

-INSPECTION REPORT

HAIMO PRIMARY SCHOOL

Eltham, Greenwich

LEA area: Greenwich

Unique reference number: 100129

Headteacher: Mrs. C Bridle

Reporting inspector: David Watson
23494

Dates of inspection: 10th – 14th July 2000

Inspection number: 197833

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Haimo Road Eltham London
Postcode:	SE9 6DY
Telephone number:	020 8850 4911
Fax number:	020 8859 5953
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D. Armstrong
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Watson	<i>Registered inspector</i>	Mathematics; Information technology.	The school's results and pupils' achievements; How well are pupils' taught? English as an additional language.
Ron Elam	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its' pupils? How well does the school work in partnership with parents?
Valerie Singleton	<i>Team inspector</i>	Art; Design and technology; Music.	Under fives; Special educational needs.
Alan Fullwood	<i>Team inspector</i>	English; History; Physical education.	How well is the school led and managed? Equal opportunities.
Ian Beck	<i>Team inspector</i>	Science; Geography; Religious education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haimo Primary School provides an education for children from 3 to 11. It is situated within the Page housing estate and most pupils come from the surrounding area, which has high unemployment. Ten per cent of families have four or more children, leading to overcrowding in the local three-bedroomed houses. Forty per cent of pupils live in single parent households. The percentage of pupils known to be eligible for free school meals, 55 per cent, is well above the national average. There are 275 pupils on roll, including those children who attend the nursery. This makes the school bigger than most other primary schools. Children enter the nursery in the term after their third birthday and transfer to the main school in the term in which they are five. Attainment on entry to the nursery is well below average in most areas of development. On entry to the school at the age of five, attainment is below average, particularly in the key area of language development. A small number of pupils (11 per cent) from different ethnic minority backgrounds, and only six pupils have English as an additional language. Twenty-five per cent of pupils have special educational needs; this is above the national average, although the percentage of statemented pupils is in line with the national average. Pupil mobility at 6 per cent is low. The school is part of the South Greenwich Education Action Zone.

HOW GOOD THE SCHOOL IS

Haimo Primary School provides its pupils with a satisfactory education. Standards at the end of Key Stage 2 in 1999 were in line with the national average in mathematics, and above for science. They remain below in English. Teaching is satisfactory overall, with some good and very good elements. Good behaviour and the quality of relationships are strengths of the school. Sound leadership and management give a clear direction to the work of the school. The value for money provided by the school is satisfactory.

WHAT THE SCHOOL DOES WELL

- The quality of teaching; 40 per cent of lessons were good or very good.
- Pupil progress.
- The teaching of religious education.
- The provision for pupils with statements of special educational needs.
- Relationships between pupils and adults.
- Behaviour is good, as is the monitoring and eliminating of oppressive behaviour.
- Involvement of the community.

WHAT COULD BE IMPROVED

- Standards in English and mathematics throughout the school.
- Information technology at Key Stage 2.
- Assessment procedures and the use of assessment information.
- The rates of both attendance and punctuality and the procedures for monitoring and promoting them.
- Aspects of the management of the school by the governors and subject co-ordinators.
- Parental involvement in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements against the serious weaknesses identified in the last inspection in October 1997, two and a half years ago. It no longer has serious weaknesses. The school has made good progress in raising standards in English, mathematics and science. Curriculum planning now provides a coherent framework from which teachers work. New assessment procedures have been put in place, but they are not consistent and do not help inform teachers' planning. Cultural development has improved since the last inspection as have the quality of teaching and the standards of behaviour. Spiritual development¹, however, remains a concern. Through adequate levels of monitoring, the headteacher and the senior management team have fostered a climate that values high standards, staff development and team work. The headteacher has also successfully re-established the trust and the support of the parent body. Attendance and punctuality did improve after the last inspection, but the rates have slipped and the current procedures to monitor and develop it are inadequate. The school has the capacity to address these issues and continue to improve because it has effective leadership in the headteacher, good quality teaching and the support of the governing body. Amongst this whole group, there is a shared sense of purpose and commitment to raise standards.

STANDARDS

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

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

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E
<i>very low</i>	E*

¹ Religious education and spirituality are separate. Religious education is a specific subject. Spirituality can cover many subjects and aspects of whole school life. It is concerned with providing opportunities for pupils to think, reflect and develop an insight into the values and beliefs of others.

The above chart shows that in 1999 pupils' performance in national tests in English at the end of Key Stage 2 was below average when compared with all schools nationally. Performance in mathematics was average and for science above average. A significant proportion of pupils gained the higher level in mathematics and science. When compared with similar schools, standards in all three subjects were well above average. Since 1996 standards at the end of Key Stage 2 have risen dramatically and have outstripped the national increase. Standards in religious education are above those expected in the locally Agreed Syllabus, and are a strength of the school. Levels of attainment in art, geography, history, music, and physical education are in line with expectations. Those in information communication technology and design and technology remain below those expected of children aged 11. The headteacher and staff have set challenging targets for the improvement in English and mathematics, and are confident that they will achieve these targets with the continued implementation of the National Literacy and Numeracy Strategies and additional support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils enjoy coming to school and their attitudes to learning are positive.
Behaviour, in and out of classrooms	Pupils' good behaviour makes a major contribution to their learning.
Personal development and relationships	Respect for others' feelings, values and beliefs is satisfactory. The school lays great emphasis on the quality of relationships between pupils and staff; as a result these are good.
Attendance	Poor attendance and punctuality have a negative impact on the learning of a minority of pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
68 lessons seen overall	satisfactory	satisfactory	satisfactory

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

Teaching is satisfactory across the school. It is very good in 10 per cent of lessons, good in 31 per cent of lessons and satisfactory in 53 per cent of lessons. There was a small proportion of unsatisfactory teaching. The strategies for teaching literacy are good, and satisfactory for mathematics. Particular strengths in teaching include good pupil management and high expectations, for the majority of pupils. The sharing of learning objectives with pupils is also a strength. Lesson preparation is good and teachers have good knowledge and understanding of most subjects. In the majority of lessons the preparation and organisation meet the needs of all pupils and they make sound progress. The teaching of pupils with special educational needs by specialist support assistants and teachers is good, and enables these pupils to make satisfactory progress. The teaching of children aged under five is satisfactory throughout. Unsatisfactory teaching is linked to the poor use of time, the weak management of pupils and low expectations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the school's curriculum is sound, although there are weaknesses in information technology. Religious education is a strength of the school. Extra-curricular provision, however, is inadequate.
Provision for pupils with special educational needs	Both the provision and the support for statemented pupils are good. All pupils with special educational needs are given access to the full curriculum.
Provision for pupils with English as an additional language	There is good and flexible support for pupils with English as an additional language and they make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social, moral and cultural development is satisfactory. It is unsatisfactory for spiritual development.
How well the school cares for its pupils	There is a very caring community in which pupils' safety and welfare are promoted. The procedures for monitoring and promoting good behaviour are, effective but those for attendance and punctuality are not. Class teachers know their pupils very well and they offer caring and supportive help and guidance. Assessment procedures for monitoring pupils' progress and attainment have been introduced, but they do not fully support the raising of standards.

Parental involvement with the school is not effective and the overall quality of information provided to parents is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has improved since the last inspection. The headteacher's clear educational vision and steady leadership provide direction to the work of the school. The role of subject co-ordinators is underdeveloped.
How well the governors fulfil their responsibilities	The Governing Body fulfils all its statutory duties. It has realised the need to develop independent strategies to monitor the school so as to give the school strategic leadership.
The school's evaluation of its performance	There are sound procedures for the monitoring of the school's effectiveness, but the school does not rigorously evaluate or monitor its performance and areas of development. The sound procedures for monitoring and developing teaching have led to improvements in this area.
The strategic use of resources	Financial planning and monitoring are good. The school is beginning to apply the principles of best value to curriculum development and raising standards.

A number of resources have been purchased since the last inspection, and there is now an adequate level for the teaching of all subjects except aspects of information technology. The calm leadership of the headteacher has done much to improve the school. Classroom support staff are not always utilised fully during the whole of a lesson. Accommodation is shabby but well cared for. The provision for outdoor play in the Reception class is poor.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good progress made by children. • The openness of the school. • Improvements in behaviour. • The quality of teaching. • The leadership of the school. • Helping children become mature and sensible. 	<ul style="list-style-type: none"> • Homework. • Extra-curricular activities. • Information about pupils' progress. • Information about the school and the curriculum.

Inspectors' judgements support parents' positive views about the school. The minority concerns were also confirmed by the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of children when they enter the nursery at age four is well below that of most children of that age. Attainment on entry to the Reception class is below that expected for children of this age. By the time children reach the age of five, a minority will achieve the nationally expected desirable outcomes in the six areas of learning known as language and literacy, mathematics, knowledge and understanding of the world, physical development, personal and social development and creative development. However, attainment on entry to Key Stage 1 for the majority is below that expected by age five. Children make sound progress in the under fives

2. The results of the National Curriculum tests for reading and writing for seven year olds in 1999 were well below the national average. The percentages of pupils reaching the expected Level 2 and the higher Level 3 in reading were well below the national average. In writing, the percentage of pupils reaching the expected Level 2 was well below the national average and the percentage of pupils gaining the higher Level 3 was below the national average. In mathematics, test results were very low. The percentage of pupils reaching the expected Level 2 was very low in comparison with the national average. The percentage of pupils achieving the higher Level 3 was well below the national average. When compared to similar schools² reading was broadly in line with the average for similar schools; writing was below average, and mathematics was well below. In science, teacher assessment results were very low in comparison to the national average at the expected Level 2, and well below national averages at the higher Level 3. As in 1996, these results are consistently below national averages. However, over the last four years, 1996 to 1999, reading improved in each year except 1998. In writing there was a gradual decline until 1998, since when results have continued to improve. In mathematics, the trend has been gradually downwards due to differences in year groups and lower expectations in the mixed aged classes in Reception and Years 1 and 2. Unconfirmed test scores for the year 2000 suggest, as do the inspection findings, that standards at the end of Key Stage 1 in mathematics are closer to the national average. In English, the current position, based on the unconfirmed results indicate that although reading and writing have continued to improve, standards remain below the national average. The improving results are due to a range of factors, including the good quality of teaching, the Reading Recovery programme, and the fact that these pupils have enjoyed the benefits of being taught in mathematics sets³ for part of the year.

3. The overall results of the 1999 national tests, at the end of Key Stage 2, show that attainment in English at the expected Level 4 was well below the national average, and that the percentage achieving the higher Level 5 was close to the national average. Attainment in mathematics was well below the national average at the expected Level 4, but well above at the higher Level 5. Attainment in science at the expected Level 4 was below the national average, but also well above at the higher Level 5. At the end of Key Stage 2 in 1999, overall attainment in all three subjects was close to the national average. This is an improvement since the last inspection. Since 1996, standards at the end of Key Stage 2 have risen

² A similar school is one that has approximately the same number of pupils who are eligible to receive free school meals.

³ A 'set' is a group of pupils who are being taught as a class based on their prior attainment.

dramatically at a rate that has outstripped the national rise. Overall standards in all three subjects in 1999 were well above the average for similar schools. Unconfirmed results for this year indicate that pupils' attainment, by the end of Key Stage 2, will not be as high. This is attributed to the generally low level of prior attainment of the present Year 6 and an above average number of pupils with special educational needs. By comparison, the previous Year 6 cohort had fewer pupils with special educational needs and a generally higher level of prior attainment.

4. Analysis of the school's register of pupils with special educational needs indicates that a high percentage of pupils with specific learning difficulties in the 1998 and 1999 groups of Year 2 pupils contributed to the below average test results. There was a significant difference in the attainments of boys and girls in Key Stage 2 mathematics in 1999. This has been attributed to a large group of boys with higher levels of prior attainment. Predictions for 2000 show no marked trend related to gender in any Key Stage 2 results, although there is a gender difference in favour of boys in Key Stage 1 science. The headteacher and staff have completed some analysis of national test results and, in conjunction with the local authority, have set very challenging targets for improvements in English and mathematics, for the next two years. They are making sound progress towards these and are hopeful that, with the continued development of the literacy hour, the numeracy strategy and setting, they will achieve these targets.

5. In almost all lessons observed, progress was at least satisfactory and in 36 per cent good or very good. The school has analysed the 1999 national test results and has judged broad measures of achievement by comparing the Key Stage 1 and 2 results for the same cohorts of pupils in 1996 and 2000. The school, however, has not historically or effectively tracked individual pupils' progress. Although assessment has improved since the previous inspection, few established systems are in place to inform either teachers or managers about pupils' progress year-on-year. Pupils with special educational needs make sound progress when assessed against the targets in their individual education plans, as a result of early identification and good support. Their self-esteem and confidence also improve as they move through the school. Those who have English as an additional language also make satisfactory progress.

6. Attainment in speaking and listening at the end of both key stages is below national expectation. Pupils enter school with low levels of spoken language. They make satisfactory progress throughout the school. As they progress through the school they steadily develop the ability to listen. Their ability to speak with confidence, however, does not develop to similar levels. There are insufficient planned opportunities to develop these skills and improve progress. In reading and writing, all pupils make sound progress as they move through the school. Attainment in reading is below average at the end of both key stages. By the end of Key Stage 1, average-attaining pupils read familiar texts accurately but demonstrate little expression when reading aloud. In Year 6, many pupils, read a range of texts accurately but show limited understanding of what they have read. Standards in writing at the end of Key Stages 1 and 2 are below the expected levels. The majority of pupils aged seven, use basic punctuation but fail to use speech marks accurately. They spell familiar words correctly and make phonetic attempts to spell more difficult words. At the end of Key Stage 2 most pupils structure their stories appropriately and are beginning to use paragraphs

to develop more logical writing. They use punctuation correctly, although many words are spelt inaccurately. Pupils, however, do make satisfactory progress in their writing and this represents an improvement since the last inspection. This is due to the increased emphasis the school has placed on the development of writing and the introduction of the National Literacy Strategy.

7. The development of literacy skills is evident in some other subjects of the curriculum, such as history and science. In mathematics, subject specific language is consistently identified in weekly planning and discussed during the week. This has been effective at increasing the breadth of vocabulary as well as improving pupils understanding of the subject. The identification of specific vocabulary is not part of short term planning for all subjects. Opportunities to develop speaking and listening skills across the curriculum are rarely identified.

8. By the end of Key Stage 1, pupils have made good progress in mathematics and can count to 100 and put numbers in order, reading and recording them accurately. Mental arithmetic is having a positive effect on pupils' recall of number facts. The correct mathematical vocabularies are used from the Reception classes onwards and pupils learn to write the words accurately. By the end of Key Stage 2, most pupils have a sound understanding of place value, which they apply to calculations. The higher attainers have good computation skills, which enable them to tackle tasks in many different ways. Those with special educational need are supported well in smaller classes and make sound progress in relation to their prior attainment, but are well below expectation for pupils of their age. Boys' performance was higher than girls in the Key Stage 2 national tests of 1999. This gender difference has not been reflected in the inspection evidence of the expected results for 2000.

9. Raising standards in mathematics was a key issue at the time of the previous inspection. The school has successfully used the National Numeracy Strategy as an effective tool in its bid to raise standards. There are, however, few planned opportunities for developing or using numeracy skills across the curriculum.

10. Standards of attainment in science in both key stages are in line with national expectations. By the end of Key Stage 1 pupils draw, label and discuss the different parts of a plant, and consider the conditions required for their growth. By the end of Key Stage 2, pupils have built up their skills in scientific experiments and clearly set out their methodology. They understand that water can exist in three different states and apply this to describing the water cycle. Pupils make good progress throughout the school. The raising of standards represent an improvement on the findings of the last inspection. In relation to the boys in Year 2 girls have underachieved in the unconfirmed test results. This has been noted by the school but no measures have been put in place to address it.

11. In information technology, standards of attainment are in line with national expectations at the end of Key Stage 1, but not at the end of Key Stage 2. By the end of Year 2, pupils of all abilities learn to prepare information to store and retrieve later. They happily use paint programs and rudimentary word processing skills. By the end of Key Stage 2, pupils of all abilities have developed their knowledge and skills of word processing and the use of paint programs. Due to a lack of resources and an unsatisfactory development of skills

over time, pupils in Year 6 do not reach the expected level in data handling or in control and monitoring. Overall progress has been unsatisfactory. Information technology was a key issue in the last report and it has not been fully addressed by the school.

12. Pupils' attainment in religious education, by the end of both key stages, is above the expectations of the locally Agreed Syllabus. Pupils in Year 2 have learnt about religion by looking at the sacred texts of Christianity, Buddhism and Sikhism. From this they understand that religions have common elements, such as a belief in God. By the end of Year 6, pupils have studied the rites of passage and initiation. Through their work on Christian confirmation and Jewish Bar Mitzvah, pupils understand the importance of celebrating key milestones in life.

13. Standards of work in art in both key stages are satisfactory. By the end of Key Stage 1, pupils complete self-portraits, with appropriate detail, and mix watercolour paints to create successfully different tones of skin colour. By the end of Key Stage 2, the range of their work has developed considerably in all areas, especially in the use of texture and colour.

14. Standards in design and technology in Key Stage 1 are at the expected level for that age. Pupils have designed and made boats and vehicles for a purpose. In Key Stage 2 progress has been unsatisfactory. Pupils' work is often immature and rarely covers all the required elements of design, making and evaluating. Pupils at the age of 11 do not meet the expected standard for their age. Design and technology was a key issue at time of the last report. The school has not addressed this fully and pupils do not develop a range of appropriate skills as they progress through the school.

15. Attainment in geography is in line at the end of both key stages. By the end of Year 2, pupils have developed a sense of place through local studies and contrasting areas and make accurate use of symbols to represent features. By the end of Year 6 pupils are able to work with weather maps and are able to explain the water cycle. Standards in history are in line with national expectations at the end of both key stages. By the end of Key Stage 1, pupils are knowledgeable about some of the changes between now and the Victorian era and are able to recount these differences. By the end of Key Stage 2, the majority of pupils use a range of sources to research information about Alexander the Great. Progress in both geography and history is satisfactory. Standards have been maintained since the last inspection.

16. In the area of music that was evident during the inspection, namely singing, standards were in line with national expectations. Year 2 pupils sing tunefully the songs that they know by heart. Year 6 pupils have developed their singing skills and are able to sing in unison.

17. In physical education, pupils at the end of both key stages achieve satisfactory standards. By the end of Key Stage 1, pupils demonstrate satisfactory skills in running, turning and collecting a ball. By the end of Key Stage 2, their skills have been soundly developed and pupils throw a ball over a short distance with some accuracy and have reasonable success with catching a ball with one or two hands. Standards have been maintained since the last inspection. By the time they leave school the majority of pupils are able to swim 25 metres.

18. Pupils with special educational needs make satisfactory progress overall. In withdrawal lessons, where they receive help from trained staff, progress is good. In lessons, where tasks are not carefully matched to different levels of ability, progress is slowed.

Pupils' attitudes, values and personal development.

19. Pupils' behaviour and relationships, with each other and adults, are strengths of the school and make a good contribution towards promoting attainment and progress. Their attitudes and personal development are satisfactory and their behaviour has improved since the last inspection. Parents state that their children enjoy school. Nevertheless the attendance and punctuality of the pupils are poor and limit the progress of a substantial minority of pupils.

20. Throughout the school the pupils' attitudes towards learning are satisfactory. This includes pupils with special educational needs. They often concentrate well and show interest in what they are doing, as was seen particularly in a Reception/Year 1 religious education lesson about sharing. Year 4 pupils were eager to contribute in a numeracy lesson to show off their understanding of multiplication and division. Pupils listen attentively to the teachers. By following the instructions during a Year 4 physical education lesson, pupils were able to improve their skills of throwing and catching a ball. Nevertheless several examples were seen of pupils' attention waning if the introduction to a lesson is too long or if the pace of the lesson is too slow. This happened in a Year 1/2 science lesson measuring hand spans.

21. Pupils generally behave well in the classroom, at play and lunch times. They are open, courteous and welcoming to visitors. They move around the school in an orderly way when supervised, though they sometimes run if there is no adult present. They show respect for property; for example, they take care putting equipment away when they have finished with it. Though they are noisy at lunchtime in the hall, the pupils understand the well-established routines, and the midday supervisors have no need to tell them what to do. They wait patiently in the queue to be served, and are careful to put any rubbish in the bin provided and tidy away their plates and cutlery. Most pupils behave well and this contributes to their attainment, but in some lessons progress is limited by inappropriate behaviour. This happens when the teacher lacks the skills to manage the pupils, who then chat, play inappropriately with pens and rulers, and otherwise ignore the teacher's instructions. No bullying occurred during the inspection and the school has appropriate procedures to record and deal with any aggressive or racist behaviour that may take place. There have been no exclusions in the last school year. This and the generally good levels of behaviour in classroom indicate improvement since the last inspection.

22. Relationships between pupils and with adults are good and contribute to the quality of work in the majority of lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom pupils work well together and are usually attentive to the adults around them. Even the youngest children in the nursery generally do not interfere with each other's work when working closely together. Good co-operation was seen when working in pairs supporting each other in a Year 3 numeracy lesson subtracting three digit numbers. Year 5 pupils worked well as a team when practising cricket skills (though

with an occasional tantrum when they were 'out'!) Nevertheless, some are still learning they must put up their hands to answer questions. The majority of pupils are prepared to wait their turn to speak and Year 6 pupils listened respectfully to the contributions of others during a discussion on the Hindu belief in God. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch times. The pupils' personal development is satisfactory. They take responsibility, both within the classroom for the different tasks that need to be done, and outside with, for example, some Year 6 pupils helping younger pupils in the playground. Pupils' personal development is also nurtured by their willingness to collect for a number of charities during the year.

23. Attendance and punctuality are both poor. High levels of absence not only affect the attainment of individual pupils who are absent but poor punctuality of an individual or a number of pupils affects the whole class. Late arrivals delay the start of the day and result in a loss of teaching time for all pupils. Though attendance improved in the few years since the last inspection, it was still well below the national average in the last school year and has fallen in the current year. Absences are mainly due to the usual childhood illnesses, though many parents insist on taking their children on holiday in term time. Some of these holidays are longer than two weeks. The level of unauthorised absence is well above the national average. Many pupils are not at school to come into class when the bell rings in the morning. A continuous stream of parents and children arrive for up to 15 or 20 minutes after the start of the day. On one morning of the inspection, nearly a quarter of pupils arrived late. Because registration does not take place immediately, the latecomers are not adequately recorded. In addition, the registers are not returned to the office immediately after registration closes, making a roll call impossible if an emergency occurs when the pupils are out of their class.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching has improved significantly, with 10 per cent of lessons judged to be very good and 31 percent judged to be good compared to the finding of 24 per cent of good lessons at the time of the last inspection. There is now little difference in teaching between the two key stages. Fifty per cent of lessons during this inspection were found to be satisfactory. Overall, teaching is satisfactory in the under fives, art, design and technology, music, history, mathematics, and physical education. Teaching is good in English, geography, science and religious education. Isolated examples of unsatisfactory teaching were seen in English, history, science, and the early years. These constituted only four lessons, 8 per cent of the total. The proportion of unsatisfactory lessons has fallen by nearly a half since the last inspection. The school has effectively dealt with the issue relating to unsatisfactory teaching methods. The improvement is due to the implementation of curriculum plans to guide teachers, the raising of expectations for the majority of pupils, staff training and the careful monitoring of teaching by the school and external consultants, especially in English and mathematics. Only one lesson was observed in information technology. This was a good Year 2 lesson, but there is insufficient evidence to make an overall judgment on the quality of teaching in this subject in the whole school.

25. The quality of teaching for children aged under five is satisfactory overall, but teachers and staff do not plan or take every opportunity to develop children's speaking skills. Teachers and staff work hard to make best use of the resources and provide a good range of activities. They work closely together, have a clear understanding of how children learn, and

offer a sound range of activities. All adults are aware of the learning objectives and share a commitment to high expectations. The positive role models offered by staff and good relationships between staff and pupils result in good attitudes to learning. However, the atmosphere in the nursery lacks energy and excitement. The assessment of children's work is sound, but lacks the clear identification of particular strengths and weaknesses in teaching and learning that would inform teacher's planning. The sharing of a member of staff between the two Reception classes reduces the impact of the outdoor area on the under fives curriculum.

26. Teachers across the school, and particularly in Key Stage 1, have a secure understanding in the majority of the National Curriculum subjects that they teach. This enables teachers to provide stimulating lessons that engage many pupils and extend their learning. There are insecurities in the teaching of music. The long-term curriculum plans are used effectively to ensure progression across the year groups. In many subjects, other than English and mathematics, lesson planning does not consistently take into account pupils of different prior attainment; as in the case of some science and history lessons. Subject specific vocabulary is frequently identified in plans, such as those of mathematics. This ensures pupils' full understanding. Teachers, however, do not consistently plan or use opportunities to develop speaking skills in all subjects of the curriculum.

27. All teachers plan a range of activities to ensure that the aim of the lesson is met. This also maintains the motivation of the pupils, as in the case of the Year 2 geography lesson where pupils made an excursion into the local streets, and in the excellent use of artefacts in history and religious education lessons. Clear and precise instructions relating to these activities enabled pupils to understand fully the task at hand and to commence work quickly. A further strength of the teaching is the sharing of the aim of the lesson with the pupils. In a Year 4 mathematics lesson on money, the objectives were visited three times during a lesson. This enabled pupils to be very clear about what they were to learn. Most teachers have good questioning skills that skilfully set the tone and scene at the beginning of lessons and build upon pupils' responses. This not only captures their imagination but also extends and deepens their knowledge and understanding of the subject, as seen in several mathematics, history and religious education lessons. Teachers' expectations are sound. They are higher in Key Stage 2 than in Key Stage 1. In the mixed age ranges of the Reception/Year 1 class and the Year 1/2 class, pupils are not consistently provided with the range or level of activities that either are appropriate to their age or would challenge and develop their learning.

28. Basic skills are taught effectively and all teachers and support staff are aware of the need to promote literacy in the subjects they teach. There are adequate links between other subjects and literacy. This is especially true of explaining identified vocabulary, as in mathematics lessons. In the majority of subjects there are insufficient planned opportunities to develop speaking and listening skills. Through writing and discussion in subjects such as religious education and history elements of literacy are promoted. Basic numeracy skills are taught well in mathematics lessons, particularly in the first part of lessons. The practice of incorporating aspects of mathematics in other subjects across the curriculum, such as design and technology, is not fully developed or planned for.

29. There is a consistently good approach to classroom management and behaviour throughout the school. This is a good improvement since the last inspection. All teachers have high expectations of pupils' behaviour and this results in good behaviour in the vast majority of lessons. The atmosphere in many classrooms is calm and purposeful. This

enhances the quality of pupils' learning experience. Pupils demonstrate good attitudes to their work and are keen to learn. Relationships throughout the school are good and pupils feel at ease to ask for support and guidance. The ethos of the school encourages pupils to respect one another and this extends to the classroom. This has a significant impact on the quality of learning in the school.

30. Resources are adequate, tidily sorted, clearly labeled and offer easy access for the teacher and pupils alike. Time is taken to ensure that the equipment is cared for and pupils take responsibility for clearing away resources. This contributes well to pupils' moral development. There are, however, few opportunities for pupils to select their own methods or resources. Time is not consistently used effectively. On occasions lessons are too long and the pupils lose their ability to concentrate fully.

31. Teachers know their pupils well and in the very best lessons teachers plan how particular pupils are to be supported by classroom assistants, as in the case of a Year 4 English lesson. In numeracy and literacy lessons the plenary is used well to revisit the objectives and determine the effectiveness of the lesson. In the majority of subjects, however, teachers do not identify assessment opportunities in their lesson plans. Similarly there is very little consistent and coherent assessment information in the classrooms or in the teachers' files that could be used to fine tune activities to meet the different needs of pupils. The good teachers instinctively know what the pupils in their care know, understand and are able to do, but this valuable information is not readily accessible to a supply teacher or a teacher taking on a new class. In many cases, teachers have their own National Curriculum record books containing no more than one column of figures relating to performance in tests or assessments taken up to a year earlier. What assessment data teachers have is not effectively used to inform short term planning or the setting of targets for individual pupils. All staff mark pupils' work, but frequently the comments written do not suggest ways in which pupils can improve their work. There is still no whole-school marking policy. This weakness was identified in the last report and it remains. Pupils have been given a key to help them interpret symbols entered into their books, but even this rudimentary system is not used consistently.

32. Homework was not consistently set during the week of the inspection. Teachers throughout the school, however, do encourage pupils to take reading books home. Throughout the school there are few regular planned opportunities. In Key Stage 1 homework is unsatisfactory as other than reading books there is little evidence of a consistent approach in terms of quantity or variety. In Key Stage 2 there is no planned programme of homework that increases as pupils move through the year groups. The lack of emphasis put on this aspect of teaching is poor

33. In the majority of lessons teachers plan activities that challenge all pupils. The sets for English and mathematics in Years 2, 5 and 6 have assisted this. Especially as the planning in these subjects does clearly identify pupils of different prior attainment. In the majority of other subjects, however, this good practice has not been adopted and work does not consistently challenge the higher attaining pupils or provide suitable activities for the lower attaining pupils. The children and pupils in the mixed aged classes of Reception and Key Stage 1 have on occasion not been provided with work suited to their ability. Those pupils, however, who have statements of special educational need are well catered for as they have good quality additional adult support. Although school analysed data of pupil performance in national tests indicates a gender difference in science at Key Stage 1 and mathematics at Key

Stage 2 there was no apparent difference in the teaching of girls in these two subjects. Overall, teaching does meet the needs of all pupils.

34. When teaching is satisfactory, rather than good, the planning for and teaching of pupils of different prior attainment was not so well developed. Unsatisfactory lessons were the product of the poor use of time and weak strategies for pupil management. These resulted in pupils not making the progress of which they are capable.

35. Teaching of pupils with special educational needs by specialist staff is good, as in the case of Reading Recovery support. The emphasis is on pupils with special educational needs receiving the help they need in their withdrawal groups or when a learning support assistant is working in the class. Work undertaken by special needs teachers and support staff is carefully matched to the targets on the individual education plans. Class teachers, however, do not always plan work appropriate for pupils with statements of special educational need or those of low prior attainment. Resources are appropriate and there is a good pace to lessons. There was a good example in Year 4 history, where the teacher had carefully planned activities that matched the different abilities within the class, but this is not the general practice throughout the school. Learning support assistants are not always used efficiently in class. There are few examples during the whole class activities, where they are used to offer discrete help to, monitor the response of, or work alongside specific pupils. There is little reference or direction given to them in teachers' planning.

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

36. The school does not provide a curriculum that is broad and balanced. Statutory requirements are covered in all subjects except in two subjects. In information technology there is a lack of control and modelling, especially at Key Stage 2. In design and technology does not cover all the skills of design, making and evaluation. The developments in the English and mathematics curriculum reflect the school's stated policy of directing its initial improvement efforts at basic literacy and numeracy. This emphasis has been to the detriment of some of the other subjects such as art, music and design and technology. Pupils in Key Stage 1 are encouraged to read at home every day and are sometimes asked to learn spellings, but otherwise very little homework is set.

37. The school has developed policies for all subjects although some, for example geography, lack substance and are of little practical use. The school has acquired schemes of work for all subjects that are either derived from national guidance or are commercially produced. These are generally satisfactory and a good basis from which to work. In religious education the locally Agreed Syllabus has been adapted and enhanced to meet the school's specific needs. This, however, has been the exception rather than the rule. The development of policies and curriculum guidelines has been an improvement since the last report. The school has sound policies and practices that cover both sex education and drugs awareness.

38. Long term curricular planning is now good. Teachers plan closely together in teams that comprise of two-year groups. The two-year cycle ensures coverage and continuity and avoids the potential for repetition for pupils in the mixed age classes. Learning outcomes are generally clear and the model planning structures accorded by the literacy and numeracy strategies have benefited other curriculum areas. This is an improvement since the last

inspection. The school and its subject co-ordinators have not yet carried out a review of their curricular provision in the light of the 'Curriculum 2000' document due to be in place in September. As at the time of the last inspection, assessment opportunities are not generally clear. The present format of identifying the names of those who achieved or underachieved in a lesson does not provide a sharp tool to measure both individual and group progress during a lesson.

39. Aided by the use of additional funding and the timetabling of the headteacher to teach, the school has operated a system of sets in English and mathematics in Years 2, 5, and 6. This has resulted in smaller groups, where the activities have been more tailor-made to meet the needs of the majority of pupils. This has had a considerable impact on raising attainment in Key Stage 2 in 1999, and has also contributed to the standards seen during the inspection along with the expected results for the year 2000.

40. The school's emphasis on basic literacy and numeracy has resulted in a timetable that offers more time than is strictly necessary for English and mathematics. In some lessons, this 'extra' time is used to good effect. In others, however, the lessons have become drawn out, pupils have lost their concentration, and the lesson has lost its focus and pace. Literacy is supported in other subjects, although there is little planning of how numeracy might be incorporated into other curriculum areas such as design and technology and science. The move away from a topic approach towards a subject approach has led to a weakening of some cross-curricular links.

41. Links between the school and partner institutions are sound. There are strong and productive links with Goldsmiths College, which provides for the training of four teacher mentors at the school and the supply of initial teacher training students. Eltham Green School offers good quality extension activities for pupils in mathematics, English, French and football. There are regular links between Haimo School and neighbouring secondary schools. There are very good links with local special schools, and teachers spend time there enhancing their knowledge of strategies to meet pupils' special educational needs. Links with other groups in the local community are good and include visits from the emergency services and church leaders. A particular feature of the school is the group of voluntary helpers who regularly hear pupils read in Key Stage 1.

42. The school offers residential trips to Swanage and Wrotham to support and enrich its curriculum. Extra-curricular activities include the gardening club and some sporting activities. Although these activities may be open to all pupils, older girls from Key Stage 2 dominate them. Homework clubs are planned for the coming year and have been piloted in Year 6. Parents have commented, and the inspectors agree, that the range of extra-curricular activities is narrow and access is too restricted.

43. The Code of Practice for special educational needs is fully in place. Statutory annual reviews and reviews of pupils at each stage are carried out regularly. Individual education plans are drawn up, and most of these have clear, attainable targets. Some are closely linked to the Reading Recovery and Additional Literacy Support programmes, giving a clear focus for teaching. Pupils with physical disabilities have access to the full curriculum and work is matched to their level of ability in subjects such as art and physical education. Withdrawal timings are dependent on the support teacher's timetable and do not always match the work being done in class. As a result some pupils miss numeracy work, for example.

44. The school has been active in ensuring that all pupils have equality of access and opportunity provided for them. The co-ordinator has been in post for 12 months and, with the support of the headteacher, has been successful in raising staff and pupils' awareness of equal opportunity issues. The school has a clear policy for ensuring that there is no discrimination on the grounds of gender, race or disability. Consequently, there is racial harmony within the school, and pupils show sensitivity to the needs of others, including pupils with physical disabilities. However, there are instances of pupils not always receiving their curriculum entitlement. For example, Year 5 pupils are withdrawn for recorder lessons during the same part of a weekly numeracy lesson throughout the year. The analysis of school assessment data has highlighted the underachievement of girls, but no strategy has yet been devised to address this. The provision of sets in English and mathematics in Years 5 and 6, and at times in Year 2 provide good opportunities for all pupils, including those with high prior attainment, to achieve their full capability.

45. In the previous report, the provision for spiritual and cultural development was judged unsatisfactory, and that for moral and social development was satisfactory. The school has addressed the weaknesses in cultural development and the provision for this aspect is now satisfactory. However, spiritual development still remains unsatisfactory. The provision for social and moral development remains satisfactory.

46. Pupils have few planned opportunities to express their innermost thoughts, feelings and beliefs, although a good example occurred during an art lesson in Year 6, when pupils were encouraged to express in collage their own personalities and beliefs as an extension to their study of Buddhism. Collective worship meets statutory requirements. The school is developing the practice to allow purposeful and meaningful moments for quiet reflection. Assemblies do not often create the sense of community and shared values experienced when the whole school rejoiced in the Reception class' assembly. Little sense of awe is engendered through an exploration of beautiful music, powerful literature or the wonders of science. However, a good example was observed when Year 4 pupils studied a Buddhist's saffron robe and heard the story behind its making. In religious education and history, pupils explore lives that are universally admired and begin to examine the effects of injustice and aggression. Pupils are encouraged to be creative and imaginative in some lessons, although little time is devoted to this aspect of the curriculum.

47. The school has a strong commitment to develop in its pupils an understanding of moral issues. All pupils know the school rules well and understand clearly the difference between right and wrong. Even when some pupils show inappropriate behaviour, there is little collusion by peers, who show developing self-control and self-respect. Although there is no formal personal and social education programme, opportunities are provided for discussing moral issues whenever the need arises, including external support with the PATH (Participatory Theatre) project. However, a significant minority of pupils do not always respect and listen to others' viewpoints and teachers have to work hard to encourage the full co-operation of all pupils.

48. Social development is encouraged by regular opportunities in class to work in pairs and to take on the role of monitor. The pupils in Key Stage 1 have a rolling programme of class leaders, so all pupils have the opportunity to be responsible. Year 6, as the oldest pupils, have special responsibilities across the school, which they carry out with a degree of pride and care. They also enjoy being a partner to a nursery child for reading. Outside community workers, such as the police and fire brigade, are invited in to talk to the pupils about their

roles, and visitors from charities raise awareness of other people's needs. Planning covers citizenship, where pupils explore some social issues. By playing competitive sport, pupils learn to become members of a team, to win and to lose. The gardening club helps pupils of all ages to take care of their own environment. The establishment of a school council gives pupils a good opportunity to develop a sense of responsibility, both through the democratic process of selection and through being an elected member.

49. The provision for cultural development addresses the pupils' own culture as well as the wider society in which they are growing up. There are visits to places of historical and local interest, such as Eltham Palace and Kidbrook School. The arts are supported by a visit to Dulwich art gallery, and performances by a Chinese puppet theatre and other theatre groups. As part of a project, one class enjoyed lunch at a Greek taverna. The works of both western and non-western artists and composers are evident in the music, art and geography curriculum areas. The school has appointed a co-ordinator who is responsible for equal opportunities, and she has been influential in the school's continuing improvements in this aspect.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. As at the time of the previous inspection, the teachers show a sound and caring level of concern for the needs of the pupils. The school provides a safe and secure environment that supports their education. Procedures for promoting good behaviour are satisfactory and those for eliminating oppressive behaviour are good. The majority of teachers have many good strategies that encourage and develop good behaviour in class. However, the procedures for monitoring and promoting attendance and for monitoring academic performance are now unsatisfactory.

51. The school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The deputy headteacher is the designated officer for child protection and the school follows local procedures. All staff have received guidance to ensure they understand the indications of child abuse and know whom to report to in the school if necessary. There are adequate arrangements with the social services department. The provision for first aid is good; several staff have been trained, records are kept of any treatment, and letters sent home to parents as appropriate. A health and safety policy is in place and the local education authority oversees the checks that are carried out around the school each year. The governors are also actively involved in touring the school to identify any potential hazards. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. A good example of this was seen during the inspection when Year 2 pupils were particularly careful when sawing wood when making model vehicles. Visitors such as the police, fire brigade and Railtrack staff explain how to be safe outside the school.

52. In the nursery and Reception assessment is satisfactory. The procedures for monitoring progress are sound, and there are good examples of annotated work. However, in the nursery there is no system for recording what each child has chosen or, in Reception, how well children perform against each target. In Key Stages 1 and 2, although there are assessment procedures, their methodology and impact are unsatisfactory. A termly sample of work is produced and kept for each pupil in English, mathematics and science to record and monitor progress. Overtime these become cumbersome, and are not regularly used to inform

judgements about attainment and progress at any level. General portfolios are being assembled to show work representative of each level in English and science, but not for other subjects of the curriculum. Other subjects, such as geography and history, are only assessed by reviewing pupils' workbooks and making an overall judgement; there is no recording of either progress or attainment on a regular termly basis. There is no clear or regular assessment information based on an assessment of pupils' work against the intended learning objectives for most curriculum subjects. This would benefit teachers on a weekly basis by providing them with a constant stream of valuable information. In English, mathematics and science, however, the school is beginning to assess against key objectives rather than against the schemes of work. There are plans to extend this approach to other subjects. However, whilst it indicates an improvement on the position reported in the previous inspection, this development is unclear both in intention and in practice. For example, the school currently uses individual National Curriculum record books to record pupils' performance in National Curriculum tests, teacher assessments in science at Key Stage 1, and standard annual tests in other years. But these are not consistently used and they are not sufficiently tied in to what is actually taught. In fact the data in the hands of individual teachers often relate to the performance in standard tests taken up to two years previously. The confusion inherent in the assessment procedures is typified in the use of National Curriculum record books for mathematics. Teachers plan using the National Numeracy objectives but record pupils' attainment and progress on a yearly basis against National Curriculum statements. Some class teachers, however, also record pupil attainment on a weekly mathematics record sheet based on the learning objectives of the National Numeracy Strategy. There is also a lack of agreed assessment opportunities for each year group in either lesson plans or in long-term curriculum plans. This weakness was identified in the previous report and it remains. The school has produced tracking sheets that are intended to record pupils' year-on-year performance. As yet, however, their introduction is too recent to fulfill this intention of providing reliable and consistent information. No marked or assessed samples of work are kept for information technology and there is no record of pupils' progress. No subject has yet developed or shared individual targets with pupils in an attempt to raise standards and improve progress, although this procedure is included in next year's action plan for mathematics.

53. The school assessment policy is not clear about what information is needed to make strategic decisions about the curriculum and its organisation, or about what is needed to inform short-term planning. The current assessment procedures, and in particular the national and optional tests that each year group undertakes, do generate data. This information and the methods to track individual pupils are all comparatively recent and do not provide good quality year-on-year information that informs decisions about the effectiveness of the curriculum or aids the formulation of weekly lesson plans. The information from the numerous assessment procedures is currently in too many different locations and too many different forms. This makes it inaccessible and difficult to use. Data from the standard tests of attainment that have been entered into an electronic format (Assessment Manager) are not easily accessible for class teachers to use. Neither is this information yet in a form that would provide governors with summary information to evaluate the school's performance or with a starting point for discussion on issues such as differences in attainment according to gender. The school is starting to analyse data provided by standard tests, but the data are not yet used to inform reports to parents. Whilst this analysis has helped the school identify an issue about gender, it has not prompted strategies to address the issue.

54. The procedures for monitoring and supporting the personal development of the pupils are satisfactory, though they rely mainly on the teachers' knowledge of the individual pupils. Assemblies and religious education lessons are particular times when the school encourages personal development and, during the inspection, good examples were seen of discussions about sharing and how friends behave. The class and good-work assemblies help to raise pupils' self-esteem and the school council effectively encourages pupils to show a mature interest in school life. Their sense of responsibility is enhanced by the various tasks they have in the classroom and around the school. Written records are usually limited to the annual parents' report, though notes are also kept of pupils who have particular needs.

55. The procedures for promoting discipline and good behaviour are satisfactory. School rules are on display and teachers discuss them with the pupils as necessary. Pupils were able to quote examples of what they should and should not do. Team points are awarded for good behaviour as well as good work. Lunchtime staff have received guidance on how to support pupils in the playground. Parents are aware of the school's approach with the home-school agreement, including the golden rules. The inspectors saw good instances of teachers ensuring that the pupils understood how to behave, though there is some inconsistency. In a few lessons the teachers did not have the skills to ensure that pupils paid attention to the instructions being given, and pupils continued to talk across the teacher or when they should have been concentrating on their work. The school has good procedures for dealing with any instances of bullying or racism, and the whole school is involved in improving racial awareness. Very good support is provided by outside agencies such as the PATH (Participatory Theatre) project. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system.

56. Overall the procedures for monitoring and promoting good attendance and punctuality are unsatisfactory. Nevertheless the school's approach has resulted in an improvement in recent years, though this has dipped in the current year and present procedures are no longer proving effective. The teachers are responsible for checking whether any patterns of absence are apparent for individual pupils. The school uses a variety of letters to parents to try to find reasons for unexplained absences. However, such absences are not usually followed up with a telephone call home on the first day. Rewards are given for classes or pupils with very good attendance, but these are unrealistic and rarely achieved. The school sets targets for improvement over a year and the office staff calculate percentages each day. However, these are not used. They cover such a short period that they are of little use in determining trends to enable action to be taken with particular classes or pupils. No education social worker has been allocated to the school for much of the current year, and the present allocation of half a day a fortnight is wholly inadequate to provide the degree of support both the school and families need. Registration does not take place promptly at the start of the day, and the school does not therefore keep adequate records of punctuality.

57. Individual education plans usefully contain behaviour issues as well, but few examples are evident where numeracy targets are set. There is no special diagnostic assessment within school, except by the Reading Recovery teacher, who uses the results appropriately to prioritise the help given. The quality of adult support and planning provided for pupils with statements of special educational needs is good. Very positive support is provided by the

good links with external agencies. These offer support for specific learning difficulties, behaviour management, pastoral support and speech therapy. Specialists regularly come into school to advise teachers who have pupils with physical disabilities in their class. There are good links with the special needs departments of the secondary schools to which most pupils transfer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. This marks a significant improvement since the last report. The inspection, however, did find the links with the parents to be unsatisfactory and have not improved since the last inspection. Parents are now very much more satisfied with all areas of the school. This is particularly true in relation to leadership and management, the quality of teaching, and the level of support their children receive. They now consider that their children make good progress and the school helps them to become mature and responsible. They are also satisfied with the arrangements for them to approach the school with questions or problems. Some parents are concerned about the range of activities outside lessons, and the inspection team agrees that the provision of clubs and activities at lunchtime and after school is inadequate. Similarly, inspectors support the parents' dissatisfaction with homework and conclude that the amount set is insufficient. A few parents also feel they are not well informed about the progress of their children. As in 1997 the reports at end of year are inadequate. The length of time between the autumn and summer term parent meetings is too long. Some parents consider that the school does not work closely with them, though the staff do try to encourage them to come into school during the day and to learn about the curriculum at other times.

59. While the school tries to establish good contact with parents, overall weaknesses result in these links lacking effectiveness. The headteacher sends out an attractive newsletter during most half terms, outlining the various activities that the pupils are involved in as well as general administrative information. These are supplemented with many other letters on specific matters. As part of its approach to improving behaviour, the school has sent details home. Parents are invited to class assemblies each term and formally meet the teacher twice a year. The school has held curriculum meetings, though they have been poorly attended. Family literacy classes have had limited success, though some of the parent/child computer courses have been well attended. The annual report on progress is sent home in the summer term. This report generally provides a reasonable summary for English but, except in some classes, it is poor for the other subjects, as it is very brief and concentrates on general statements or the attitudes of the pupils rather than on the skills and understanding the pupils have acquired.

60. Parents' involvement with the school makes only a limited contribution to its work and to the attainment of the pupils. Little information is sent out in writing about what is taught in the classroom or on how parents can help at home. Parents' understanding of what is taught is not helped by the general lack of homework apart from reading. Few parents feel able to help in the classroom, though more volunteer to accompany the pupils when they go swimming or on trips out. Some of the voluntary helpers that assist in hearing pupils read are also relations of the pupils. There is no parents' association and parents are reluctant to help with any bazaars or fairs organised by the staff.

61. Parents of pupils with special educational needs are appropriately invited to be involved in the setting and review of their individual education plans. The school responds positively to parents who voice concern about their child's progress. Parents are involved at all stages and invited to attend all reviews. The school makes every effort to involve all parents at every stage of the special needs code of practice.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management provided by the headteacher, governors and senior managers of the school are sound overall. Since the last inspection in October 1997, two and a half years ago, satisfactory progress has been made in relation to the serious weaknesses identified at the time of the last inspection.

63. The governing body is supportive of the headteacher, staff, parents and pupils of the school. It fulfils its basic statutory responsibilities but does not provide a rigorous evaluative or critical role. The governing body monitors the work of the school through reports from the headteacher and senior managers, and has a sound understanding of the school's strengths and weaknesses. Governors gain a general overview of pupils' attainment through looking at the results of national tests, but do not carry out a detailed analysis. Governors have yet to establish their own procedures for directly monitoring the work of the school by visiting lessons and seeing for themselves the school in action. They are reliant on the headteacher for information that informs their understanding of the school's strengths and weaknesses. They have tentatively formed their own view of the future needs of the school and to provide some guidance in the direction that it needs to take. The governors have set performance management targets for the headteacher and her deputy, but these are general in nature and will be difficult to evaluate objectively.

64. Governors are fully involved in setting the school budget, and have worked with the local education authority to put in place a three-year finance plan to eradicate the budget deficit that they inherited. Financial administration and monitoring are good. Information technology is used to assist the school in undertaking this work. Through the work of the finance committee, governors monitor closely the school's spending. The school makes appropriate use of the resources made available for pupils for whom English is an additional language and for those who have special educational needs. The school is part of an Education Action Zone and is beginning to benefit from the additional resources that this offers, particularly in relation to information technology for both teachers and pupils. Overall, satisfactory use is made of resources and the school endeavours to apply the principles of best value in its spending decisions.

65. The headteacher gives a clear educational direction to the work of the school. She has successfully gained the trust and confidence of the governing body, staff and in particular the parents, and has kept them informed about the school's successes and current initiatives. Staff feel well supported by her. The headteacher has established effective procedures for monitoring the quality of teaching, particularly in literacy and numeracy, that involve local education authority consultants. Identified weaknesses have been addressed through using

this information to inform the effective staff development policy and programme of training. A wide range of assessment procedures has been established for collecting data on the performance of the school. However, because of where and how it is stored, it has not been fully effective in informing curriculum planning, or in informing and evaluating school developments.

66. The senior management team work closely with the headteacher to monitor the work of the school, particularly in the raising of pupils' attainment in English and mathematics. The early years co-ordinator ensures that there is joint planning between the nursery and Reception team. All support helpers are aware of their roles and responsibilities each day. However, the role of many subject co-ordinators is less well developed and is unsatisfactory. Many co-ordinators have only recently been given their responsibilities and have yet to make an impact on their areas of responsibility. Consequently, the school is far from ready to deal with the changes needed to introduce the 'Curriculum 2000' initiative in September.

67. The special needs co-ordinator has appropriate qualifications for her role, and she works hard to organise the support available and complete all the administrative procedures. There is a helpful, recently updated policy, defining roles, responsibilities and procedures in relation to special needs work. A separate room is available for withdrawal work and is adequately resourced, although, as yet, little use is made of information technology to support pupils with special needs. There is a named governor for special educational needs who regularly meets with the co-ordinator and discusses latest developments. At present, there is no rigorous monitoring of the register, or evaluation of spending decisions. The co-ordinator does not have any budgetary role; the headteacher and governors take this on. Some in-service training has taken place about the Code of Practice and formulation of the school policy, but teachers have received little training in how to plan appropriately for pupils with special needs in all areas of the curriculum. A speech and language group is being set up next term, and staff will be trained alongside the pupils receiving specialist help. This will be very helpful in spreading expertise in such a vital area of learning.

68. The school has a broad range of curricular aims that emphasises relationships, attitudes and equal opportunities. The success of these aims is apparent in the work of the school. There is, however, no statement about raising standards in any subject, and no overriding statement about the real essence and focus of the school. The school development plan is effective in identifying appropriate targets for development. It lists the actions necessary to achieve particular targets, who will be responsible for monitoring the school's progress towards them; the timescale for achieving the targets, and the success criteria the school will use to evaluate whether they have been achieved. However, it is not very comprehensive as it only covers a small, though pertinent, range of areas for school development each year. Time scales are too general and are not rigorous enough to move the school forward with speed. Success criteria, as in design and technology, lack the focus needed to evaluate developments. The school has a long list of aims, but no clear mission statement with which to guide and fine tune its work.

69. The governors, headteacher and staff have worked together to secure improvements in the two and a half years since the last inspection. They have made steady progress addressing some of the key issues identified in the last report. This is particularly true in the key areas of English, mathematics and the overall quality of teaching. There are, however,

key issues that have not been fully met, as in the case of information technology, and design and technology. The rate of progress in these areas is unsatisfactory. There is, however, a shared sense of purpose and commitment to raise standards further. The capacity for further improvement is judged to be satisfactory.

70. There are a sufficient number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum. Since the last inspection the school has ensured that all staff, both teaching and support, have job descriptions. Though no formal system of teacher appraisal is in place, the headteacher holds staff development interviews to set targets. This process and the priorities of the school lead to appropriate training courses. Training for the implementation of the National Literacy and Numeracy Strategies has been successful in providing a structured and effective programme of learning which has a positive impact on the quality of both teaching and learning. Reading Recovery is effective, but the assistants working in the classroom need further training to improve their effectiveness. Staff are generally deployed appropriately and the match of staff to co-ordinating roles maximises their experience and expertise. The special needs co-ordinator and non-teaching assistants provide very good support for those pupils who have special educational needs. Staff, more recently appointed have received appropriate support, with good induction arrangements.

71. The quality of the accommodation is unsatisfactory. It has not improved since the last inspection and adversely affects the quality of teaching and learning. The classrooms are cramped but the staff use them well and put up attractive displays. The various smaller rooms are very well used for withdrawal of small groups of pupils, storage and providing facilities for staff. The premises manager works very hard to improve and maintain the appearance of the site, but years of neglect mean that the work required is beyond the resources available to the school. The ill-fitting windows and doors are generally in poor decorative order. One set of windows and doors has been replaced and further refurbishment is planned. The playground is depressing. There is no green area, though the school is introducing a garden area. The heating system is soon to be replaced, and the structural problems of the administrative block are to be rectified during the summer holiday. The problem of the blocked drains, however, continues. The children in the nursery have their own outside area, but those in the Reception class do not have a space separate from the main Key Stage 1 playground.

72. The provision of resources is satisfactory. Whilst the provision for English is good, with good-sized libraries for each key stage, there is a shortage of dictionaries in Key Stage 1. Information technology does not have sufficient printers and lacks equipment for control technology. The Reception class does not have any large wheeled toys.

73. Taking account of the good behaviour of pupils, the positive relationships, the improved quality of education provided, the raised standards at the end of Key Stage 2, the above average unit cost and the satisfactory progress made by the large majority of pupils, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to continue to improve standards in the school, the governors, headteacher and staff should:

- raise standards in English and mathematics by:
(*Paragraphs: 1, 2, 3, 6, 7, 9, 33, 39, 83, 84, 85, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 105, 106, 107, 108, 109, 110, 111, 112*)
 - * continuing setting in Years 2, 5 and 6;
 - * providing additional effective adult support in all ages, and especially in Reception;
 - * providing more planned opportunities for speaking and listening throughout the school, and in particular in the under fives and Key Stage 1;
 - * providing more structured approaches to develop the writing of all pupils, but especially for the younger children and pupils;
 - * ensuring the inclusion of more mathematics objectives for pupils with special educational needs;
 - * planning opportunities for the use of mathematics across the curriculum;
 - * improving the use of time within English and mathematics lessons.

- raise standards in information technology in Key Stage 2 by:
(*Paragraphs: 11, 36, 86, 143, 145, 146*)
 - * establishing the computer-based study room;
 - * ensuring all aspects of the subject are consistently covered and skills progressively developed;
 - * providing the resources and the time to allow for the direct and regular teaching of all strands of information technology.

- develop assessment by:
(*Paragraphs: 5, 25, 31, 52, 53, 112, 135, 145, 160*)
 - * establishing a coherent and consistent set of procedures for assessing all pupils' work on a regular basis;
 - * developing systems for teachers to analyse statistical data;
 - * developing individual targets for all pupils in English and mathematics;
 - * tracking the progress of individual pupils and groups of pupils through the school, so that pupils' targets are matched to their individual needs;
 - * developing a marking policy.

- take further measures to improve attendance and punctuality, so that pupils' progress and attainment are no longer undermined by these factors; in particular, they should: *(Paragraphs: 19, 23, 50, 56)*
 - * make effective use of monitoring information to achieve specific and measurable goals and deadlines for improvement;
 - * establish a new sense of urgency about this issue amongst pupils, staff and parents;
 - * ensure outside agencies are fully involved with those families who show poor attendance and punctuality.

- develop the management of the school to give it strength and momentum. The school should: *(Paragraphs: 53, 62, 63, 64, 65, 66, 67, 68, 69, 126, 130, 135, 142, 147, 154)*

- clarify the school's aims and develop a mission statement:
 - * enable subject co-ordinators to;
 - * develop and monitor action plans for their subjects;
 - * monitor teaching and planning on a regular basis;
 - * analyse assessment results;
 - * have a budget.

- develop the role and responsibilities of the governing body by:
 - * involving all members in training;
 - * developing procedures by which it can monitor and evaluate the school;
 - * strengthening its roles as critical friend and provides of strategic guidance.

- ensure that the school development plan:
 - * is comprehensive and detailed;
 - * offers times and measurable success criteria;
 - * increases the momentum of school improvement.

- improve links with parents by: *(Paragraphs: 32, 58, 59, 60, 104, 111)*
 - * implementing and monitoring the homework policy;
 - * improving the quality of end of term reports;
 - * providing more information to parents about their children and the life and work of the school;
 - * consulting with the parents on how they would like to be involved.

In addition to the key issues above the following minor areas for development should be considered for inclusion in the action plan:

- ensure that all teachers' short term plans consistently identify activities to challenge and cater for the abilities of all pupils;
(*Paragraphs: 26, 33, 118, 141*)
- improve the appearance of the playground and the fabric of the building;
(*Paragraphs: 71, 81*)
- utilise the school day to gain maximum benefit for all National Curriculum subjects and develop more extra-curricular activities;
(*Paragraphs: 30, 40, 42, 59, 103*)
- address gender issues across the school;
(*Paragraphs: 8, 10, 44, 113, 114*)
- improve spiritual development across the school;
(*Paragraphs: 45, 45*)
- improve the teaching of design and technology skills in Key Stage 2.
(*Paragraphs: 14, 36, 127, 128, 129*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	31	53	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	250
Number of full-time pupils eligible for free school meals	7	133

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	5	86

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	2.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	6	6
	Girls	14	13	14
	Total	23	19	20
Percentage of pupils at NC Level 2 or above	School	74(65)	61 (69)	65 (63)
	National	82(77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	9	7
	Girls	14	12	11
	Total	21	21	18
Percentage of pupils at NC Level 2 or above	School	68 (69)	68 (63)	58 (60)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	14	18
	Girls	11	10	14
	Total	24	24	32
Percentage of pupils at NC Level 4 or above	School	59 (48)	59 (24)	78 (39)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	14	16
	Girls	10	9	13
	Total	23	23	29
Percentage of pupils at NC Level 4 or above	School	56 (50)	56 (30)	71 (37)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	189
Any other minority ethnic group	13

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: YR – Y6

Total number of qualified teachers (FTE)	11.9
Number of pupils per qualified teacher	19.1:1
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	137

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25:1

Total number of education support staff	2
Total aggregate hours worked per week	37 ½

Number of pupils per FTE adult	11.4:1
--------------------------------	--------

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	------------------

	£
Total income	695058.00
Total expenditure	687925.00
Expenditure per pupil	2576.00
Balance brought forward from previous year	(39107.00)
Balance carried forward to next year	(31974.00)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	38	9	2	1
My child is making good progress in school.	56	42	1	0	1
Behaviour in the school is good.	38	53	5	0	4
My child gets the right amount of work to do at home.	22	36	30	8	4
The teaching is good.	51	47	1	0	1
I am kept well informed about how my child is getting on.	30	51	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	52	46	1	0	1
The school expects my child to work hard and achieve his or her best.	51	44	4	0	1
The school works closely with parents.	32	47	18	1	1
The school is well led and managed.	53	36	6	0	5
The school is helping my child become mature and responsible.	53	36	6	0	5
The school provides an interesting range of activities outside lessons.	23	52	18	3	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Children have a part-time place in the nursery the term after they have their third birthday, although some start the following term. Most children have the opportunity to attend full-time in the term before they transfer to the Reception class, which is at the beginning of the term when they have their fifth birthday. After a preliminary visit to the nursery with their parents or carers, most settle happily in the secure and well-structured environment. Many children enter the nursery with skills that are well below those of most children of that age. On entry to the Reception classes, the baseline assessment results show that most children have levels of language, mathematical and personal skills that are below those of most children at that age. Although some good progress is evident in aspects of early reading and number skills, and also in personal and social development, very few children attain above the average level in any area tested, and a significant number still have weaknesses in speaking and listening.

80. The staff team plan and work closely together, following the same two-year topic themes and covering the six areas of learning for children under five, although, by the summer term, the Reception teachers include the National Literacy and Numeracy Strategies in the daily programme. Occasionally the planning is over-dictated by the topic theme, rather than carefully working towards the desirable learning outcomes. The nursery teacher has a full-time trained nursery nurse, and other adult help that is linked to special educational needs. All the adults are aware of the learning objectives for each session, and involved in some direct teaching. The two teachers with Reception children share one learning support assistant. This limits the direct teaching that can take place each day and also significantly reduces the use of the outdoor learning environment. The nursery has an enclosed outdoor area which is used well for all areas of learning, albeit only for two hours each day. The outdoor area for the Reception children is bare and unfenced, and any resources for activities that take place outside have to be stored in the somewhat cramped classrooms when not in use.

81. Children who are under five make good progress in developing their personal and social skills. The staff team act as positive role models, and with the appropriate use of praise, high expectations of behaviour and consideration for others, the children quickly learn to understand right from wrong, to be responsible and aware of each other. In the nursery, they part happily from their parents and immediately settle to an activity. Lunchtime offers a positive opportunity for the children to develop social skills; they patiently wait their turn to be served, clear their own plates sensibly, and wait politely for everyone to finish. Children are given opportunities to make choices of activities during the day, to operate independently or to work alongside others, and most stay with each activity for a worthwhile length of time. There are some difficulties in taking turns and sharing equipment, although one little girl cleverly negotiated the exchange of a football in return for a wheeled vehicle. They develop positive relationships with all the adults and are keen to show their work and join in the directed tasks. In the Reception classes, children continue to make progress. They learn to listen more carefully to each other, and work happily with a partner. They still find it difficult to take turns and some get upset if they are not chosen. However, they are well behaved in lessons and respond positively to the activities offered. Many are gaining

confidence with adults and they relate particularly well to their teachers and support staff. The younger Reception class managed an assembly in front of the whole school, comprising stories, movement, percussion and songs. Although many were very shy, they all took part, behaved very sensibly and enjoyed their performance. By the age of five pupils personal and social skills are below those expected for their age.

82. Literacy skills are well supported. In the nursery, the children learn to write their names, using a mix of upper and lower case letters, and the older ones also spell out their names. Planned opportunities for the children to write are provided in a range of activities, both inside and out; for instance, they name their pictures and 'write' tickets for their bus. They enjoy looking at books and listening to stories, and they take books home regularly. The majority of children are learning individual sounds and are encouraged to use this knowledge when practising their reading books. They know a range of nursery rhymes and songs, with some being willing to recite them to the rest. Speech remains very unclear, with most children having a very limited vocabulary, and lacking control of volume and speed. Not every opportunity is taken to promote this vital area of learning, and many instances occur when the adults do not model speech or promote discussion about an activity or the resources being used. A good example was when the teacher encouraged the children to accurately describe how two different sponges felt in and out of water. The teacher does not take enough opportunities during the daily story time to encourage the children to answer questions about the book, to predict the story or to explain to the rest of the class about an activity they have enjoyed. However, children with significant speech difficulties are identified and given some extra input in a group on a regular basis.

83. In the Reception class, children are encouraged to write for a variety of reasons. They have written a letter to the school cook. They list ingredients for a pizza and help to make a class book about 'The Sun and the Wind'. However, the heavy emphasis on using phonic knowledge for writing unknown words, is unhelpful, except for three-letter words with a regular spelling pattern. The older children do have individual wordbooks, and dictionaries are available, but neither were evident during the inspection. Children learn key words at home, but these are related to reading, not writing as well. Over time, children gain confidence in recording their ideas in writing, and settle happily to any written task. However, there is less progress in spelling words accurately. Speaking and listening skills remain weak. Children do not listen with sustained concentration. They find difficulty in expressing their ideas or articulating their needs, as they have a limited vocabulary and weak sentence structure. Speaking skills are promoted through the role-play 'airport', or using the puppet theatre, by the shared sessions at the end of the numeracy and literacy lessons, and by opportunities to take part in assemblies. There are, however, few planned opportunities to develop specific speaking skills and structures. Children continue to make good progress with their reading and, by the time they transfer to Key Stage 1, most children are reading at a level appropriate for their age in National Curriculum terms. They use picture and initial sound cues well, and are beginning to develop prediction skills, through effective focused teaching in-group reading sessions.

84. Progress in mathematics in the nursery is satisfactory. Through singing songs, children enjoy learning how to count to five and back, and many are able to match the number of fingers to each number. 'The Bear Hunt' reinforces positional language and they can indicate over, under and through. They recognise and name the basic two-dimensional shapes and accurately sort and match a set of coloured objects. In the Reception classes, pupils continue to make satisfactory progress. They count in twos to twenty with the aid of a number line

and the *Centipede Song* helps them count in tens to 100. The lack of a number square limits the higher ability children from using larger numbers when they want to count above 20. Children have a range of initial experiences using different measures. They balance objects to find those that are heavier and lighter than 'Teddy' and investigate which container holds more or less. However, there are still many insecurities and they are not yet ready to add and subtract numbers so, by the time they are five, their numeracy skills are below those of most children at that age.

85. The nursery children have a range of experiences to develop their knowledge and understanding of the world and they make satisfactory progress. They design and make simple boats, then test them to see if they float or sink. They use the computer independently, and can to click and drag the mouse to build up a face. By using a 'feely bag', children begin to match the right noses to different animals. Good progress was made when the teacher worked with a group on floating and sinking. The children were taken carefully through all the processes of looking, feeling, predicting, and then testing. They sorted the objects into those that float and sink. Finally, they checked they had sorted them accurately by replacing each set in the water. Not all children experienced this worthwhile activity, as they are free to choose. Children in Reception continue to make satisfactory progress, although their skills with the computer are not significantly better, and they are unable to rewind a story tape. Through their topic about holidays, they are aware that some people travel to other countries and that many require a passport. They make their own versions, completing name, school, age and eye colour. They make a model using seven Lego bricks and record the result. They design and make attractive hand puppets, and learn sewing techniques to join and decorate. Attainment in relation to their knowledge and understanding of the world is below the expected level at the age of five.

86. Physical skills are developed effectively in the nursery through regular access to a range of apparatus and wheeled vehicles outdoors. Children gain confidence in riding and scooting, although they are not always fully aware of space and others. Children climb, jump, and slide confidently. They handle scissors, pencils and glue-sticks well. The development of gross physical skills is limited in the Reception classes because of the lack of regular access to a well-equipped outside area. There are three physical education lessons a week but only one uses the hall-based gymnastics apparatus. Good teaching in one lesson observed enabled the children to acquire new skills, link actions to develop a sequence and perform at a good level of attainment. They make good progress in developing manipulative skills. They use fine brushes to paint a picture of a boat, including the anchor and fishing rod. They roll and shape dough into good likenesses of numbers, complete more difficult jigsaws and operate their hand puppets to move arms and heads. Most pupils meet the expected level of pupils aged five.

87. Creative skills in the nursery are developed satisfactorily through the daily activities provided, and linked appropriately to the theme or to a specific project. For instance, children create a seascape using a range of blue papers and materials and some good likenesses when producing self-portraits. The children are positively encouraged to be creative, with little work that is dictated, formal and limiting. There is a 'holiday tent' role-play area, but no children were observed using this. They sing a range of songs using actions and expression, and sing in tune quite well. In Reception, the children have a range of experiences with making patterns using different media; they create a fish collage and start to build up a class sea picture, by painting, cutting out and sticking on different features. They

learn more challenging songs, clap the rhythm accurately, and use percussion instruments as accompaniment. Progress is generally satisfactory in creative development, although there are some insecurities in the teaching of music. Overall, therefore, standards achieved in creative development are in line with those expected of pupils aged five.

88. Teaching in the early years is mostly satisfactory. The staff work hard to prepare everything required and the Reception teachers try to find ways of using the outside area in the afternoons to enhance learning. A good range of activities is provided and staff offer appropriate support and guidance. Generally, there is a calm atmosphere, but little sense of energy and excitement in the learning. Teachers manage the children well, giving clear, firm and fair rules, as well as being quick to praise achievements. The timings of the activities in the nursery mean that use of the outdoors learning environment is limited and each session has half-an-hour devoted to story and singing. This results in the full-time children spending five hours each week on a somewhat limiting and over-directed activity. In the Reception classes, the whole morning is devoted to literacy and numeracy, which limits access to the other four areas of learning. There are also three other sessions devoted to stories, in addition to the literacy lesson. This results in an unbalanced curriculum. There are satisfactory procedures for recording progress and some good examples where relevant comments are written in the children's books. However, there are no systems in the nursery for recording which activities each child chooses in order to ensure that they have all the required experiences, and no means of checking how well each Reception child has performed in relation to each target. The lack of an overall picture means it is not possible to identify strengths and weaknesses in teaching and learning. However, the school recognises this and is planning to use the newly introduced 'stepping stones' for the foundation stage to develop appropriate assessment procedures.

89. The school has maintained the children's satisfactory and sometimes-good progress noted in the previous inspection. There is now a helpful Early Years policy. Overall in the five areas of learning, pupils standards reflect those identified at the time of the last report.

ENGLISH

90. By the end of Key Stage 1, pupil's attainment in English is below average, as it was at the time of the last inspection. The percentage of pupils gaining the expected Level 2 or above in reading has increased since 1997, but standards in writing have remained the same. In the 1999 Key Stage 1 national tests in reading and writing, pupils' standards of attainment were well below national averages in the percentages of pupils reaching the various levels of the National Curriculum. Compared with attainment in all schools, pupils' attainment was well below average, but, when compared to schools who take their pupils from similar backgrounds, pupils' attainment was in line with the national average. Pupils' attainment in this year's national tests is similar to the results of 1999. Standards in reading and writing, although showing some slight improvement, have remained well below the national average, as was noted in the last report. The school has failed to address fully part of the key issue related to English standards in the last report. Trends over time indicate that attainment in reading, although fluctuating from year to year, has improved slightly. In writing the trend in attainment has been slightly downward, though standards improved in 1999. The expected results for 2000 and inspection evidence suggest that this improvement appears to have been maintained this year. Girls generally perform better than boys but not significantly so.

91. Pupils enter the school with attainment levels below average, and by the end of Key Stage 1 their attainment remains below the national average. Pupils make satisfactory progress overall, and in Year 2 some average and higher attaining pupils make good progress in their reading and writing. The school works hard to raise pupils' attainment and makes good use of the Reading Recovery and Additional Literacy Support initiatives to improve the teaching of literacy skills for these pupils. However, this has not been enough to raise standards to the expected level from the low base at which many pupils start the key stage.

92. By the end of Key Stage 2, pupils' attainment is below average in English. In the 1999 end of Key Stage 2 national tests in English, the percentage of pupils attaining the expected Level 4 or above was well below the national average, but the percentage of pupils achieving the higher Level 5 was close to the national average. Overall the performance of pupils in English was below the national average. Pupils' standards of attainment, although below national averages, have maintained an upward trend over the last four years, increasing at a rate greater than the national trend. When compared with schools which take pupils from similar backgrounds, the schools' results were well above the average for at the end of Key Stage 2. The school's results for English in 1999 surpassed its target figure of 55 per cent. There is little difference in attainment between boys and girls. Standards of attainment in the current group of Year 6 pupils are being bolstered by the use of the Intervention Fund, provided by the local education authority, to provide an extra class for the teaching of literacy skills. However, the much higher than average proportion of pupils with special educational needs in the current year group, over 45 per cent, means that the percentage of pupils gaining the expected Level 4 or above in this year's national tests has changed little from last year. Inspection evidence indicates that the majority of pupils have made satisfactory progress in relation to their attainment at the end of Key Stage 2. Approximately a quarter of the pupils have made good progress due to the quality of the provision provided in the sets adopted in Years 5 and 6 for the last two years.

93. By the end of both key stages, pupils' attainment in speaking and listening is below national expectations. As they progress through the school, the majority of pupils learn to listen attentively and to take turns when speaking in class discussions. However, their ability to talk with confidence is not developed to similar levels. Many pupils respond well to teacher's questions, but a significant number make little or no contribution. Most pupils have a limited vocabulary and find it difficult to explain their ideas or express their opinions clearly. At Key Stage 1, pupils give one-word answers to teachers' questions and teachers have to question them closely to extend their responses. Often teachers identify key words which they want the children to learn, and the teacher frequently repeats these during the lesson. However, few opportunities are planned for the development of pupils' discussion skills in smaller groups and teachers rarely correct poor speech. By the end of Key Stage 2, about a half of the pupils do answer more fully and clearly express their point of view. A significant number still demonstrate a limited vocabulary and make incorrect use of the verb they are using, such as 'He write it down'.

94. In Key Stage 2, pupils do have frequent opportunities to talk in class discussions or to explain their work to the rest of the class. Some opportunities are provided for pupils to speak in school assemblies. Pupils with special educational needs make satisfactory progress due to the extra adult help that they receive, and the more frequent opportunities they have to practise their speaking in small groups or on a one-to-one basis with an adult. Some teachers are using a range of stimulating material in an effort to promote discussions, as was demonstrated when words such as 'billeted' and 'ghastly' from the book, *The Silver Sword*,

were used to encourage Year 6 pupils to explain their understanding of the story so far. In another lesson, the teacher of the Years 5 and 6 literacy class encouraged the pupils to discuss the writing of an extra verse to a rap poem they were going to perform to the rest of the class. However, these examples are the exception rather than the rule and in many lessons teachers do not plan or take the time to develop speaking skills.

95. Pupils' attainment in reading is below average at the end of both key stages, as it was at the last inspection. By the end of Key Stage 1, a few higher attaining pupils are able to read a range of fiction and non-fiction texts fluently and are beginning to use good expression when reading aloud. Average attaining pupils read familiar texts accurately, but demonstrate little expression when reading to an adult. These pupils are using their developing phonic knowledge to decode unfamiliar words and make use of picture clues to aid their understanding of the text. However, many lack confidence and their understanding of what they have read is limited. Below average attaining pupils recognise some familiar words in their reading and use their knowledge of initial letter sounds to sound out unknown words. Good use is being made of the Reading Recovery Programme to improve these pupils' attainment. The teacher responsible for working with these pupils ably assists them to increase their self-confidence in tackling unknown words by developing their knowledge of letter sounds and their critical involvement with the text. The use of a thesaurus was not observed during the inspection. Most pupils are aware of book conventions. They are familiar with index, contents, author, but few can explain the meaning of a glossary.

96. By the end of Key Stage 2 approximately a half of the pupils are reading a range of texts fluently and can talk about the significant themes and characters in the books they have read. A few higher attaining pupils are using deduction and inference to read beyond the literal meaning of the text and are gaining a greater understanding of more challenging texts. Many pupils, although able to read a range of texts accurately, show limited understanding of what they have read and need adult support to cope with the level of difficulty in the books read by many 11 year old pupils. Pupils, including those with special educational needs, make appropriate progress in relation to their previous attainment because of the better quality teaching they receive. This is an improvement since the time of the last inspection when pupils were making unsatisfactory progress at this key stage.

97. There are some opportunities during the day for pupils to practise their reading and a satisfactory range of reading materials from which to choose. The National Literacy Strategy is used to teach reading skills and the Additional Literacy Strategy is used in Year 4 to help lower attaining pupils to increase their range of reading strategies. Teachers make regular assessments of individual pupils' strengths and weaknesses in group-reading sessions during literacy lessons. Pupils are expected to read at home regularly, but a considerable number do not do so. No scheme is in place to encourage parents to read with their children.

99. Standards of attainment in writing are below average at the end of both key stages. By the end of Key Stage 1, a few higher attaining pupils are writing extensively and making good use of punctuation in their sentences, including speech marks. These pupils are expressing their ideas clearly in their work and beginning to structure their writing appropriately. However, they use a limited range of sentence connectives in their work. Average attaining pupils are consistently making use of capital letters and full stops and make some attempt at using speech marks, although not always accurately. These pupils spell

familiar words correctly and make phonetically plausible attempts at spelling more difficult words. A significant minority of pupils achieve below national expectations in their writing. Their spelling is poor and many can only write a few sentences when expressing their ideas. They continue to use a limited vocabulary but are writing more imaginatively than they were a year ago.

98. By the end of Key Stage 2, higher attaining pupils have developed a fluent, cursive script when writing in a range of different formats, including, reports, stories poems, letters and diary entries. Their writing is lively and words are chosen for good effect. Their imaginative story writing demonstrates development of characterisation and they make good use of sentence length to create suspense in their stories. Average attaining pupils show appropriate structure in their stories and are beginning to use paragraphs to develop their writing more logically. They punctuate their work appropriately but their spelling of many words is frequently inaccurate. At all ability levels pupils' speech and the way they pronounce words limit their ability to spell words correctly. A significant number of lower attaining pupils produce short pieces of work containing simple sentences and making appropriate use of capital letters and full stops. However, their vocabulary is limited and their writing lacks description and is of poor quality.

99. Pupils across the ability range make satisfactory progress in their writing. This shows an improvement since the last inspection when progress was judged to be unsatisfactory. Pupils have regular practice in handwriting throughout the week, but there are still a significant number of pupils who do not use a joined style when writing for a different purpose. Their standards of presentation vary considerably. The school has no agreed standard of presentation or format. Pupils write, using a range of styles and for different purposes. Teachers give guidance on drafting and the layout of formal and informal writing. The marking of written work by teachers is inconsistent. Where it is good, teachers give clear guidance to pupils in order to help them to improve their work. This is not seen consistently throughout the school.

100. The school's implementation of the literacy strategy has been successful. Teachers are following the guidelines and providing an increasing range of challenging activities for the pupils in their classes. However, many literacy sessions are too long, and pupils' concentration levels wane and their work rate slows. Opportunities for promoting pupils' literacy skills are evident in other curriculum areas, such as history, where examples can be found of letters written by pupils as evacuees and short biographies of the life of Alexander the Great. Staff choose their texts carefully from a growing number of resources, which cover a range of genres, and the quantity and quality of group reading and poetry texts available is satisfactory. At present there is no school initiative to encourage more parents to take part in improving standards of reading by hearing their children read on a more regular basis, particularly at Key Stage 2. Little evidence was seen of information technology being used to support literacy skills. Some classes use overhead projectors in the shared text element of their lessons.

101. Pupils' attitudes in English lessons are satisfactory and in many instances good. Behaviour is also good in the majority of lessons and this is an improvement on the last report and addresses part of the key issue on English. Pupils listen carefully to teachers' explanations and settle well to their tasks. They enjoy their lessons and are keen to answer teachers' questions. Presentation of work is variable throughout the school, although many pupils try hard to present their work well.

102. The quality of teaching of English is good and varies from very good to unsatisfactory. Two-thirds of the lessons observed during the inspection were judged to be good. One lesson was judged to be very good and one lesson unsatisfactory. Teachers' lesson planning is sound with clear learning intentions established for the lesson. These are often shared with the pupils so that they know what they should have achieved by the end of the session. Tasks are well prepared and work is well matched to the needs and abilities of the pupils. Teachers have a clear understanding and knowledge of the literacy strategy. An improvement from the last inspection is the high expectations that teachers have for pupil attainment in lessons, particularly in Key Stage 2. Expectations for children and pupils in the split age classes in Reception, Year 1 and 2 are lower, and this impacts on their attainment and rates of learning. Teaching methods are effective at achieving these high expectations. Similarly, pupils are now well managed but time is not always well used. For example, some literacy lessons are too long for the ages of the pupils. There is an unrealistic expectation of how long the pupils can maintain their concentration, and to 'fill' the time lessons become dominated by the teacher. Similarly, additional adult support is not always fully effective. For organisational reasons, Additional Literacy Support staff are sometimes present at the start of lessons, and not present during the group reading and writing activities towards the end of the session. Teachers provide little guidance or direction in their planning for support staff to use. This practice reduces their effectiveness in supporting the pupils. The use of an additional adult to support pupils for whom English is an additional language is well placed in Key Stage 1. The support assistant has a good rapport with the pupils, takes the initiative, has good knowledge and helps the pupils make good progress. Teachers' daily assessments of pupils' attainment and progress have improved since the last inspection and are now used to inform the planning of future lessons. Apart from reading at home, little formal homework is set.

103. The co-ordinator gives good leadership in the development of the subject. The quality of teaching and learning is monitored. She has a clear view of improvements being made in the subject and, together with the headteacher, has ensured that all available grants are being utilised to improve pupils' attainment in the subject. The school has set challenging targets for the next two years, but is confident that they will be reached using the current literacy initiatives and additional support. However, the impact of these initiatives is not rigorously monitored through the school development plan, as was the case in the last report. There is an effective English policy in place. Resources for the subject are satisfactory. The school has two central libraries, one for each key stage. There is an adequate range of books available and generally they are of good quality. However, pupils have insufficient opportunities to use the Key Stage 2 library and this limits their opportunities for independent learning.

MATHEMATICS

105. In Key Stage 1 in 1999 the percentage of pupils gaining Level 2 or above was well below the national average. The percentage of pupils gaining the higher Level 3 or above was also below the national average. Overall, therefore, attainment at the end of Key Stage 1 in 1999 was very low in comparison to the national average. Taking the four years 1996 to 1999, when compared to all schools, the performance in mathematics has remained very low. In relation to the national trend, standards at Haimo Primary School in Key Stage 1 have fallen. This is due to the differences between year groups and the lower expectations found during the inspection in the mixed age classes of Reception and Years 1 and 2. When

compared to schools in similar contexts, the Key Stage 1 results indicate that pupils' achievement at the end of Year 2 is also well below the average. Inspection findings and the unconfirmed test results for the year 2000 indicate that the pupil achievement will be broadly in line with national standards. This is due to the difference between this and previous year groups and the benefits that setting has brought to the current Year 2. Overall, therefore, attainment at the end of Key Stage 1 is in line with national expectations. This is an improvement on the findings of the previous inspection and does in part address the key issue identified in that report.

106. By the end of Year 6, in 1999 attainment was in line with the national average and this is a significant improvement since the last inspection. The school exceeded its target in 1999 by 20 per cent. In the 1999 national tests, the percentage of pupils gaining the expected level 4 and above was well below the national average. The percentage of pupils gaining the higher Level 5 was well above the national average. This disparity was due to the number of pupils with high prior attainment in the year group. Overall, therefore performance in 1999 was close to the national average. When compared with schools which take pupils from similar backgrounds, the schools' results were well above the average for at the end of Key Stage 2. Over the four-year period, 1996 to 1999, standards at Key Stage 2 have improved dramatically, particularly in 1999, outstripping the national trend. At Key Stage 2 in 1999, boys performed better than girls because of a more able group of boys in that year group. This gender difference has not been reflected in this inspection or in the expected results for 2000. The judgements of the current inspection and teacher expectations for the year 2000, however, are that standards have dropped. Although both year groups were placed in mathematics sets the decline is due to the marked differences between the two-year groups of 1999 and 2000.

107. At the end of Key Stage 1, there is a strong emphasis on mental arithmetic. This is having a positive effect on pupils' recall of number facts. In mental arithmetic, most pupils readily identify odd and even numbers. The majority of pupils know their five times tables and use this knowledge in their work on time. All pupils are able to tell the hour and the half hour. Although 25 per cent of the class require assistance in this, the majority confidently say and write times, including quarter to and past, using both digital and analogue time. Evidence from previous work indicates that pupils of low prior attainment, about one third of the class, work with numbers up to 20, and the more able count to 100 and put numbers in order, reading and recording them accurately and matching the number to the correct digits. These pupils understand simple place value and are able to partition numbers when adding. They collect data and convert them correctly into bar charts based on favourite foods and different hair colours. All pupils use the appropriate language to discuss the relative weight and length of classroom objects. When describing the properties of three-dimensional shapes pupils are familiar with the terms, 'face', 'corner' and 'edge'.

108. At the end of Key Stage 2, pupils of all abilities show increasing speed and accuracy in using their mental and oral arithmetic skills. During mental arithmetic sessions, the majority of pupils steadily count forward and backwards in simple decimals and double numbers to 100 and a few to numbers over 1000. Higher attaining pupils in the year group have sound computational skills, which enable them to use the four rules of computation to tackle investigations. For example, pupils identify and express patterns and sequences in hundred number squares, and develop a generalised relationship in words to explain these patterns to their class. Evidence from previous work demonstrates that Year 6 pupils have an understanding of how vectors are used in both reflective and rotational symmetry. A

significant amount of work has been devoted to the teaching of the relationships between fractions, percentages and decimals, and the higher attaining pupils have tentatively applied these skills to problem solving. They accurately measure both obtuse and acute angles and use the appropriate formulae for measuring area and perimeter. The majority of pupils have drawn line graphs to calculate the exchange rate of three European currencies, and used negative numbers in the measurement and recording of temperature. The lower attaining pupils, a third of the year group, have a sound understanding of place value up to 1000 and apply this to addition and subtraction, although not always accurately. They understand that fractions are part of a whole and that division is based on sharing. They tell the time by using the 24-hour clock.

109. Overall, pupils make sound progress during their time in school, although good progress is made in upper Key Stage 1. Across the school, where the teaching is good or very good, good progress is made. This partly remedies the key issue in the previous report of improving progress in mathematics. Throughout the school pupils develop their mathematical ability well. In Year 1, pupils at the beginning of the year counted to ten, and now the majority is able to read and write numbers to 20. In Year 2, number work is developed so the majority of pupils are beginning to learn the 2 and 5 times table and are becoming increasingly confident in their numbers bonds to 20 and some with numbers to 100. Mental arithmetic in Year 3 encourages pupils to count mentally in hundreds up to 1000 and develop their own strategies for subtraction. Skills acquired earlier in the school are skilfully developed in Year 4 so that pupils apply the four rules of number to solving real-life money problems that include change from fifty pence for the less able pupils, to the majority working out costs of up to five pounds and beyond. In Years 5 and 6, pupils are more confident in the four rules, and in Year 6, confidently use the inverse of multiplication and division to check answers. Pupils throughout the school become increasingly adept at understanding mathematical concepts and process, although they often have difficulty explaining the mental strategies owing to a lack of language skills. From Year 1 to Year 6, pupils solve problems of increasing difficulty involving money, measurement in standard units, area and perimeter. Pupils with special educational needs make sound progress because of the setting of pupils in Years 2, 5, and 6, and because class teachers ensure that the tasks they undertake are suited to their needs.

110. Throughout the school, pupils' attitudes to learning mathematics are good. They enjoy the lessons, particularly the oral session at the beginning and the plenary. They willingly offer contributions and share ideas, although weak speaking skills hinder this aspect of the lesson. During written tasks, pupils concentrate well and are involved in the activities, especially when the teaching is good or very good. They persevere at their task and many enjoy the challenge and stimulus that are offered by interesting activities. Written tasks, however, are frequently poorly presented, reflecting poor literacy skills.

111. The quality of teaching in mathematics is satisfactory overall, but with 44 per cent judged to be good or very good. This is a significant improvement since the last inspection. A particular strength of all the lessons was the quality and range of strategies used by teachers to manage all pupils. Behaviour is now good and remedies part of the key issue of the last report. Planning is based on the National Numeracy Strategy. Its implementation is thorough and lessons build carefully on previously acquired knowledge and skills. Teachers make good use of the three-part lesson by sharing and discussing the teaching objectives, and revisiting them in the plenary. This not only provides a useful tool for assessment but also provides pupils with a sense of purpose and achievement. Teachers are well qualified in

mathematics and have a good understanding of the subject. This leads to a strong emphasis on subject specific vocabulary and good questioning of pupils to develop their knowledge, understanding and mental skills. In many instances good and very good questioning by class teachers encouraged pupils, especially the high attainers, to explain fully their methods and answers. In so doing, it deepened their knowledge and understanding and also generated subject-specific class discussion. The lesson planning takes into account the needs of pupils at different levels of achievement. Appropriate activities and teacher participation with the higher attaining pupils ensured that this group made good progress. Teachers have high expectations of work for the majority of pupils. Overall this is an improvement on the last inspection and in part addresses the key issue on mathematics. Lower expectations, however, were evident in the mixed aged classes between the under fives and Year 2. A minority of pupils in these classes have progressed more slowly and achieved lower standards than would have been expected. Where teaching is less effective, the balance between the mental/oral sessions at the beginning and the plenary at the end tips in favour of the beginning of the lesson. This slows the pace of the lesson and does not provide sufficient time for the end of the lesson, so this part becomes teacher dominated. Where there is additional in-class support they are not always deployed effectively or efficiently by the class teacher. There is also a lack of specific mathematical objectives in the individual education plans for pupils with special educational needs. The marking of work is unsatisfactory, as it does not consistently inform pupils of their strengths and areas for development. There are no consistent approaches to the regular assessment of pupils against the objectives of either the National Numeracy Strategy or the National Curriculum. Homework was not provided across the school during the course of the inspection.

112. The leadership and management of mathematics are good. There have been considerable improvements in mathematics since the last inspection. The National Numeracy Strategy is now fully in place, which has improved the provision and had a positive effect of the standards of mathematics across the school. It is this, and the continued use of setting in Years 5 and 6 that the school hopes will help them meet the challenging targets that they have set with the local education authority. The co-ordinator, along with the numeracy consultants, monitors teaching, ensures staffs are well trained and offers support on teachers' planning. Resources have been improved and are now judged to be adequate. Further purchases would enable pupils to access a wider variety of approaches. The co-ordinator has initiated extra-curricular activities to raise the profile of the subject. There is greater use of assessment than at the last inspection. A range of overlapping forms of assessment is used in the school. Information, however, is not always in an accessible form to enable it to be used regularly in teachers' planning, and there continues to be confusion about what is being assessed and why. No individual targets are set for pupils, although this is to be addressed under next year's subject action plan. Pupils' numeracy skills are infrequently developed in other subjects such as design technology and science. There is no formal planning for these curriculum links. Those that happen are incidental and the mathematical component does not feature in the short term plans.

SCIENCE

113. At the end of Key Stage 1 in 1999, based on teacher assessments, the percentage of pupils achieving Level 2 and above was very low in comparison to the national average. The percentage attaining the higher Level 3 was also below the national level. On the evidence of teacher assessments, standards in science in Key Stage 1, have not improved since 1997. Teacher assessments for Key Stage 1 in 1999 placed the school's science achievements broadly in line with similar schools. The unconfirmed results for the year 2000 are broadly similar to those of 1999. Inspection findings, however, indicate that standards at the end of Key Stage 1 have improved and are now in line with expectations for pupils aged seven. This difference is due to the good teaching and the very well organized curriculum. According to the anticipated results for 2000, only boys reach the higher Level 3. Overall, therefore, they do better than girls. This has been identified as an issue by the school, but has not yet been adequately explained or addressed. The inspection did not find any evidence of gender bias in the lessons observed

114. By the end of Key Stage 2 in 1999, the percentage of pupils reaching Level 4 and above in the national tests was below the national average. The percentage of those who reached the higher Level 5 was well above the national average. The overall performance in science was above the national average. This marks an improvement since the last inspection, when Key Stage 2 standards were in line with national expectations. The higher attaining pupils were those who also had higher attainment in English and mathematics, and it is these pupils who were best placed to derive benefit from the school's much strengthened and improved science curriculum 1999. The work is often challenging and teachers have high expectations. This approach benefits the higher attaining pupils, who do well, but does not always meet the needs of the lower attaining pupils. Within the overall standard in 1999, boys performed better than girls. This difference was not noted in the inspection and is not evident in this year's expected results. Over the four-year period, 1996 to 1999, standards in science have risen dramatically, outstripping the national trend. When compared to schools taking pupils of a similar background, standards achieved are well above average at both Level 4 and Level 5. Inspection evidence and the expected results for the 2000 national tests indicate that standards of attainment in Year 6 are in line with national expectations. This slight drop in standards is due to the much larger than average number of pupils with special educational needs in the current Year 6.

115. At the end of Key Stage 1, pupils know the conditions required for the growth of plants, although they are not all able to write down what they know in an extended form. They demonstrate their knowledge of, for example, the parts of plants or the differences between various life forms by labelling diagrams or offering brief oral answers to questions. Pupils handle data by, for example, creating simple bar graphs and identifying the different elements with colour keys, but are often unable to develop or extend the knowledge because of limited literacy and numeracy skills. The majority of pupils are able to make simple predictions about, for example, the capacity of different materials to absorb water. They know about, but are not necessarily able to explain, the elements of a simple circuit. At the end of Key Stage 2, pupils conduct scientific experiments, and recognise the necessary conditions for a fair test. They know about and can explain the water cycle and can describe the properties of certain materials. They know that water can exist in three different states and how clouds form. They are able to relate work on water and temperature to their study of weather in geography.

116. Pupils make good progress through Key Stages 1 and 2, building on both knowledge and enquiry skills. The whole school science curriculum is planned in two-year cycles. A lesson in Year 3 and another in Year 4 demonstrated, however, that whilst covering the same content, the level of skills and understanding had moved on. In their oral answers, the Year 4 pupils were able to make more of the work on the food chain and had acquired a broader vocabulary to describe their observations than those in Year 3. No lessons were seen in Years 5 or 6, but the work samples showed that this pattern of reinforcing skills of predicting, observing, recording and drawing valid conclusions from evidence continues, particularly for the higher attaining pupils. Pupils with special educational needs make sound progress because of the quality of support they receive.

117. In the lessons observed, pupils' attitudes to learning in science were satisfactory and behaviour was often good. This was the result of hard work by teachers to influence and control the activities. In only one lesson was there a lapse in concentration as a result of an over-repetitive task. Even here, however, the behaviour remained satisfactory. The quality of presentation of work is unsatisfactory, reflecting the weak literacy skills of many of the pupils. This is often unchallenged as there is no agreed approach or standard with regard to presentation.

118. The quality of teaching ranges between good and unsatisfactory. Eighty per cent of lessons were judged to be good, but 20 per cent, one lesson, was judged to be unsatisfactory. Therefore, it was judged to be good overall. There was no Year 5 and 6 science timetabled during the week. It was evident, however, from the planning and the pupils' work that the requirements of the National Curriculum were being met. The good lessons were characterised by clear objectives, very good classroom management, lively and interesting presentation and a good balance between whole class teaching and pupils' activity. The clarity of objectives and good class control are specific improvements since the previous report. Pupils understood clearly what they were intended to learn during the lesson. Due to good behaviour the majority of pupils applied themselves industriously to their work. Teachers place an appropriate emphasis on the correct use of scientific vocabulary. In a few classes only, the marking gave pupils clear guidance about what they need to do to improve their work. In the majority of lessons, teachers did not match work to pupils of different lower prior attainments. The unsatisfactory features in the other lessons included a long exposition that lost focus and the attention of the pupils. The lesson failed to challenge the majority of pupils and they failed to make satisfactory progress. Overall the quality of marking is unsatisfactory. Homework was not set during the course of the inspection.

119. The science curriculum is very well organised and fully meets statutory requirements. The headteacher, who has the benefit of a professional scientific background, takes personal responsibility for the co-ordination of the subject. Under her leadership, the teachers have developed their subject knowledge and expertise and have worked hard to develop a very well planned and organised science curriculum. The resources to support the teaching of science are both sufficient and accessible.

120. The school is beginning to use all available data to identify areas for improvement, but this is not yet fully effective. For example, the current gender issue at Key Stage 1 has been recognised but not addressed. Similarly, the school's analysis of results indicates that pupils' attainment is significantly better in the second strand of the science curriculum, 'Life processes and living things', when compared to the fourth strand, 'Physical processes'. Little has yet been done to address this issue. Assessment opportunities and procedures are not well established to help inform teachers' lesson plans from one week to the next.

ART

121. Due to timetable arrangements during the inspection, it was only possible to observe one art lesson in Key Stage 1 and three in Key Stage 2. Other evidence was taken from examining the work on display, a discussion with the co-ordinator, and a scrutiny of planning and relevant documents. The evidence indicates that standards are at the level expected and pupils, including those with special educational needs, make satisfactory progress in acquiring a range of skills. Standards have been maintained since the last inspection.

122. Pupils in Year 2 completed self-portraits, with mirrors to help them focus on facial features. There was no initial discussion, looking at each other's faces to establish the proportions, so not every feature was in the correct place. However, the pupils did add details such as eyelashes, freckles and nostrils, showing good observation. They mixed watercolour paints to create different tones and were quite successful in matching their skin colour. One group cut out silhouettes and pictures of houses to create a paper collage. They showed good control in using the scissors and glue. Across the key stage, pupils experience working with different media, such as making string prints of seaside objects, designing patterns from rubbings and illustrating the *Ant* poem. There are a few examples where Key Stage 1 pupils use the computer in art; some use the 'line' and 'fill' tools well to create coloured patterns and others design pictures appropriately reflecting the style of Mondrian. By the end of Year 6, all pupils in the lesson observed used textures and colour effectively to illustrate their personalities, feelings and ideas. They have drawn parts of the school buildings, showing perspective, and designed attractive patterns for Greek pots.

123. In Key Stage 2, pupils consolidate their drawing skills through close observations of African artefacts, playground plants and parts of the school building. There are good examples of pupils using shading to create depth and tone, and using perspective well in the architectural features. In two lessons observed, Year 4 pupils used clay to recreate Roman-style pots. Secure subject knowledge resulted in the correct techniques being taught, enabling the pupils to be successful in the basic design and move on to adding their own creative ideas. They could confidently explain what they had done, using some appropriate vocabulary such as 'coil pots' and 'keeping the clay damp'. There are no examples of Key Stage 2 pupils using information technology, and no evidence where the work of artists is explored and used to inspire pupils' own creativity. Planning, however, indicates that this aspect is included in the curriculum.

124. The pupils say they enjoy art. They maintain good interest and concentration when making clay pots and when designing a collage that expresses their personalities and inner feelings. Sometimes, where pupils work co-operatively to help someone who is experiencing difficulties or to share materials. Although lively and excited, they stop and listen when the teacher asks for their attention.

125. Teaching observed ranged from satisfactory to very good. Overall it was good. In the best lesson, there was a lively introduction, immediately capturing the pupils' interest, and good pace throughout. The teacher's enthusiasm for the subject was evident and she inspired the class so they all became very involved in completing the project. A good range of resources was available and the teacher circulated whilst the pupils worked, advising, discussing and stimulating them further. Time was given to sharing the work of some pupils and offering sensitive and constructive criticism.

126. In the previous inspection, the weaknesses were identified as the lack of a scheme of work and guidance on the development of skills with reference to recommended methods. The school has not yet addressed these weaknesses, although the co-ordinator has a view of her future role. The artwork tends to be directly linked to the topic themes, with less regard given to how skills and techniques should be developed. The planned scheme of work, that will identify exactly which elements of the curriculum are to be covered and the level of skill that the average pupils in each year group should reach, will ensure more even progress across the key stages. The co-ordinator also plans to introduce the use of sketchbooks, which will be helpful in monitoring standards.

DESIGN AND TECHNOLOGY

127. Because of the subject's very limited presence on the timetable during the week of the inspection, only two design and technology lessons were observed in Key Stage 1 and none in Key Stage 2. Other evidence was taken from examining the work on display, a discussion with the co-ordinator and a scrutiny of planning and relevant documents. The evidence indicates that standards are at the level expected in Key Stage 1 and pupils, including those with special educational needs, make satisfactory progress in acquiring a range of design and making skills. In Key Stage 2, the work seen is immature and rarely covers all the required elements of designing, making and evaluating. No projects give pupils the opportunity to use interesting materials, most being reclaimed objects or simple, natural materials such as twigs. There are no instances where pupils use precise measuring or weighing as referred to in the scheme adopted, or use tools independently such as a drill and saw. They use a glue gun for joining but no other techniques are explored. Standards are not high enough and progress across the key stage is unsatisfactory. Pupils' level of attainment and rates of learning are similar to those reported after the last inspection.

128. In Key Stage 1, pupils experience at least two projects per year, as agreed in the school's revised policy. Teaching in Key Stage 1 is satisfactory. Some projects, such as that of designing and making boats in Year 1, cover all the required elements. Others just focus on the design, for example, to plan a safe home for a pet. There are good opportunities for pupils to build on their skills when they design and make a simple wheeled toy in Year 1, and then progress to designing and making a vehicle for a purpose in Year 2. Following previous discussion and demonstration of techniques, the Year 2 pupils have a very good idea how to construct the model of their choice. Through good teaching, they are encouraged to develop ideas and show initiative. The necessary safety procedures are emphasised, such as wearing goggles and handling tools correctly. As a result, very good learning takes place and pupils construct a wheeled vehicle with axles, using accurate measuring, joining and finishing. Pupils show great enthusiasm and interest in the work and those with special educational needs concentrate particularly well.

129. The agreed plan is for Key Stage 2 pupils to cover six units. The work seen indicates a focus at present on products and application, where pupils construct simple bridges and design and make musical instruments. The other aspect covered is that of frameworks where simple models of shelters are designed and constructed; only those who went on the residential field trip had the opportunity to make real shelters. There are some good examples where pupils use a storyboard approach to design their product, listing the required resources and making techniques. The newly adopted scheme is not yet fully in place, but there are some good examples to build on, especially from Key Stage 1.

130. Following the previous inspection, a key issue was to raise standards in design and technology at Key Stage 2. A suitable action plan was drawn up, but abandoned when the national initiatives changed the emphasis on the subject. However, the school has recently appointed a co-ordinator who has prepared a new and rigorous action plan. This covers the updating of the policy, the adaptation of the scheme of work, building up required resources, and monitoring work across the school. It will be necessary to meet all these objectives if standards are to be improved.

GEOGRAPHY

131. Standards in geography are in line with national expectations at the end of both key stages and all pupils, including those with special educational needs, make good progress. By the end of Key Stage 1, pupils have developed a sense of place through local studies and the study of a contrasting area. They are beginning to make accurate use of symbols to represent features. At the end of Key Stage 2, pupils have a rudimentary knowledge of maps of different scales, use an atlas and have some experience of deriving evidence from photographs. They are able accurately to explain the water cycle and make connections with elements of science programme. Standards have been maintained since the last inspection.

132. Teachers select content suitable for the age and attainment of the pupils to ensure that they make sound progress in the acquisition of geographical skills. For example, in Years 2 and 3, pupils are encouraged to move on from the use of pictorial representation of features to the use of symbols and keys. In Year 4 they are introduced to Ordnance Survey and by Year 6, they are able to distinguish between plans and maps at different scales.

133. Pupils respond positively to good teaching and produce work of a good standard. They enjoy the subject and make sensible contributions to discussions. This was evident in a Year 3 lesson where pupils were able to make links between their work on 'Invaders and Settlers' and the geographical study of factors affecting choice of settlement.

134. The quality of teaching is good, with 20 per cent of lessons judged to be very good. This is an improvement since the last inspection. No unsatisfactory teaching was observed during the inspection. Where the teaching was at least good, the teachers had secure subject knowledge and an interest in what they were doing, which was communicated to the pupils. The purpose of the lessons was clear and the expectations of pupils were generally high. Teachers displayed many effective strategies to maintain good standards of behaviour. Relationships within the majority of lessons observed were positive, developing both a caring

and purposeful atmosphere. Teachers use resources, both commercial and those provided locally, to interest the pupils. In the Year 2 excursion into the neighbouring streets, pupils' interest was considerable and they made good progress in developing their skills of geographical enquiry.

135. The management of the subject is not secure. A co-ordinator has recently been appointed and the role is not fully developed to include budget holding, developing an action plan, or monitoring the subject through lesson observations, and the scrutiny of plans and pupils' work. Long-term curriculum planning has improved since the last inspection and is now good. There is still no agreed school system for record keeping, marking or standards of presentation, and the policy statement remains embryonic. Work in geography is supported by useful local day excursions in Key Stage 1 and a more substantial residential field study in Wrotham and Swanage in Key Stage 2.

HISTORY

136. By the end of both key stages, standards in history are in line with those normally found in most schools for pupils of this age. During the inspection, lessons were only observed in Key Stage 2, but evidence was also gained from a scrutiny of pupils' previously completed work, discussions with pupils and staff, and a study of teachers' planning. Standards have been maintained since the time of the last inspection,

137. By the end of Key Stage 1, pupils are knowledgeable about some of the changes between now and the Victorian era. They recount the differences in everyday activities, such as washdays and how a 'copper' was used to boil the water as against today's washing machines. They explain how flatirons were used by being heated on a 'range'. Pupils talk about the simple toys that were pushed and pulled by Victorian children compared with today's electronic toys. They are aware of famous people, such as Florence Nightingale, and how she helped to change the way hospitals were run and patients treated. Outside visits to places of interest, such as the '1900 Home' and the Florence Nightingale Museum, ensure that pupils learn effectively about times beyond living memory. By the end of Key Stage 2, average and higher attaining pupils use a range of sources to research information independently. In a Year 6 lesson, pupils found information to write a short biography of Alexander the Great. Pupils possess information about the everyday life in Ancient Greece, and how life in the city-states of Athens and Sparta differed.

138. Through the use of timelines, pupils are beginning to gain a sense of chronology. Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress through the sound teaching they receive. Year 2 pupils remember the work they completed in Year 1, about the 'Great Fire of London'. They use their knowledge of the diaries of Samuel Pepys to re-tell the cause of the fire, how it started in Pudding Lane and how it spread quickly because of the closely built wooden houses. They demonstrate their understanding of the reasons why Guy Fawkes tried to blow up the Houses of Parliament with statements such as, 'He wanted everyone to go to his church'.

139. Pupils in Key Stage 2 make satisfactory progress in their knowledge and understanding of the periods of history they have studied and achieve appropriately for their ability. Years 3 and 4 pupils learn about Second World War and the hardships of wartime life in Britain, such as 'The Blitz', rationing and being evacuated to the countryside. Pupils demonstrate empathy with the plight of 'evacuees' as they use their developing literacy skills to write the kind of letter that some of them would have written to their parents.

140. Pupils' response to the subject is directly related to the quality of teaching they receive. This was only observed at Key Stage 2. Where it is good, pupils are well behaved, involved and eager to find out about the past. Where teaching is unsatisfactory, they do not listen attentively to their teacher or apply themselves well to their work.

141. The quality of teaching at Key Stage 2 is satisfactory overall, but varies from good to unsatisfactory. Where it is good, teachers make good use of a range of resources to bring the subject alive. For example, in a Year 4 lesson, the teacher used a range of artefacts, such as an old domino box, to encourage the pupils to find out more about the past. They examined them closely, sketched them, and stated how they would yield information about the past. Pupils were challenged by the work and eager to carry out the activity. Where teaching is unsatisfactory, as in a lesson in Year 5, the teacher did not manage the pupils well and behaviour was unsatisfactory. The use of worksheet activities did not challenge or motivate the pupils to apply themselves to their work, and was not appropriate for pupils of differing prior attainment.

142. The co-ordinator has only had responsibility for the subject since February and is in her first year in teaching. However, she has attended training provided by the local education authority and begun to review the two-year rolling programme of topics by which the subject is taught. She is very new to her role and has yet to have much opportunity to carry out her full responsibilities to manage and lead the subject.

INFORMATION TECHNOLOGY

143. Standards of attainment are in line with national expectations at the end of Key Stage 1 but are well below at the end of Key Stage 2. The higher standards at the age of seven is an improvement since the last inspection, along with improved planning and provision, and the development of teachers' confidence and skills in teaching information technology. Pupils in the current Year 2 have benefited fully from the initiatives introduced since the last inspection report. By the end of Key Stage 1, pupils of all abilities learn to prepare, store and retrieve information from a database on clowns. They use the computer to design colourful pictures based on what they learn of artists such as Mondrian. These pupils, however, continue to have a limited experience of using commands to control, or using programs that employ imaginary situations. By the end of Key Stage 2, all pupils have developed their ability to manipulate text on screen using the mouse, cursor and editing features. Similarly they are able to use paint programs to produce imaginative on screen 'graffiti'. Their knowledge and understanding of storing and retrieving information, or of being able to use the computer to control other devices or monitor their environment, are severely limited. They are unable to discuss in depth either of these strands of the information technology curriculum. The school has so far failed to address a key issue of the last report and raise standards at the end of Key Stage 2. Over the course of their education, this current Year 6 have not been provided with sufficient experiences or development of skills to bring their

knowledge and understanding to a level appropriate to their age. The two and a half years since the last inspection have been an insufficient length of time for the oldest pupils to benefit enough from the enhanced provision. In time the new measures now in place, and those planned, should address this issue.

144. Only one short-whole class teaching session was timetabled during the inspection week. Therefore an overall judgement on the quality of teaching cannot be given. Nevertheless, the scrutiny of all available work and discussion with pupils give sufficient evidence on pupils' attainment and progress. Pupils of all abilities start learning the basic skills of mouse control, keyboard and manipulation of what is on screen from the time they enter school. In Year 2, a good display shows that pupils have experienced many aspects of information technology. By using different colours and tools, pupils have created a number of different artistic pattern. In Year 3, pupils' ability to use paint programs has become more sophisticated and the classroom wall displays Roman mosaic pictures of fish. In Years 4, 5 and 6 some drafting is undertaken on screen and word processing skills are gradually developed, so that by the age of 11 pupils are becoming more confident in controlling the mouse to cut and paste text. Year 6 pupils have word-processed stories about Medusa in their history lessons, and in doing so have changed fonts, type and size, and used a spell checker. They are, however, unable to insert graphics into a document.

145. The school has a very efficient and enthusiastic co-ordinator who has raised staff confidence and competence in teaching the subject. The school has adopted the locally agreed plan for its scheme or work and lesson plans. The co-ordinator regularly liaises with teachers and monitors teaching but does not sample pupils' work. There are no procedures for the assessment or recording of individual pupils' attainment or learning, or a whole school portfolio of annotated work. Insufficient time is allocated to the regular teaching of skills on class timetables, and during the week of the inspection, computers were frequently not used. In the last 18 months the school has acquired enough new computers for one per class, but there are only four printers and this greatly inhibits pupils' printing their own work. There continues to be a shortage of resources to support the teaching of modeling and control. This aspect of the provision has not improved since the last report. Individual pupils store their work on a class floppy disc; completed pieces of work are therefore regularly deleted or printed; this is unsatisfactory. Currently, Internet access is not available for all the pupils to gain information to support classroom projects. Throughout the school, information technology programs extend pupils' learning in other areas of the curriculum, including English and mathematics. Programs are used in Year 2 on time and in Year 4 on money. Software is steadily being built up to support the curriculum, although information technology was not seen used to support the learning of pupils with difficulties. The co-ordinator has a recently devised action plan with an allocated budget that has benefited from funds provided by the Education Action Zone. This will address many of the issues raised in this report by the end of the year 2000, including the opening of the new computer study room.

MUSIC

146. Only one lesson in each key stage was observed during the inspection, plus a singing rehearsal for the Year 6 end-of-year concert. Other evidence was taken from singing and recorder playing at assembly and a discussion with the co-ordinator. Standards in singing are broadly satisfactory, but no composition or use of sounds to create musical effects or atmosphere was observed. The co-ordinator is confident that all classes are following the published scheme that has been adopted by the school, as evident in pupil performances in their class assemblies, and when teachers seek her advice about specific lessons but this could not be corroborated during the inspection week. Standards in singing have stayed broadly the same since the last inspection. The quality of teaching observed in the two lessons was judged to be satisfactory.

147. Pupils in Year 2 and Year 6, including those with special educational needs, make sound progress, as they did at the time of the last inspection. They all sing tunefully, with good phrasing and obvious enjoyment, encouraged by the enthusiasm of the teachers. They know a range of songs, some by heart. Year 6 pupils sing in unison, but not yet in parts. The younger pupils in Key Stage 1 clap the rhythm accurately and keep in time with simple untuned percussion instruments. They are able to select the instrument correctly that will 'make a ringing sound'. Year 3 pupils improve their response to a conductor to sing either more loudly or more softly and stop promptly when given the signal. They understand high and low pitch and can demonstrate each. They enjoy listening to 'Java Jive', and through dance, they explore the structure of jazz music. By focusing on the change of tune and attempting to describe the rhythm, they begin to understand what is meant by the 'middle eight'. Pupils who have recorder lessons play simple tunes accurately and confidently. These pupils receive tuition at the same time each week, which results in some regularly missing important parts of numeracy lessons. This needs to be reviewed.

147. The previous report identified weaknesses in teaching and the lack of structured guidelines. There are now guidelines and the scheme adopted uses a good selection of taped music that reflects many cultures, both western and non-western, and many different styles. Some insecurities remain in teaching, mainly in the area of subject knowledge and understanding. The co-ordinator has no responsibility for monitoring planning and no time for supporting colleagues in the classroom. The implementation of the music curriculum is hindered by a lack of space in the classrooms. Conversely the hall is not timetabled for use in the mornings. The instruments are kept in a locked cupboard and there are few tuned instruments and no keyboards. It is therefore difficult for teachers to develop fully all aspects of the curriculum and for pupils to attain high standards.

PHYSICAL EDUCATION

149. At the end of both key stages, pupils' standards of work are in line with those usually found in most schools for pupils aged seven and 11. Pupils make satisfactory progress in their physical skills. Standards have been maintained since the time of the last inspection.

150. By the end of Key Stage 1, pupils demonstrate satisfactory skills in running, turning and collecting a ball. They enjoy competition and improve their performance through practice. Year 1 pupils move confidently and link a number of actions into a simple sequence. Some teachers encourage pupils to evaluate their performance. By the end of Key

Stage 2, pupils throw a ball over a short distance with some accuracy and have reasonable success with catching a ball with one or two hands. In Year 3, pupils work in pairs to build simple sequences on the floor and apparatus. Working as partners, they help one another to achieve a variety of balances and to synchronise their actions so as to begin and end at the same time. By the time they leave the school, the majority of pupils are able to swim 25 metres.

151. Pupils make satisfactory progress overall. Where the quality of teaching is good, their progress is also good. Most pupils listen attentively and follow the instructions of the teachers. Pupils concentrate appropriately and endeavour to improve their games and gymnastic skills. The good provision made for pupils with physical disabilities ensures that they take a full part in lessons and make satisfactory progress. Other pupils are sensitive to the needs of these pupils and are keen to help them and include them in the group.

152. Pupils generally respond well to lessons, particularly when well managed and aware of what is expected of them. They listen appropriately to instructions and generally work together well. Year 6 pupils work in small groups making up their own games and deciding the rules by which they will play. About half of them do this well, but other groups find difficulty in arriving at a consensus of opinion. Most pupils change appropriately for lessons, but there are a few pupils in most lessons who do not take part because they have forgotten their kit.

153. The quality of teaching is satisfactory and sometimes good. Lessons are generally well organised and most teachers manage the pupils well, so that they are well behaved and exercise vigorously. In all lessons, teachers provide appropriate activities to develop pupils' co-ordination and agility. In the better quality lessons, teachers have a good knowledge of the subject and make good use of simple coaching points to improve pupils' performance. Teachers' high expectations are made clear to the pupils. These lessons proceed at a good pace; pupils concentrate well and work hard. In some lessons there is an imbalance of time given to playing games rather than developing pupils' throwing, catching and fielding skills, as was seen in a Year 5 lesson involving cricket.

154. The co-ordinator has only had responsibility for the subject since February. No monitoring of curriculum provision or teaching has taken place recently and the management of the subject is under-developed. The school has not carried out a review of the provision for the subject in the light of the 'Curriculum 2000' document due to be in place from September onwards. Resources for the subject are satisfactory. Although there is an adequate amount of playground space for teaching the subject, the school does not have access to any grassed teaching areas.

RELIGIOUS EDUCATION

155. Levels of attainment in religious education at the end of each key stage are good and exceed those standards expected in the locally Agreed Syllabus. This is an improvement since the last inspection. At Key Stage 1, pupils have learned about Christianity, Hinduism, Judaism and Islam mainly through topics such as Journeys and Light. Pupils know that different people have different beliefs, but that these have some common elements, such as a belief in God. They know that religions have their origins in different places and different times and that tradition and respect for family life are important. Through their lessons pupils understood the basic significance and use of symbols such as light, water and signs.

156. At Key Stage 2, pupils have studied the sacred texts of Christianity, Buddhism and Sikhism and are able to describe some of the common features of these religions. This has encouraged pupils to understand and value the point of view and beliefs of others. Pupils know about the significant events in the annual Jewish and Christian calendar, and some of the initiations and rites of passage such as Confirmation and Bar Mitzvah. This high level of attainment is achieved by good curriculum planning, the use of good quality and interesting artefacts, and above all, by energetic and interesting teaching with an insistence on high standards. A very good example of this was provided by the Year 6 lesson on Hindu beliefs and another in the Year 4 lesson on the five rules of Buddhism.

157. During the course of both Key Stages 1 and 2, pupils, including those with special educational needs, make good progress. Pupils learn the stories and the facts of the world religions such as Christianity, Hinduism, Judaism and Islam. They also make good progress in developing an understanding and an appreciation of the values and beliefs of these religions, for example in the Year 4 lesson on Buddhism where pupils were given an experience of the effects of meditation. Both the standards and the progress have improved since the last inspection. Religious education is strength of the school.

158. Pupils respond well to religious education lessons. In Year 6, they enjoyed the lively and constructive debate about Hindu beliefs. An attempt at 'Buddhist meditation' in Year 4 encouraged pupils to think and reflect; an activity which they undertook sensibly. Good classroom relationships enabled these activities to be conducted with sensitivity and meaning.

159. The quality of teaching ranges from satisfactory to very good. Overall it is good, with 60 per cent of lessons either good or very good. In a Year 4 lesson, through careful questioning and a well-paced introduction, the class teacher developed a good working atmosphere which was calm and purposeful. The teachers' subject knowledge was very good and the lesson well planned. The excellent use of Buddhist resources fully captured the attention of all the pupils in the class. The balance between teacher exposition and pupil activity was appropriate. The principles of Buddhist meditation were employed to encourage the pupils themselves to be thoughtful and reflective. It is many of these non-paper-based activities that both stimulate pupils and give them a real understanding and knowledge of world religions. Written activities were not planned for pupils of different prior attainment.

160. The religious education curriculum is well planned and managed by an experienced teacher. It is soundly based on the locally Agreed Syllabus and has been adapted to meet the specific needs of the school. Future developments are planned around the second attainment target, 'Learning from Religions', where the cross-curricular potential of religious education is recognised but not yet fully exploited. Resources are of good quality and are well used.

Artefacts are provided to support the teaching of all the major religions covered in the scheme of work. There are no assessment procedures in place and pupils progress, either as individuals or groups, is not monitored by either the class teacher or the subject co-ordinator. This was also a criticism in the previous inspection report and has not been sufficiently addressed. Good work is achieved through religious education to develop social and moral understandings. For example, in Key Stage 1, a lesson based on the Gospel story of the *Feeding of the Five Thousand* was used to prompt a discussion on sharing.