order to raise standards across the curriculum.

(4, 5, 8, 9, 10, 41, 61, 65, 69, 73, 75, 78, 83, 87, 99, 104, 108, 122)

- Leadership and management of the school are improved so that::

- managerial roles, relationships and functions are clear;
- subject leaders understand teaching and learning practices at first hand so as to identify strengths and weaknesses in their areas of responsibility and take their subjects forward; and
- governors fulfil their responsibilities relative to the school's strategic development.

(4, 5, 8, 9, 10, 11, 18, 23, 24, 25, 28, 29, 30, 32, 33, 38, 41, 49, 51, 52, 53, 55, 56, 57, 61, 62, 65, 73, 74, 76, 77, 79, 82, 84, 85, 88, 93, 96, 98, 99, 100, 102, 103, 106, 110, 112, 113, 114, 115, 116, 117, 118, 122)

In addition to the key issues above, the following less important weaknesses* should be considered for inclusion in an action plan. These are indicated in paragraphs: 13, 16, 40, 44, 46, 47, 57:

- the monitoring of attendance and absence is in line with statutory requirements;
- school development planning is implemented to improve playground provision; and
- monitoring by lunchtime supervisors is consistent with the school's approach to behaviour-management.

*It is recognised these are not insignificant weaknesses. However, attendance issues found in urgent need of attention during the inspection were being improved and matters related to improving playground provision and behaviour management are also in hand.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	22	29	35	3	4	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	311
Number of full-time pupils eligible for free school meals	71

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	87

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.2

Unauthorised absence	%
School data	0.0
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	43	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	22	31
	Girls	33	26	36
	Total	58	48	67
Percentage of pupils at NC level 4 or above	School	75 (84)	62 (81)	87 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	22
	Girls	31	32	30
	Total	50	55	52
Percentage of pupils at NC level 4 or above	School	65 (77)	71 (84)	68 (86)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	26
Black – other	42
Indian	13
Pakistani	6
Bangladeshi	7
Chinese	2
White	178
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: Y3 – Y7

Total number of education support staff	13
Total aggregate hours worked per week	254.3

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	729497
Total expenditure	719900
Expenditure per pupil	2315
Balance brought forward from previous year	22023
Balance carried forward to next year	32520

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	311
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	1	0
My child is making good progress in school.	60	37	4	0	0
Behaviour in the school is good.	55	39	2	1	3
My child gets the right amount of work to do at home.	31	39	25	4	1
The teaching is good.	52	40	4	0	4
I am kept well informed about how my child is getting on.	39	41	17	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	1	1	3
The school expects my child to work hard and achieve his or her best.	60	31	6	0	3
The school works closely with parents.	41	37	17	1	4
The school is well led and managed.	55	33	2	0	9
The school is helping my child become mature and responsible.	53	39	2	1	6
The school provides an interesting range of activities outside lessons.	23	27	29	17	5

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

ENGLISH

59. In the statutory tests for 2000, attainment was broadly in line with the national average at the expected Level 4 and above, although the number of pupils attaining at the higher Level 5 rose above the national average. When compared to similar schools, pupils succeeded well above their peers. In line with national trends, girls did better than boys over time. Over four years, standards have followed a downward trend following a dramatic rise above the national average in 1997. The school reached its target for 2000. This was based, realistically, on pupils' prior performance at Key Stage 1 and on subsequent optional tests in Year 4.
60. Inspection evidence confirms that standards are generally average by the end of the key stage. Although a significant proportion of pupils achieve at least the expected Level 4 in reading and writing, and a good number do better than this, the number scoring at the lower levels is also significant, depressing the overall standard. There was no discernible difference found between the performance of boys and girls, or between different groups. Because of the good support they receive, pupils for whom English is an additional language who have developed proficient English language skills succeed at least in line with their monolingual peers. Pupils with special educational needs, including those with Statements of special need, attain in line with prior attainment. At times, they do better than expected because of good quality support.
61. A scrutiny of results in statutory tests at Key Stage 1 for the current Year 6 and the previous year's cohort of Year 6 pupils is revealing. For example, it shows a substantial number of both cohorts scoring in the lower ranges of Level 2, or below. Inevitably, this affects standards at the end of Key Stage 2. A lack of ongoing, routine assessments of pupils' work to inform planning is of concern, given a general effort to lift standards. In effect, teachers have no clear view of how work is progressing in intervals between optional summer-term assessment tests. Tasks are not matched sufficiently well to all pupils' needs, especially in Years 3 and 4 where work inconsistently stretches pupils' abilities. Support teaching for pupils known to need additional literacy support is also not sufficiently rigorous. Time put aside for this support does not always give all pupils receiving it maximum benefit. For example, pupils who spend a lot of time watching others in their groups choosing letters for words have reduced opportunities to make their own words. Too much time is also spent drawing during these sessions.
62. Pupils enter the school with average speaking and listening skills. By the end of Key Stage 2, they have made satisfactory progress. They pay close attention to their teachers and listen to other pupils with interest. Higher attainers are often good at explanation and justification for any views they hold. For example, when explaining preferred reading materials, they discuss their favourite authors by saying what they like about a book's content and the way it is written. Speaking and listening skills are found to be average in most lessons, but pupils are often very good at informal discussions outside classrooms. They are not always able to extend their speaking skills during lessons as much as they might. In lessons where pupils are allowed to debate issues and put forward their ideas (for example, as in a Year 5 geography lesson considering environmental matters), speaking and listening skills are assessed as of well above average quality.
63. Average standards in reading are reached generally by the end of Key Stage 2, although a good number of pupils succeed at higher levels. Most pupils are enthusiastic about reading and books; they read stories and poems with assurance. Regular guided reading sessions are very well organised and time is used effectively. They have well-defined aims. Pupils are grouped according to their levels of attainment and this system works very well. Year 3 pupils make good progress with reading because their partnerships with Year 6 pupils positively improve the pupils' confidence and interest. High attaining and average pupils are independent, discerning readers, turning to books for pleasure and information. Their information-handling skills are satisfactory. Higher attainers read with good expression and know that humour can make reading interesting. They can use a text to illustrate an idea or to infer meaning. Other groups read with understanding and some expression. They readily offer explanations and ideas about what they have read. Lower attainers have a positive attitude to reading and read with expression, but are

limited in their preferred choice of reading. These pupils and those with special educational needs are well supported by classroom assistants. They make satisfactory progress. Pupils with English as an additional language frequently make good progress, especially when they are helped with key words and ideas in texts. There are no reading diaries or records of work kept for reading. The co-ordinator is aware of this and plans to forge partnership links with parents to further pupils' reading skills.

64. Writing is satisfactory throughout the school, with a significant number of pupils reaching higher attainment levels by the end of the key stage. Standards of spelling across the curriculum are average in the main although they are better than this in Years 5 and 6. Pupils' handwriting and presentation also improves significantly in the upper key stage because teaching is stronger in these year groups. Handwriting is attractive and well formed. There is insufficient use of information and communication technology although pupils do word-process some of their written work. They have good experiences of writing for a range of purposes (for example, using information, biographical, autobiographical and creative writing). Year 6 pupils keep diaries and write in the style of a person. For example, 'Anne's' diary, supposedly written in 1939, contains work showing a good grasp of the coming world war and a degree of empathy with people who lived in those times. Pupils write biographies, for example about Alfred Sidney and his life since childhood. High attaining pupils and those of average attainment write in different styles (such as 'persuasive' writing). Year 6 pupils know how persuasive writing works, and use it to introduce Rokesly Junior School to Year 2 pupils in the adjacent Infants' school. Pupils have a good grasp of sentence structure and how sentences can be re-arranged to affect meaning. Many in a Year 5 class, where teaching was excellent, use paragraphs appropriately when writing about the tropical rainforest. Their evaluation reports on books and stories they have read are well considered. They compose arguments for and against school dinners. For example, their work on war and peace attains a good level of description:

'War erupting, bombs rumbling, tanks blocking barricades deep wounds, vicious killing'
and
'Peace pretty gardens, funny laughs, happy singing, sunny parks.'

65. Teaching ranges from excellent to unsatisfactory and is good overall, with consistently very good teaching in Year 6 and instances of very good and excellent teaching in Year 5. Where it is very good or excellent there is excellent subject knowledge, very good lesson pace, very clear instructions and very good relationships, resulting in learning also being very good or excellent. A strength throughout the school is the quality of plenary sessions at the end of literacy lessons where work is shared, appreciated and the main thrust of lessons revisited. In weaker lessons, work is insufficiently matched to pupils' needs, lesson pace is slow, and average and higher attaining pupils are insufficiently challenged. Marking is done regularly, with better marking in the later key stage, challenging pupils to improve their work. The better quality marking presents clear guidelines for improvement to pupils. Even where marking is less effective, positive comments raise esteem, although they lack challenge as a means of raising standards.
66. The National Literacy Strategy is being implemented effectively. Knowledgeable teachers are keen to promote improvements. The co-ordinator has monitored all teaching, giving feedback and guidance. This has helped improve teaching and learning. Literacy is well used across the curriculum, especially in history, where Year 5 pupils write about visiting the Globe Theatre to find out about the Tudors, for example. Drama is very good. Pupils reached high standards when putting together a 'sketch'. They communicated their theme in a lively manner, combining expressive oral work with movement and expression.
67. The co-ordinator is very experienced and has been in post for eighteen months. During this time, she has been instrumental in structuring guided reading and partnership reading support for Year 3 pupils. She has written policies and guidelines for spelling and reading, and has produced resources. Her enthusiasm and hard work lift the morale and attitudes of other staff. She is totally committed to raising standards further, and her enthusiasm and clear vision are commendable. She has produced resources for assessment, but the implementation of these has been delayed by the change of headteacher. Good progress in developing the library and ensuring all classes are time-tabled for a weekly library session has also been made by the co-ordinator.

MATHEMATICS

68. Results for 2000 statutory mathematics tests fell below the average for pupils in all schools, at the expected Level 4 and above. They were average when compared to those of peers in similar schools. In line with national trends, girls did less well than boys over time. Since the last inspection, up to 2000, overall results have been above average, rising in line with the national trend. The 2000 results did not reach targets set.
69. The school's study of results revealed a weakness in pupils using mathematical skills for problem solving. Remedying this weakness has become a target for teachers to address as part of their performance management. The school identifies that assessment and tracking of individuals' attainment and progress are areas for improvement – judgements reinforced by inspection findings. These show that teachers' use of assessment procedures is too broad and not targeted sufficiently at individuals. The small steps pupils might take to move forward are not identified, in ways pupils can understand and cope with. Key Stage 1 and end-of-year optional test results, used to track pupils' attainment and progress, are also used to form ability groupings within classes, and across year groups when set.
70. Teacher assessments for 2001 indicate the latest statutory test results are still likely to fall below national expectations. Again, a large number of pupils expected to succeed at levels below those appropriate for their age affects the overall picture, even though a significant proportion of average and above average attainment is set to achieve at least in line with expected levels or at the higher Level 5. Inspection findings reinforce such views. Standards at the end of Key Stage 2 are generally satisfactory. Years 4, 5 and 6 are set for mathematics within year groups, and standards across sets clearly mirror an overall range of ability. All pupils make satisfactory progress, with better progress at the upper end of the key stage. Those with special educational needs, including those with Statements of special need, are given good support within classes to meet targets, both by the special needs teacher and a special needs assistant. Daily mental calculations and revisions of number facts aid all pupils' progress.
71. Pupils are expected to use mathematical terms satisfactorily when answering questions and discussing work. By the end of the key stage, they have a good grasp of number and the four number operations of addition, subtraction, multiplication and division. They work with numbers up to 1000 and beyond, multiplying and dividing by ten or a hundred, with higher attainers transferring these operations to decimals. Pupils have different strategies for working out number problems (such as 'partitioning' and the repeated doubling of numbers in multiplication), with higher attainers able to choose methods to suit themselves. Pupils reflect, rotate and translate shapes, recognise different types of angle, measuring them accurately with a protractor. They find the perimeter and area of simple shapes, with higher attainers able to calculate the areas of rectangles and triangles with formulae. Most construct simple shapes from grids they have drawn. They use standard measures, with higher attainers comparing these grids using imperial measures. They collect data, constructing and using bar charts and line graphs to analyse information. Higher attaining pupils show the 'mode', 'mean' and 'median' of data.
72. Mathematics' skills are satisfactorily applied to other curricular areas. In history, pupils chronicle events along a time line. In science, they measure and record results of experiments and investigations. In geography, they contrast the rainfall of Indonesia with that of London by drawing line graphs. Information and communication technology is now being used to support mathematics. For example, data on hobbies collected by Year 5 pupils generated charts, which could be used to make interesting comparisons. The school suitably identifies the need to extend its use of technology so teachers start incorporating it increasingly into their planning for mathematics.
73. Teaching ranges from excellent to poor and is good overall, with strengths outweighing weaknesses. Strengths are evident in the upper key stage. Lessons follow the numeracy strategy and are generally well planned and prepared. Where mental sessions at the start of lessons are brisk and involve pupils, they set a good pace, maintaining pupils' interest and encouraging their progress. This was evident in a Year 6 lesson where pupils were asked, repeatedly, to double numbers, including decimals, working out difficult calculations in their heads. In a Year 5 lesson, where pupils added ten to a given set of numbers, recording their answers on scraps of paper, the approach was slow and provided few assessment opportunities. Papers were discarded without the teacher knowing whether pupils had recorded correct answers or not. Where teachers'

expectations are high, better progress is made. This was found with all the higher sets. For example, in an excellent Year 5 lesson, where pupils were measuring angles, the teacher expected a high degree of accuracy. Pupils were given a clear signal of what needed completing in a given time. When pupils are suitably challenged, better attitudes and behaviour are displayed. In a very good Year 6 lesson, where pupils doubled numbers to complete multiplication problems, rigorous questioning, with pupils having to explain their reasoning, alongside tasks set, made pupils think hard. In a Year 3 lesson, where pupils were all doing basic work on money, the activity did not stretch higher attainers, who easily became distracted. Their learning suffered. Where teachers manage pupils well and have formed good relationships with classes, learning is more effective. In a good Year 6 lesson where pupils studied 'perimeter', some quick reminders about behaviour kept pupils on task. The teacher was able to give support to groups and individuals, knowing that the rest of the class was working well. Although lessons generally have clear learning objectives, these are not always shared with pupils or recalled at the end of lessons, to give pupils a clear idea of a lesson's purpose and of how well they have learnt. Pupils' work is mostly tidy and well presented. It is consistently marked. However, few comments are made that refer to a lesson's content and purpose. Homework, set regularly, is used well. It provides a good way for pupils to consolidate what they have learnt in school.

74. The co-ordinator for mathematics has worked hard on introducing the National Numeracy Strategy, which has been revised, with resources audited and updated. She has not personally monitored teaching and learning in classrooms although some monitoring has been carried out. However, observations made were not followed up. She has recently devised a development plan for mathematics, which highlights areas for improvement and development suitably.

SCIENCE

75. In the 2000 statutory tests for eleven year-olds, standards were average overall. Pupils reached above the average of peers in similar schools. These findings are very similar to those of the previous inspection. 'Peaks' and 'troughs' in attainment punctuate a four-year period with a general decline from especially good results in 1997 towards national standards, which have improved over this same period. The performance of boys and girls does not significantly diverge over this period of time. Inspection findings suggest that the falling trend is continuing, making overall standards of attainment, currently, below average. However, this judgement hides a more complex picture. Most Year 6 pupils can talk knowledgeably about their scientific learning and explain what they do very well. It is their application of knowledge to new situations and their recording of work, which does not truly reflect their understanding. No significant differences are found between genders or between different groups of pupils. Pupils learning English as an additional language attain in line with their monolingual peers. Those with special educational needs, including those with Statements of special need, make satisfactory progress and attain in line with their prior attainment.
76. By the end of the key stage, most pupils have an above average scientific understanding, which shows in their discussions of what they do and learn. They have a detailed knowledge of the important organs and systems of the human body and their functions. They have a detailed knowledge of plants. They also know what contributes to a healthy lifestyle. They appreciate the relationship between living creatures and their environment, and higher attaining pupils have a good scientific vocabulary. Pupils realise how materials combine and separate, and grasp the role of evaporation in restoring salt from a solution. They know about electricity and forces, and can explain the motions of planets, the moon and stars very well. They know how to set up a fair test, for example, when comparing the relative strengths of different sorts of paper. They appreciate that repeating an experiment is more likely to yield reliable results. However, pupils' ability to set up such experiments independently and to apply their knowledge to new, possibly problematic situations is below average. Few show any originality in devising their own experiments and working these through from beginning to conclusion. Correspondingly, some have real difficulty interpreting questions testing their ability to think independently and communicate in writing what they know and understand.
77. The quality of the teaching seen is good. Only two lessons were less than satisfactory with 63 per cent good or better, and 38 per cent of this very good or excellent. Consequently, most pupils manage their tasks well and successfully achieve the planned learning objectives. Teachers' subject knowledge is good. They can teach pupils how to test liquids for their acidic or alkaline

content, then help pupils make sensible predictions. Lesson structures are good, due to careful planning. Introductions to lessons are clear, and teachers prepare pupils well for their tasks. This preparation is vital in experimental situations, such as those testing the effects of exercise on the pulse, so pupils sustain efforts to be accurate when both measuring and recording. During group work, teachers move about purposefully, intervening to help where necessary or to stop a class at sensible intervals to draw pupils' attention to key points. This pattern of activity most benefits those with special educational needs, helping these pupils progress as well as others. Pupils collaborate well and adopt a particularly mature, self-disciplined approach where they have a strong rapport with their teachers. This can be seen in Years 5 and 6, where pupils obviously enjoy science. Where teaching is weaker, there are lower expectations of pupils' writing, so that they do not learn to think for themselves because of the overuse of copying and worksheets. Pupils are not expected to present their work neatly, and the teacher adopts inadequate strategies for maintaining sensible attitudes. This sort of work does not stimulate pupils to think or work independently, especially those of potentially higher attainment. Moreover, pupils' writing is not consistently well marked. Teachers make good use of homework to extend pupils' learning.

78. The co-ordinator is providing good, positive leadership. She regularly evaluates teachers' work through their planning and pupils' learning through what is in their books. She sees the need to improve on ways currently used to assess pupils' work, so that more specific information can be applied to raising standards. Her strategy partly involves finding ways to help pupils with English as an additional language, as well as those with identified learning needs on the register of special needs, to become better at written problems. She also recognises the need for increasing the use of computers, for example, to establish and use a database, and to communicate findings in diverse ways, including through graphs. Learning resources are good, enabling the school to provide a broad, interesting programme of work. A science week expands the curriculum imaginatively. Pupils are invited to respond to many interesting challenges, which encourage them to think hard in order to solve problems in their own way.

ART

79. Pupils reach good standards in two-dimensional painting by the end of the key stage. This achievement is allied to their good knowledge of famous artists' work they study as a stimulus for their own. Only one lesson (in Year 4) was seen where pupils were developing their understanding of modelling techniques in connection with their history studies. Otherwise, there was no evidence of three-dimensional work or of pupils exploring a range of materials (including the use of fabrics) to create images. These findings compare broadly with those in the previous Report. The subject has no co-ordinator to oversee developments, and progress over time is not discerned.
80. No Year 3 lessons were seen. But a scrutiny of work revealed small-scale 'scratch' prints, where pupils had scratched through a black wax crayon surface to create coloured 'fantasy' pictures similar to images made by the artist Paul Klee. Their work was lively and had a sense of fun – its individuality was pleasing and not obviously derived from a known source. Pencil, charcoal and chalk drawings of musical instruments by these youngest pupils were also very well conceived and carefully executed. Other observational drawings show a similar attention to detail in their striving for accuracy (as in a display of Year 5 pupils' studies of blossoms and plant forms). In the Year 4 lesson observed, pupils rolled malleable material into coils with their hands and created slabs with rolling pins to make Roman daggers. Pupils whose work had already hardened carefully decorated their pots with colours, imitating ones seen in pictures, in connection with their Roman studies. Year 5 pupils experimented, with growing expertise, at creating flower effects for a large-scale mural they were putting together as part of work on the rain forest. Pupils realised they could vary printing effects by positioning and moving around, on paper, the edge of a card dipped in paint. Some pupils made carefully observed drawings of plants in the school corridor to extend their understanding of plant forms. They showed a good appreciation of how to use picture space effectively. This appreciation is found consistently at the end of the key stage. Year 6 pupils handle pencils well to make preliminary studies for still-life purposes. Their work is especially pleasing when drawing pencils are used. The pupils use light and dark, ably, to simulate depth on a flat surface. They also draw very competently directly onto paper with paint brushes, outlining their still-life compositions lightly in paint. They understand the need to check that outline colours do not dominate, so they can be covered over as the painting develops. These oldest pupils have a very good grasp of how to mix a full range of colours using only

primary tones, red, blue and yellow with white. They match colours to the originals and strive hard to achieve accuracy in transferring compositions to paper. One pupil mixed a range of purples and reds to fill his shapes with a very pleasing 'painterly' effect based on what he saw, although he had paid little attention to a teacher's instructions. Frequently, pupils' paintings go beyond simply copying images or techniques, learned by looking at famous painters' work. But they do not apply their good knowledge, imaginatively, to their own ideas, in ways capitalising on techniques they have established.

81. In the five lessons seen, teaching was never less than good. It was very good in two lessons. Teachers have good subject knowledge and use relevant subject vocabulary (such as 'picture space', 'tone', 'cubism') consistently. They impart information that interests pupils, making them think hard. For example, in a Year 6 lesson a teacher asked if anyone knew why Chagall might give a figure in one of his paintings seven fingers. He extended a pupil's reply and connected the fact to Judaism by talking, briefly, about the number 7 in relation to the Jewish faith. Throughout, he helped pupils look with more care at the images they studied. In another lesson, a teacher organised the setting up of still-life objects very effectively by stating that pupils had to co-operate within their pairs or small groups to manage an agreed grouping of objects. She explained that one person's point of view must not dominate if it meant others didn't like what they would have to draw and paint. Pupils had shown a real insight into the way drawing 'from life' means one has to draw what is there "not what you think you see". They enjoyed the challenge of negotiating a grouping of objects, working hard at a satisfactory result for everyone involved. A learning support assistant gave very good help to two Year 5 pupils with special educational needs, helping them reach standards higher than might be expected with their observational drawings of plants. In almost all the lessons seen, teachers' seriousness about the subject transferred well to pupils, provoking very high levels of concentration in line with teachers' evidently high expectations.
82. Resources used in connection with studies of famous artists are varied and of good quality. In the main, however, they focus on Western European art. In the Year 4 lesson seen, a teacher's use of an 'Art Book' whereby pupils enter personal comments about their responses to images displayed on an art board, caused a great deal of lively interest (relative to work both by an Aboriginal artist and by David Hockney). It stimulated pupils into wanting to make a contribution very successfully. Materials in relation to elements taught are also good, although teachers do not always make effective use of them. For example, in one drawing session only hard, writing pencils were available thus limiting pupils' ability to vary marks for desired results. On another occasion, pupils used hogs-hair brushes for drawing and painting, although different brushes would, more suitably, have allowed them to learn about 'fitness for purpose' and experiment with shape and form on paper through different brush effects.
83. The lack of a subject co-ordinator, as noted, limits development. It means that teaching and learning is not monitored so that strengths and weaknesses are known and work consistently matches the high standard of the best seen. Means of assessing pupils' work against known criteria are not in place, so planning for skills development depends on teachers' personal knowledge and understanding of the subject.

DESIGN AND TECHNOLOGY

84. Although it was not possible to see any lessons in design and technology because of time-tabling arrangements, it is plain from talking to pupils, sampling work completed previously and studying teachers' planning that there are weaknesses in the curriculum. It is also plain, on the evidence seen, that standards in designing and making are below those expected nationally for pupils at the end of Year 6. No available evidence suggests pupils evaluate their work or explore a range of materials. Most work seen supported other subject areas and did not reveal a building up of skills over time in pupils' ability to design and make or evaluate work for improvement. The present design and technology curriculum is unsatisfactory. Planning promises many activities and experiences, yet discussions with teachers and pupils suggest it does not always guide work in the subject. Throughout the school, there is little evidence of pupils investigating, exploring, designing and evaluating products. Design and technology has a very low profile within the school.

85. Since the last inspection standards have not risen. Indeed, evidence points to a dip from satisfactory to unsatisfactory achievements. The area as a whole has not developed. At present, there is no co-ordinator to guide progress in the subject and monitor standards achieved.
86. Year 6 pupils design and make book covers with card and paper. They cut and combine wood shapes, by sticking, to make boxes and containers. Junk boxes and sticky tape are used to make simple pulley systems, aiding work in science. There was no evidence of food technology, apart from Year 3 pupils mixing a fruit salad. The lack of cooking facilities hampers delivery of this aspect of the curriculum. Better standards were found in Year 5 but the sample of work actually seen was limited. Pupils use fabric to clothe a puppet in Tudor style in connection with history studies. They use glue to combine fabric and decorate the clothes. Observation of work-samples suggests Year 4 pupils have appropriate experiences of the subject. Their straw and paper 'mud' huts are linked to work in geography. These pupils design and make a 'mystic rose', sewing with different coloured threads. Skills in sewing are average in Year 4 as pupils use running stitches, cross-stitch and weaving to decorate a sewing case.
87. Although no teaching was seen, evidence from teachers' plans and from pupils' work points to it being unsatisfactory overall. There was no evidence that teachers routinely use assessment information to devise tasks matching pupils' developing skills. Discussion with teachers revealed a poor grasp of the difference between art and design technology. There is no sign in planning of any progression in the teaching of skills aimed at establishing and developing these to increase pupils' awareness of possibilities in the subject. Links with information and communication technology are not made.
88. The co-ordination of design technology is unsatisfactory. Without a leader, the subject cannot be developed so standards are at least maintained. No subject development is planned for the coming year. The current policy is in need of review and up-date. The school is still following 1998 National Curriculum guidance and has not come to terms with the new Curriculum 2000. There is a whole school plan but this only serves to help teachers select activities. The way in which skills, knowledge and understanding are to be built up over time is not clearly identified. In any case, teachers do not appear to follow plans. Rather, they follow their own ideas. The amount and range of resources and materials available for design technology is unsatisfactory.

GEOGRAPHY

89. All pupils make satisfactory progress in geography. By the end of the key stage, attainment is broadly in line with standards expected of eleven-year-olds. Pupils with English as an additional language attain in line with their peers. Those with special educational needs, including those with Statements of special need, attain in line with their prior attainment. This is similar to the standards reported at the last inspection.
90. In work covered, pupils develop a satisfactory knowledge of countries and environments in different parts of the world, and of how climate and location affect life styles. They become aware of environmental issues causing concern both for life today and in the future. They know how to locate places and features on maps, both locally and throughout the world, using co-ordinates and keys.
91. In Year 6, pupils learn about different countries of Europe, researching basic facts such as capital cities, population, language, climate and customs. As part of their Junior Citizenship course, they consider how they might resolve local environmental issues. Year 5 pupils learn about the world's rain forests and factors linked to their gradual destruction. Studies of Kenya in Year 4 allow pupils to reflect on and compare life in a different climate and country with life in Britain. However, a study of pupils' work in Year 3 suggests there is little consistency in the work covered between the three classes. To illustrate: one class locates and names the continents; another draws a treasure island map, whilst the third learns about hot and cold places.
92. A scrutiny of pupils' work and teachers' planning finds teaching and learning generally satisfactory. The work reveals that some pupils are involved in research, using books and CD Roms, following their own lines of enquiry. However, pupils more often merely record factual information, without trying to interpret or understand it in any depth. Because of time-tabling, lessons were observed only in Year 5. In these, teaching was good, with one lesson judged very

good and another excellent. Lessons and resources were well prepared so that little time was wasted. Good support was given to all pupils, including those with special educational needs and those with English as an additional language. This support ensured pupils with identified learning needs could participate fully alongside their peers. Pupils were able to co-operate in groups to very good effect, as when preparing a role play debate on the destruction of the rain forest from the differing viewpoints of interested parties. This activity was excellent in the way it stimulated pupils' involvement and imagination, provoking a good grasp of issues involved. Good attitudes, behaviour and relationships markedly influenced learning in the lessons observed. Pupils' work is generally well presented and is consistently marked. Often, congratulatory comments are used. However, little reference is made to learning objectives, indicating to pupils what they have done well and how they might improve.

93. The co-ordinator has worked hard to review and update the policy and scheme of work for geography, in line with Curriculum 2000. The new scheme of work is still being phased in. At times, there are discrepancies in teachers' planning so it is not always clear how agreed topics are covered. Due to an emphasis in recent years on literacy and numeracy, there has been little monitoring of teaching and learning in geography in order to improve teaching and raise standards. There are no agreed procedures for assessing pupils' developing skills, knowledge and understanding, so that progress is monitored and future learning opportunities planned. Resources have been built up since the last inspection and are now good. They are centrally stored and easily accessible. Satisfactory use is made of visits to expand provision, including a residential Year 6 visit to a contrasting location.

HISTORY

94. By eleven, pupils reach standards at least comparable with those expected for their age. At times, their standards are higher. They know that information about past times can be gathered from many sources and they can contrast life-styles from different periods with the present-day. Findings are broadly similar to those in the previous inspection.
95. Although only two lessons were observed, a scrutiny of work and discussion with pupils revealed the subject is planned and delivered generally in line with the school's policy, which has been updated to take account of Curriculum 2000. Their work shows how topics are covered and that links are made with other subjects. For example, art in Years 3 and 4 links to studies of the Egyptians and the Romans; drama and design and technology in Year 5 connects with the Tudors; and literacy skills are generally used for researching topics. A number of different forms of writing are deployed to explore historical ideas. Recently, all pupils participated in completing a database sheet for entry on to the computer in connection with the local education authority's 'Black History Month' about their family origins. Pupils with special educational needs, including those with Statements of special need, make satisfactory progress. They attain at least in line with their prior attainment. Bilingual pupils also make satisfactory progress and frequently attain in line with their peers.
96. Pupils use 'prompt' sheets effectively as frameworks for learning in history, when picking out key points from videos. For example, while watching a taped programme about Roman towns, Year 4 pupils concentrated on matching what they heard and saw with appropriate words in different sections of their sheets. Higher attaining pupils added notes about things interesting them on the back of their sheets. Pupils appeared well prepared for this exercise and knew exactly what was required. Later, as follow-up, they explained words such as 'agora', 'forum' and 'basilica' correctly. Pupils of average and higher attainment backed up their explanations with reference books they were using. The scrutiny of work shows this approach is used consistently throughout the school. In some classes, especially in the upper key stage, the approach works especially well in stimulating pupils' own accounts of what they have learned, based on a variety of source materials. They highlight key concepts on their 'framework' sheets to include in such writing. In the lower key stage, also, such writing is sometimes used, but worksheets more often allow pupils to complete sentences through entering words into blank spaces. Whilst this strategy valuably reinforces learning, providing good support for pupils with particular needs (such as those in the relatively early stages of learning English) there seems to be little point in pupils then copying the content of worksheets into their books. Higher attaining pupils in the Year 4 lesson observed were, clearly, not stretched by this approach.

97. Time-lines are well used to chart events during periods studied and to place past times in a present day context. Some are attractively produced with tiny illustrations. These are placed in pockets of books pupils make for some of their work. By the end of the key stage, these books are most carefully done. They contain very varied work. For example, Year 6 pupils' books contain answers to questions about the 1930s, gained using prompts from 'framework' sheets (as noted above). Pupils write accounts of life 'then' contrasted with 'now'. They write at length about 'growing up in the 1930s' imagining what it might have been like just before the war. They write a 'newspaper' report on the outbreak of war. Such personal writing is, at times, lively. It makes good use of pupils' research and stimulates individuals to work to full capacity. Talking to pupils, one finds that the variety and extent of history studies fire their imaginations, resulting in good quality learning. Pupils especially enjoyed finding out what happened in their own locality during the Second World War through interviewing someone who was a policeman during that time. They also found comparing maps showing 'then' and 'now' a really interesting exercise. They had pinpointed gaps in housing, for example, showing where bombs had fallen.
98. Teaching was satisfactory in lessons seen. A scrutiny of work finds it at least satisfactory across the school and better than this in some classes. The introduction of a video in Year 4 was well conducted. One teacher reminded pupils, briefly, of the purpose of the activity, and all three teachers involved demonstrated how to circle words on prompt sheets, in some cases sitting close to pupils who needed help. By this means, the teachers could also remind pupils to concentrate on watching the screen and listening. However, the very large group of pupils taught somewhat prevented any interactive approach being attempted by teachers (for example, by stopping the film to find out from pupils what specially interested them or what some particular part of the film meant).
99. Co-ordination of the subject is satisfactory. The co-ordinator has very good subject expertise and has updated the policy in line with latest requirements. She realises these requirements are, currently, not fully implemented. But she does not monitor classroom teaching and learning to gain a full picture of how the subject is delivered. Assessment procedures related to criteria set for the subject are not in place. However, pupils' work is marked regularly, and the marking is of good quality in some classes. Where this is so, marking gives helpful feedback to pupils about what has worked. Good quality resources are sufficient for curricular purposes. Pupils have access to CD Roms for research purposes and also use computers to word process some of their work. The 'Black History Month' project (outlined above), which the school widened in scope, stimulated all pupils into doing personal history research for the database effectively, and producing their own folder of information. Visits to places of interest enhance provision (as when Year 5 pupils visited the Globe Theatre as part of their work on the Tudors).

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards of attainment for eleven year-old pupils are below expectations, as at the previous inspection. However, they are rising. No lessons are dedicated to the subject; therefore inspection judgements refer to lessons in subjects making use of technology during the inspection, a scrutiny of previous work and discussions with pupils from each year group.
101. Year 3 pupils design attractive covers for their science books, using a variety of fonts and introducing colour. Year 5 pupils create word-searches and use computers to learn about angles. Year 6 pupils design new, imaginative European flags and stamps and create attractive tessellating patterns in the style of Escher. They also competently design a 'welcome' leaflet for new entrants from the Infants' school. They select and change font sizes, in-fill shapes with colours, select pictures and change their size. Using the computer gives pupils with special educational needs confidence in their writing. For example, some in Year 6 have successfully designed a 'persuasive' poster. It also aids those for whom English is an additional language. Pupils in all years have word-processed a well laid-out database about themselves in connection with a 'Black History Week' organised in the school. Pupils in Years 5 and 6 are beginning to use a digital camera and to send e-mails. They also obtain information from the Internet. For example, they have learned about comparative temperatures, linked to their work on rainforests.
102. Currently, pupils' attainment in all strands of the programme of study is below average. However, their overall achievement is rising because the school is gradually providing for them the experiences they need. Pupils have not, yet, become able to work independently with computers. They do not know how to interrogate and interpret retrieved information before drawing

conclusions. Nor are they versed in how to use the numerous ways provided by computers to communicate with others. They have not learned to use very sophisticated methods of developing ideas and making things happen, for example, creating a presentation combining images, sounds and text; or through programming a control box with instructions. Consequently their abilities to exchange and share information are limited. Nor are they properly aware of the specific advantages computer technology has over other ways of researching and communicating.

103. It is not possible to judge the quality of teaching because little teaching could be seen. Although teachers sometimes enable pupils to use computers in lessons, this is not enough for the purpose of developing pupils' skills and the competence to apply them. The school has recognised this and is reviewing how the subject is delivered so as to provide class sessions and to make much more use of computers in other subjects. This is already happening successfully in art and history. The school does not compensate for having few class lessons by giving pupils regular access to computers, especially in Years 3 and 4. This inadequate access was very evident during the inspection week. Consequently, where a new computer skill has to be taught, pupils often teach each other. This strategy is not always appropriate for high quality in learning. Pupils were well supported in producing a personal database by a learning support assistant with good skills on the computer who spends part of the week as a technician for the subject.
104. The subject leader stresses the importance of developing pupils' skills. He has given staff a great deal of support in order to raise colleagues' confidence. However, there are still a few teachers unable to teach the subject. Consequently, many pupils do not receive their full statutory entitlement. This is especially true for control and data-handling topics, which are rarely tackled. More use of computers is beginning to be made in art and history. For example, pupils have word-processed information about Picasso and the Romans respectively. In geography, too, they have simulated 'exploring' rainforests. However, there is no system for assessing pupils' progress. Consequently, teachers are not in a position to plan to meet their needs.

MUSIC

105. The normal teaching was not observed during the inspection due to the absence of the specialist teacher. There was no teaching of Year 6. But lessons for Years 3 to 5 were observed, with class teachers leading the year group sessions in place of the specialist. A representative number of pupils from Year 6 were interviewed and took part in a practical session using percussion. Assemblies were also attended, as was an extra-curricular choir rehearsal and some instrumental lessons.
106. Pupils' attainment at the age of eleven is below expectations, similar to what was found at the last inspection. Pupils' ability to compose and perform with or without some form of notation, or from memory, is well below average. They have very little knowledge of the elements of music - such as chords and structures - and can only improvise in a very simple way. However, they know some of the names of orchestral instruments, and have begun to describe, compare and evaluate different kinds of music. It is in singing that pupils' realise their true potential. They sing very well in tune, keep strictly to rhythms, and maintain a hearty, invigorating volume. They are familiar with a number of musical styles, which they can usually adopt at above average standards. They thoroughly enjoy this aspect of their music.
107. It is not possible to make a judgement of the quality of the teaching pupils normally experience. However, the normal arrangements for teaching music were observed, entailing whole year groups in Years 3 to 5. In each of these, the quality of teaching by the lead teacher was at least satisfactory, with good teaching seen in one lesson. This is commendable, given the re-arrangements needed to make sure lessons were given in line with planned time. Nevertheless, teaching 75 or more pupils together for a half-hour lesson per week is inadequate for several reasons. First, pupils do not go far beyond adding simple accompaniments to songs. Consequently, they do not learn how to work in small groups to develop, record and perform increasingly complex musical structures using conventional or other forms of notation. Secondly, pupils do not gain sufficient access to instruments to develop their skills over time. Thirdly, teachers do not refine the standard of pupils' performance by knowing what individuals or groups are attaining. Fourthly, there is no time to cultivate pupils' imaginations. It is evident that there is

infrequent use of the school's music resources, and they are unsatisfactory in quantity, quality and range.

108. Currently, pupils are not receiving their entitlement to the programme of work outlined in the National Curriculum. Moreover, there is no co-ordinator for music, which is the main cause of lack of progress since the previous inspection. The new headteacher has not had time to remedy this situation but has a clear action plan to address increasing provision, establishing assessment of pupils' work and raising standards of attainment.
109. There are very good opportunities for pupils to choose from a wide variety of orchestral instrumental lessons. There is also a choir with over seventy pupils, which performs very well under the able direction of a volunteer parent.

PHYSICAL EDUCATION

110. By the end of the key stage, pupils reach standards appropriate for their age. Progress in learning was satisfactory in lessons observed, although standards of attainment in Year 3 are below expectations. There is no difference between the attainment of girls and boys or between different groups of pupils. There is, however, a significant weakness in the curriculum and whole-school planning for physical education. Pupils achieve well but could reach much higher standards, if a well considered curriculum ensured a progression in skills, knowledge and understanding in all strands. Discussion with pupils and a scrutiny of planning allowed inspection judgements to take place.
111. Pupils with special educational needs are occasionally withdrawn from physical education to receive one-to-one support for another subject. This interrupts their learning (for example, a pupil was withdrawn from physical education to catch up on numeracy learning missed when the same pupil was withdrawn from numeracy during the morning to catch up on literacy). This kind of interruption is unhelpful, given that special educational needs pupils learn well alongside other pupils and they have to leave activities they enjoy. Generally, otherwise, pupils with special educational needs and those with English as a second language learn well and make satisfactory progress alongside others. Nevertheless, pupils not able to take part in the physical aspects of lessons are not included in the 'learning' aspects of the lesson. They spend their time reading novels or colouring. Thus they are deprived of opportunities to contribute to lessons and develop their knowledge and understanding of physical education.
112. Standards of physical education have remained static since the last inspection. There has been no improvement or development of the subject. The issue of lack of continuity and progression identified in the previous report has not been addressed. Pupils often make good progress in lessons, a fact that reflects good teaching. But progress over time is only satisfactory. It could be better.
113. By the end of Year 6, pupils have acquired sound techniques in cricket. They know how to hold a cricket bat and strike an on-coming ball, transferring their body weight correctly as they hit the ball. In better lessons, they work hard because a teacher has good subject knowledge and passes on information with enthusiasm and very good organisation. Running skills are well developed, and pupils make commendable efforts to run across the playground in the 'Chain' game. Hand-eye co-ordination and pupils' abilities to catch small balls are less well developed. High attaining pupils throw and catch balls well, but average and lower attaining pupils less confidently catch small balls. Year 6 pupils' knowledge of the importance of physical activity is limited to replies such as 'It keeps you fit, it is healthy, it is good for you, it is a break from lessons.' Knowledge of the effect of exercise on the body is not as secure as it should be. This aspect is under-developed because it is not identified sufficiently in planning. Pupils take part in adventure activities during an extended study visit; these include rock climbing, canoeing and walking. Experiences of dance are limited to country dancing. Pupils remember lots of this but have no recollection of creative dance. Compositional knowledge in gymnastics is also weak and not as well developed as it should be. There are suitable opportunities for pupils to develop their swimming. Pupils are on course to swim twenty-five metres by the time they leave the school. All are confident in the water. High attaining pupils swim well on their fronts using a correct breathing technique. Average and lower attaining pupils swim confidently on their fronts and push and glide. They are all making satisfactory progress.

114. In Year 3 lessons, standards fall below levels expected in games and gymnastic activities. Weak organisation and limited apparatus arrangements means large numbers wait for their turns on apparatus, reducing activity time. 'Resilience' is not well developed because teachers do not comment on this, or insist that pupils move quietly. In Year 3, dance standards are average. Pupils enjoy the chance to move imaginatively. During sessions observed, high attaining pupils reacted with a change in dynamics and level to the theme of the water-cycle and the sea dance; but their learning was not extended, because they were responding to a taped broadcast lesson. Years 4 and 5 pupils make better progress in their lessons, but observation of their physical skills shows that progress over time is not so good. Many pupils cannot catch a small ball.
115. The quality of teaching is inconsistent throughout the school. It is satisfactory overall, with good and occasionally very good teaching in Years 5 and 6. In Years 3 and 4 it is mainly satisfactory, although some poor teaching was seen. Where teaching is very good, pupils remember and have learned the elements of the skills of fielding, bowling and batting. Teachers have good subject knowledge. For instance, they explain to pupils how to chase and retrieve a rolling ball and pass the ball to partners. A quick pace and high expectations in these lessons contributes to the very good level of effort and pupils' enjoyment of the activity. In a Year 3 lesson, teaching was poor. Without practising warm-up skills, pupils were placed into a large game of football rounders. This was inappropriate for pupils who had insufficient confidence to throw, catch and strike an oncoming ball. Large groups of pupils were inactive for too long, waiting their turn to strike a ball. Because no teaching points were made, opportunities to extend learning and advance skills were missed. This approach results in a majority of pupils performing below standards expected and confidence levels not rising. Pupils place their hands in a defensive position when faced with an oncoming ball, and most cannot throw a ball accurately to a partner. Very few teachers change for physical education and this does not set a good example for pupils.
116. The co-ordinator has written guidelines for physical education but these have not been implemented. There has been no monitoring. The co-ordinator has an action plan and targets for developing the subject. Resources are generally satisfactory, although the quality and range of large balls is unsatisfactory. Gymnastic mats are in poor condition and the gymnastic equipment is old and heavy.

RELIGIOUS EDUCATION

117. A key issue arising from the last inspection was to raise standards in religious education by ensuring sufficient curriculum time and by monitoring developments in the subject. This issue has not been addressed. The school has no scheme of work for religious education, setting out learning opportunities to meet the requirements of the locally agreed syllabus, which was not available in school. Therefore pupils are unable to reach satisfactory levels of attainment by the end of their key stage. A lack of recorded work also indicates this. Time actually allocated to the subject, given that whole year-group sessions, religious education assemblies and circle time constitute religious education, is unclear.
118. Within whole year-group sessions, pupils come together and learn about aspects of different world faiths, and to hear stories with a moral theme. In the one session observed, Year 6 pupils were continuing to learn about Buddhism. Discussion showed that relevant features of the topic were recalled, suggesting learning had been effective. Artefacts were displayed and a video used to show the Buddhist attitude to questions such as 'Who made the world?' Although questions were asked and some discussion took place, the size of the group, constituted by three classes taken by one teacher, meant that the lesson did not allow all to participate fully. During the Year 6 assembly, pupils heard about the Australian aboriginal dream-time stories of creation, but again pupils were unable to engage on a personal level, and there was nothing to suggest that the assembly was any different from a single year-group lesson.
119. Good opportunities occur during 'circle time' to tackle moral and social issues, drawing on pupils' own experiences. However, these sessions do not fully cover the reflective element of religious education by making reference to issues and teachings from world faiths, showing how they influence the lives of individuals, families and communities.

120. Good attitudes are displayed towards religious education. When classes meet together, they behave well, paying careful attention to what is being taught. Within 'circle time', pupils show a real, growing respect for each other's points of view. When interviewed, Year 6 pupils were willing to share knowledge and understanding of their own religious backgrounds and traditions and were clearly happy to do this.
121. Resources for religious education are now adequate. Artefacts, books and other materials are centrally stored in boxes, covering different faiths studied. There is a sufficient range of books on the subject in the library. However, another key issue arising from the last inspection was the need to extend the curriculum by making stronger links with the local community. In this regard, no visits are yet made to different places of worship in the area. The recently appointed headteacher, in her development plan, has recognised the need for religious education to have a higher status in the curriculum, and for it to be taught in a more structured and progressive way.
122. There is no co-ordinator at the present time with an overview of the subject. The headteacher has curriculum planning for the start of next academic year well in hand. Whilst this will ensure statutory requirements are met, it still leaves unresolved how standards of attainment and teaching and learning in classrooms will be monitored.