

INSPECTION REPORT

ROCKMOUNT PRIMARY SCHOOL

Upper Norwood, London

LEA area: Croydon

Unique reference number: 101783

Headteacher: Ms. E. Mazzola

Reporting inspector: Miss S Ramnath
21334

Dates of inspection: 19th – 22nd March 2001

Inspection number: 207088

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Chevening Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. P. Sloggett

Date of previous inspection: 28th September 1998

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9075	Ms Juliet Baxter	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
30792	Ms Kay Rider	Team inspector	Foundation Stage History	How well are pupils taught?
31029	Mr Peter Trussell	Team Inspector	Science Geography	How good are the curricular and other opportunities offered to pupils?
29378	Mr Ken Watson	Team Inspector	English Design and technology	Special educational needs
3855	Mr David Langton	Team Inspector	Religious education Physical education Art and design	How well is the school led and managed?
3942	Mr Keith Sanderson	Team inspector	Mathematics Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rockmount is a large primary school of 587 pupils between the ages three and eleven. It includes an off-site Nursery with 23 who attend full time and four who attend part time. A very high percentage of pupils – 37 per cent in Key Stage 1 and 47 per cent in Key Stage 2 – move at times other than at the usual time of transfer and many pupils travel a considerable distance to get to school. The majority of children entering the Reception classes do not have the language and social skills expected for their age. The proportion of pupils eligible for free school meals, at 39 per cent, is well above the national average. Fifty-five per cent of the school's population come from a range of minority ethnic backgrounds; 20 per cent come from homes where English is not their first language. Forty of these pupils have been identified as needing additional support in English and 14 are in the very early stages of learning English. Twenty-two per cent of pupils are on the register of special educational needs, seven of whom have statements setting out the specific provision to be made. This is above the average for schools of this type. Since the last inspection there has been an increase in the number of pupils as well as those identified as needing additional support in learning to speak English.

HOW GOOD THE SCHOOL IS

This is an improving school with several strengths. The new headteacher has made an outstanding contribution to the overall improvement of the school. She provides good leadership and, with the support of the staff, governors, parents and the pupils, she is implementing changes to address the factors that have led to low standards in the past. Teaching is good overall, and standards are beginning to rise. The school now provides satisfactory value for money.

What the school does well

- It provides good quality teaching in Key Stage 2, which is having a positive impact on standards.
- The headteacher, staff and governors work closely together to lead and manage the school effectively. They bring very clear direction and purpose to the work of the school.
- Procedures for monitoring and promoting good behaviour are effective.
- Relationships between teachers and pupils are very good and contribute to the pupils' enjoyment of learning.
- The school values the cultural diversity of the pupils and promotes their social, moral and cultural development well.
- Financial planning is very good.

What could be improved

- Standards in English, mathematics and science at the end of both key stages, and in information and communication technology at the end of Key Stage 2, are still not high enough.
- There are weaknesses in the assessment of pupils' achievements in subjects other than English, mathematics and science.
- Monitoring and evaluation of teaching and learning, and the sharing of good practice, are under-developed.
- The organisation of the timetable, to ensure that all aspects of the statutory curriculum are taught, needs more consideration.
- The provision for outdoor play for children in the Foundation Stage is inadequate.
- Attendance and punctuality are not as good as they should be despite the school's best efforts – not all parents fulfil their part in ensuring that their children are absent or late only for good reasons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection, in September 1998, identified serious weaknesses in standards, the quality of teaching and assessment and pupils' punctuality and levels of attendance. Since the appointment of the headteacher in September 2000, action taken on the key issues has been effective: teaching has improved significantly and standards are now beginning to rise. The pupils' behaviour is better and improvements have been made to the school's outdoor environment. Overall, improvement has been satisfactory, although much remains to be done. The school is very well placed to make further progress: the development plan sets out clearly what needs to be done to achieve the targets the school has set for itself.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	E	E	E	E*
Mathematics	E	E	E	E*
Science	E	E	E	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In the national tests at the end of Key Stage 2, the pupils' performance has been consistently below the national average over the last three years. The school's results in the 2000 tests compare unfavourably with those of schools working in a similar context, and are in the bottom five per cent of such schools. The current Year 6 pupils are doing better, although attainment is still lower than usually found among pupils of this age. The school has set challenging, but realistic, targets, for the pupils' performance in the English and mathematics tests to be taken in 2001 and is working hard to achieve them. Progress towards achieving the targets is good.

The 2000 test results in reading, writing and mathematics at the end of Key Stage 1 were also lower than in most schools, but broadly matched those of similar schools in reading and mathematics and were better than the average in writing. The performance of the current Year 2 pupils is still below the level expected in English, mathematics and science, although it shows signs of improvement.

In information and communication technology (ICT), standards at the end of Year 2 have improved and are in line with the level expected, but remain below expectations at the end of Year 6. In all other subjects, standards are at the expected level at the end of Year 2 and Year 6, except in design and technology where there was insufficient evidence to make a secure judgement about standards.

When the children join the Nursery, many have poorly developed language and social skills. They do well in the Nursery and continue to make satisfactory progress in the Reception year. Despite this, many still have below average skills in language and mathematical understanding when they start Year 1. Pupils with special educational needs and those at the early stages of learning English as an additional language achieve well and make good progress in language and literacy where support is well targeted. In other subjects, when no additional support is provided, their progress is sometimes limited. The high turnover of pupils throughout the school does not give a fair indication of how well pupils are achieving. However, the progress of pupils who have remained at the school from the Reception class is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school. They are well motivated and enthusiastic about their work.
Behaviour, in and out of classrooms	Good. There has been a significant improvement in behaviour in the last two terms. It is now good and often very good. Occasionally a small number of pupils behave inappropriately in lessons when insufficiently challenged or involved.
Personal development and relationships	Good. Pupils' personal development is good, although they have few opportunities to show initiative and take responsibility. Pupils work and play in racial harmony. Pupils get on very well with the staff and other pupils, and learning is settled because of this.
Attendance	Attendance and punctuality, in spite of good monitoring, remain unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 Years	aged 5-7 Years	aged 7-11 Years
104 lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching and learning is good overall. In 97 per cent of lessons it was satisfactory or better; in 47 per cent it was good and in 14 per cent it was very good or excellent. Unsatisfactory teaching occurred in 3 per cent of the lessons seen. The quality of teaching and learning varies in different parts of the school: it is good in Years 3 – 6 and the Nursery, and satisfactory in all other classes.

The strengths in the teaching, that lead to good learning, include: the way teachers manage pupils; ask questions and share learning intentions with pupils; use resources; and demonstrate good subject knowledge. Where teaching was found to be satisfactory, as opposed to good, there were some weaknesses in planning for pupils with special educational needs and for those who need additional support in learning to speak, read and write English. In general, the teaching of English and mathematics is good and standards in these subjects are improving.

The basic skills of literacy and numeracy are taught well in Key Stage 2 and satisfactorily in Key Stage 1. The weaknesses are mainly linked to the negative attitude of a few pupils who make it difficult for others to concentrate and consequently learning is affected, the inappropriate match of work to pupils' abilities, and the lack of rigour in monitoring in the Reception classes to ensure that all children experience fully the range of activities on offer.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory in Key Stages 1 and 2. The curriculum is broad but not well balanced as some aspects of design and technology, history and geography are not taught and statutory requirements for these subjects are not met. Good use is made of visits. The curriculum for the Foundation Stage is good in the Nursery and satisfactory in the Reception classes.
Provision for pupils with special educational needs	Overall satisfactory. The good support from specialist teachers and classroom assistants leads to good progress, but class teachers do not always match work to the needs of pupils in subjects other than literacy and numeracy, and this slows their progress.
Provision for pupils with English as an additional language	Satisfactory. Effective specialist support leads to very good progress for pupils in the early stages of learning English as an additional language. Some class teachers are not fully aware of the needs of these pupils and do not always make appropriate provision for them when specialist support is not available.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall good. In particular, good provision is made for pupils' moral, social and cultural development. Provision for their spiritual development in the curriculum outside religious education and collective worship is satisfactory.
How well the school cares for its pupils	Satisfactory. Arrangements for child protection, first aid and health and safety ensure pupils' welfare is well provided for. Pupils' behaviour and personal development are well monitored. Assessment procedures in English, mathematics and science are good but they are under-developed in other subjects.

The school makes good use of outside agencies to support pupils with special educational needs. Parents are welcome in school and valued for their contribution and comments. They play an increasingly valuable part in the life of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The newly appointed headteacher provides very good leadership. She has made an outstanding contribution, in a very short period of time, in leading the school forward, raising the morale of teachers and pupils, and improving the pupils' behaviour. Senior management staff give good support, but the roles of year group leaders and curriculum co-ordinators remain under-developed.
How well the governors fulfil their responsibilities	Good. Governors are able, active and very supportive of the headteacher. They fulfil their role well, play a full part in the school's strategic planning, and make a positive contribution to the life of the school.
The school's evaluation of its performance	Satisfactory. The school is beginning to evaluate its performance through its development plan and by analysing assessment and test data. Monitoring of teaching and learning by the headteacher and subject co-ordinators is unsatisfactory.
The strategic use of resources	Good. Educational priorities are supported through good financial planning. The principles of best value are applied well in order to make optimum use of available funding.

The school currently has a strong team of well-qualified teachers, supported by capable classroom assistants. The school has sufficient accommodation and resources to teach its curriculum, except for large outdoor apparatus for the children completing the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

WHAT PLEASES PARENTS MOST	WHAT PARENTS WOULD LIKE TO SEE IMPROVED
<ul style="list-style-type: none"> • The school has a positive effect on children's values and attitudes. • The children's behaviour is improving. • The school has improved in many aspects since the earlier inspection • They find the teachers friendly, approachable and informative. • The school keeps them well informed. • The school is well led and managed. 	<p>A minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> • the range of extra-curricular activities; • the behaviour of a small number of pupils; • closer working with parents.

The team endorses the positive views of the parents, but does not share their concerns. The range of extra-curricular activities is similar to that provided in most primary schools. The standards of behaviour are generally good and the team considers the school to be working well with parents and constantly trying to improve the effectiveness of its links with them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection in 1998 identified the school as having serious weaknesses in a number of areas, including standards in English, mathematics and science at the end of Key Stage 2 and information and communication technology (ICT) at the end both key stages. In all of these subjects, progress was unsatisfactory and in the years following the inspection standards have remained well below the levels expected. However, since the appointment of the new headteacher in September 2000, numerous initiatives have been put into place to address these weaknesses and to improve overall standards. These include monitoring and evaluation of teaching and learning in English and mathematics, greater analysis of National Curriculum test results, additional staff training on implementation of schemes of work, additional resources and a whole-school focus on improving behaviour. These are all beginning to have a beneficial effect on pupils' progress but have not had sufficient time to make an impact on standards at the end of Key Stage 2. However, there are five main factors, which contribute to the current below average standards in a number of subjects at the end of both key stages:
 - numerous staff changes and unsatisfactory provision in the past have badly affected pupils' progress, most seriously for the oldest pupils in Key Stage 2;
 - many pupils join the school at a later stage in their primary education and others leave part way through the school. Mobility is as high as 47 per cent in Key Stage 2 and 37 per cent in Key Stage 1;
 - a higher than average percentage of pupils with special educational needs, especially in the present Year 2;
 - low rates of attendance and persistent lateness by a significant minority of pupils;
 - a significant number of pupils begin school with low levels of attainment in the important areas of early language and mathematical development.

2. During the current inspection, standards, although better than before, are below national expectations at the end of Years 2 and 6, in English, mathematics and science. Standards at the end of Key Stage 1 in these subjects have not been maintained since the last inspection because of the above average proportion of pupils with special educational needs and high mobility in Year 2. In

ICT, standards at the end of Year 2 have improved since the last inspection and are now in line with national standards but remain below expectations at the end of Year 6.

In physical education, history, geography, music and art and design, standards are at the expected level at the end of Years 2 and 6, except in design and technology where there was insufficient evidence to make a secure judgement about standards at the end of both key stages. In religious education standards have remained in line with the requirements of the locally agreed syllabus at the end of both key stages. Overall, pupils' achievement is good in Key Stage 2 and satisfactory in Key Stage 1. This is linked directly to the quality of teaching.

3. The results of the National Curriculum end of Key Stage 2 tests for 2000 show that pupils attained standards that were well below the national average in English, mathematics and science when compared with all schools. When compared with schools with a similar proportion of pupils entitled to free school meals, standards are very low. The percentages of pupils attaining the expected level 4 or above, and the higher level 5, were well below national averages in all three subjects except in science at the expected level 4 where pupils' performance was very low. When the end of Key Stage 2 test results for 2000 are compared with the previous three years they show well below average standards in English, mathematics and science. However, the overall trend has been well below the national trend since 1996. Test results indicate that boys attain better standards than girls, which is against the national trends. This is partly due to the composition of the cohort, which had a higher percentage of more able boys than in previous years.
4. In 2000 the National Curriculum test results at the end of Key Stage 1 show that standards in reading, writing and mathematics were lower than in most schools, notably so in writing and mathematics. While the percentage of pupils achieving the level expected of a typical seven year old (level 2) in writing and mathematics matched the national average, far fewer pupils exceeded this level, which meant the overall performance was worse than in most schools. The pupils' performance compared unfavourably with that of pupils in similar schools. The teachers' assessments of pupils' attainment in science showed standards to be below the national average at the expected level 2 and at the expected level at the higher level 3. When the end of Key Stage 1 test results for the school in reading, writing and mathematics for 2000 are compared with the previous three years, they are well below average standards. These reflect the high mobility in Key Stage 1, numerous staff changes and the frequent lateness of a small but significant minority of pupils. There were some differences in the performance of boys and girls in these tests. Girls did better in reading and writing but with no significant difference in mathematics.
5. The school has made a good start in analysing test results more rigorously, for example, in different subjects and the performance of pupils who started school in Nursery and those who started in either Key Stage 1 or 2. Plans are in hand to make greater use of statistical data and to use the findings to address weaknesses and to set targets, in an effort to raise standards at the end of both key stages. The school has set challenging but realistic targets for the pupils' performance in the English and mathematics tests in 2001. These are likely to be achieved and will help to close the gap between standards in the school and those in schools nationally. During the inspection, the quality of teaching and learning, and the standards seen in pupils' work in English and mathematics, indicated that standards are improving but have not yet reached the expected levels.
6. The National Literacy and Numeracy Strategies are having a particularly beneficial effect in both key stages. The additional literacy support (ALS) for lower achieving pupils is also making a positive impact on standards. This is evident in Key Stage 2 where the current standards are better than before and much nearer to the level expected nationally. Literacy skills are developed satisfactorily across some areas of the curriculum; for example, the use of reports and instructions are featured well in subjects such as religious education and science. However, whilst writing skills are promoted across all subjects, pupils' unsatisfactory handwriting skills in Key Stage 1 hinder their written work and opportunities are missed to extend their literacy skills in history and geography. However, pupils are introduced to appropriate vocabulary for the study of subjects such as science and ICT. Pupils' numeracy skills are applied and developed satisfactorily.

7. There is a very wide range of attainment among children who enter the school. Overall, their attainment on entry to the Nursery is well below that of children of a similar age and many have limited language and social experience. Despite the good quality of provision and the good progress children make in all aspects of learning, they do not have time to catch up with nationally identified levels, except in their social skills, before they move to the Reception classes. During the time they spend in the Reception year children continue to make good progress in their social skills, but progress in other areas of learning is only satisfactory and sometimes limited. This is partly due to the lack of rigour in monitoring to ensure that all children experience fully the activities on offer, and the lack of challenge at times for the higher attaining children. As a result, not all reach the expected standards in all areas of learning by the end of the Foundation Stage and many children start compulsory education at levels lower than expected in the important areas of early writing and mathematical skills
8. The standards seen in pupils' work in nearly all aspects of English are below what is expected nationally at the end of Years 2 and 6. The exceptions are reading at the end of both key stages and handwriting at the end of Key Stage 2, where standards are at the expected level. In both key stages, pupils' listening skills are better than their speaking skills. By the end of Year 2 most pupils listen attentively to teachers and to one another and willingly contribute to class discussions. However, some are not able to express their thoughts and ideas using full sentences and there is little detail in their responses. By the end of Year 6, higher achieving pupils are articulate in answering questions and participate confidently in class discussions by sharing their ideas and adapting their talk to a range of purposes. However, there are a small number of pupils who are not able to explain a point of view clearly. In both key stages, there are too few planned opportunities for pupils to practise and extend their speaking skills across the curriculum.
9. In Key Stage 1, most pupils use their knowledge of the alphabet to help with the reading of unfamiliar words and read simple text fluently. At the end of Year 6, the majority of pupils acquire a range of reading strategies that enable them to tackle texts of increasing complexity, and higher achieving pupils confidently talk about the plot and characters and make critical comments on the books that they read. Standards in writing are currently below the expected levels by the end of Years 2 and 6, although a few higher attaining children are working at the expected level. By the end of Key Stage 1, some pupils write stories and factual accounts, using capital letters and full stops accurately, but overall too few pupils write extensively or use words imaginatively to enhance their work. By the end of Key Stage 2, many pupils write effectively for a wide range of purposes and most are developing good skills in paragraphing and punctuation. Standards in spelling are unsatisfactory and many pupils spell simple words incorrectly. Standards in handwriting are unsatisfactory at Key Stage 1.
10. In mathematics, standards at the end of both key stages are below the standards expected but not as low as the 2000 National Curriculum test results. The inspection found recent standards improving as pupils benefit from the improved teaching following the good introduction of the numeracy strategy. By the end of Key Stage 1 most pupils have a secure understanding of shape and use correct terms to describe the properties of flat and solid shapes. Many have a secure understanding of some aspects of number, such as place value, and are confident in ordering numbers to 100. By the end of Key Stage 2, most pupils confidently use decimals to two places and successfully recognise patterns and sequences such as 'squared' numbers. However, pupils have too few opportunities to investigate, experiment and solve mathematical problems and this results in low standards in this aspect of their work.
11. Standards in science are below those expected at the end of both key stages but better than the National Curriculum test results of 2000. Since the previous inspection there has been an emphasis on experimental and investigative science, improved planning and better teaching. All are helping to raise standards. By the end of Year 2, pupils accurately identify and name the different parts of the plant and know the conditions required to promote healthy growth. By the end of Year 6 many pupils successfully carry out investigations, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence. However, despite this, progress in experimental and investigative science is limited because activities are often over-directed by the

teacher and there are not enough opportunities for pupils to plan their own experiments, select appropriate equipment or make decisions for themselves.

12. Standards of attainment in ICT are similar to those expected nationally at the end of Year 2 but below the standards expected when pupils leave school at the end of Year 6. The ICT suite, good support by the technician, and staff enthusiasm have helped to raise standards. By the end of Key Stage 1, most pupils are familiar with the computer keyboard and are quick and skilful in their control of the mouse. They word process sentences onto the computer. By the end of Key Stage 2 pupils extend their word-processing skills and confidently use databases and CD-ROMs to search for information. However, the majority of pupils by the end of Year 6 have little knowledge of computer control, monitoring or modelling.
13. In religious education, standards are in line with the requirements of the local agreed syllabus by the end of both key stages. In Key Stage 1, pupils have an awareness of a variety of religious festivals and celebrations and understand the importance of the festival of Holi to Hindus. They are aware of other people's feelings and are beginning to express their own feelings and emotions. In Key Stage 2, pupils are made aware of different religions, sometimes through special occasions or comparisons, and learn to appreciate their similarities and differences. Overall, by the time pupils leave the school at the age of eleven, most have a sound knowledge of religions, events and people who are important in different faiths.
14. Pupils with special educational needs make good progress and reach satisfactory standards. This is because the school has a system to identify and assess pupils' learning difficulties, and has developed procedures for meeting the needs of those pupils. Targets for improvement are identified on the individual education profiles, and regularly reviewed to assess progress. Classroom assistants and support teachers are successful in helping pupils to meet the targets.
15. Pupils for whom English is an additional language receiving targeted support, make good progress. The collaboration between class teachers and specialist staff is effective in promoting the progress of these pupils. However, when specialist support is not provided the needs of these pupils are not always met. Many of these pupils have difficulty with specific and technical vocabulary and teachers' planning does not identify the vocabulary linked to the subject. This results in limited progress. Although test results for 2000 show that the performance of girls was not as good as that of boys in the work seen during the inspection, there was no significant difference in their performance. This is largely due to improved quality of teaching and the focus on reading material, which are of greater interest to boys' groups.

Pupils' attitudes, values and personal development

16. Across the school most pupils have positive attitudes towards their lessons, their teachers and each other. They enjoy playing with their friends and are naturally warm and open with visitors. Speaking to pupils in all year groups makes it clear to visitors that the pupils' generally positive attitudes impact well on their achievement and progress. They say that the school is a happy place where 'our teachers are the best' and they make lots of friends. Pupils want to learn and are enthusiastic about the content of lessons. They particularly like practical activities and experiments as, for example, in a Year 5 science lesson when they set about finding the connection between vigorous exercise and an increased pulse rate. Most pupils tackle their tasks purposefully and want to do well to please their teachers. Some find it difficult to concentrate at times but most remain attentive and complete their set tasks by the end of lessons. They willingly share resources and usually cooperate well when working together in small or larger groups.
17. The small numbers of very young children who join the full-time Nursery settle in well and they are soon familiar with its clear routines and procedures. Similarly the children in the Reception classes enjoy their school day and respond well to their teachers' requests as, for example, when they collect their mid-morning snacks and milk and enjoy this quietly while listening to stories. The school is welcoming, and parents of children in these younger age groups in particular can come

freely into the school to settle them happily at the start of the school day. As a result children are secure and comfortable as they start the day's work.

18. Pupils with special educational needs respond well to their teachers and helpers. They usually enjoy the tasks set and try hard to please. This is because all staff involved with these pupils know them well and are sensitive to their needs. In lessons, teachers try hard to involve all the less able pupils and to direct appropriate questions towards them. Relationships are very good and the other pupils usually respect the contribution made by these children. This means that most pupils with special needs feel confident and secure in the school environment.
19. One of the main improvements in the school since the last inspection is the standard of behaviour in all classes and in all settings. Discussions with a large number of staff during the inspection made it very clear to inspectors that this improvement is significant. As a result, teaching is easier and the school is a more pleasant place in which to work. Behaviour in lessons is usually good and often very good with just occasional lapses on the part of a small number of pupils most of whom have behavioural problems. In the two playgrounds, pupils play well together and inspectors did not observe any bullying. Discussion with pupils confirms that this rarely takes place but they have confidence in adults to intervene and deal with it in the event of it happening. They have a good sense of occasion, for example in assemblies, when they anticipate celebratory awards for good work and behaviour with excitement. They applaud and appreciate the success of their friends, and behaviour in all assemblies observed during the inspection was very good. There were ten exclusions in the year before the inspection. This was a considerable drop in number and shows the school's determination to reduce the number to no exclusions at all.
20. Relationships between pupils, and pupils and all adults in the school, are warm and respectful. These are a strength of the school. This is a result of the school's philosophy of valuing each individual for what they have to offer and for the special qualities everyone has that makes up the school community. Racial harmony is a noticeable feature of the school and pupils' regard for different faiths and backgrounds is their own special way of recognising and enjoying such a variety of cultures. They are very open and friendly when greeting visitors and are polite, for instance, when holding doors open and asking if they can help direct outsiders around their complicated and large buildings. When another pupil is upset or unwell they look after each other until staff take over, and they are concerned when things go wrong for their friends.
21. Pupils are allocated a good range of tasks to develop a sense of responsibility and citizenship around the school. These include taking registers to the office, being classroom monitors and manning the school's office telephones in the lunch break. The school council is another means of developing personal confidence and a sense of school and outside community citizenship.
22. The school's rate of attendance remains unsatisfactory as reported at the last two inspections. However, it does show a slight improvement in the overall rate and the number of unauthorised absences has dropped considerably. Despite this, the attendance rate is lower than the national average. This is the result of parents allowing their children to miss school for no valid reason. Late arrival in the morning is still a major problem; far too many parents do not get their children to school on time. Low rates of attendance and persistent lateness have a negative effect on pupils' attainment.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of teaching is good, and is significantly better than at the time of the last inspection, when 17 per cent of lessons featured unsatisfactory teaching. In 97 per cent of lessons seen the teaching was judged to be satisfactory, 47 per cent of the teaching was good and a further 14 per cent was good or excellent. The remaining three per cent was unsatisfactory. There were examples of good teaching in all year groups, and teaching was particularly good in Year 6.
24. Good teaching is found in all subjects although there is a difference between the key stages. Teaching of pupils in Key Stage 1 is satisfactory and it is good in Key Stage 2. The core subjects of English, mathematics and science have at least sound teaching in all lessons, with good teaching for pupils in Key Stage 2. In art, religious education and physical education teaching is good and

pupils make good progress in these subjects throughout their time in school. No judgement is made about the quality of teaching in design and technology and geography as too few lessons were seen during the inspection.

25. The quality of teaching for the Foundation Stage is sound overall. Consistently good teaching in the Nursery gets children off to a good start, especially in the basic skills. Teaching is sharp, focused and skilful. The range of activities organised in the Nursery is effective in promoting learning in all areas of the curriculum. In particular, children's personal and social development is given good emphasis. This plays a significant part in helping children take a more active part in other learning activities. Staff understand how young children learn and relationships are very good. Work prepared is challenging and interesting and children enjoy the range of activities offered. As a result, the children who attend the Nursery and transfer to the Reception classes are well prepared for the next stage of learning. However, not all children who start school directly into the Reception classes have had the same good quality provision. The teaching in the Reception classes is satisfactory. However, work does not always take account of the different levels of prior attainment of the children and monitoring of individual children's experiences is not sufficiently rigorous in providing a balanced curriculum.
26. The teaching of English and mathematics has benefited from the introduction of the National Literacy and Numeracy Strategies. Teaching is good in Key Stage 2 and satisfactory in Key Stage 1. In the best practice teachers explain concepts clearly and, as a result, learning is good. In the whole-class sessions, most teachers lead discussions well and manage pupils effectively by using a range of strategies to promote learning. Discussions at the end of lessons are used well to review the main points of the lesson and to ensure that pupils have a secure understanding of the work before moving them on to the next stage in their learning. In numeracy, the oral and mental sessions are taught well in Key Stage 2. However, in Key Stage 1 planning does not always clearly identify what pupils of different ages and abilities will learn and do by the end of the lesson, and expectations are not always sufficiently high. As a result, learning is limited.
27. Teachers demonstrate secure subject knowledge in all areas of the curriculum with the exception of aspects of ICT. Confidence amongst staff varies in this aspect of the curriculum. Secure knowledge of the subjects they teach enables staff to make effective and pertinent teaching points and provide pupils with accurate and relevant information. This was well demonstrated in a Year 3 science lesson, where pupils were studying rocks and soils to discover their usefulness for buildings; the teacher's very good subject knowledge and questioning technique led to pupils making very good progress during the lesson. Teachers often use questions well; in particular, they carefully target questions to meet the needs of pupils. Good examples were shown during a history lesson in Year 5 where the teacher's effective questioning about the Victorians helped pupils to productively investigate artefacts, such as an ink stand and abacus, that were used in Victorian schools. Pupils particularly enjoyed exploring a page from the Victorian school punishment book and were able to consolidate what they were learning while it was fresh in their minds.
28. Teachers have improved their planning since the last inspection. The school has recently adopted published curricula for subjects other than English and Mathematics and this has assisted the planning process and ensured an effective whole-school approach. Teachers plan in year teams and this ensures that pupils in parallel classes enjoy the same learning objectives. This common approach has led to more consistent teaching across each year group. However, the planning for subjects other than English and Mathematics is less detailed, the learning objectives and specific skills are not consistently identified and there is insufficient differentiation either to take account of the needs of the less able or to offer extension and challenge for the most able pupils. The needs of pupils with English as an additional language and of pupils with special educational needs are not routinely included in the lesson planning.
29. Teachers' expectations vary. In Key Stage 2, most teachers have high expectations for both the quantity and quality of the work pupils produce during lessons, In Key Stage 1, however, not all teachers have high enough expectations of the quality of written work and this has resulted in low standards of recording and presentation. Teachers use a wide range of methods effectively. In a Year 4 numeracy lesson on multiplication, effective use was made of whiteboards to encourage

responses, allowing all pupils to offer an answer. Teachers are well organised for lessons and have sufficient suitable resources available for pupils.

30. Teachers' use of time varies. In Key Stage 2 most teachers maintain a brisk pace during lessons, which helps to keep levels of challenge and pupils' work rate high. However, in a few lessons where the introduction is too long and the pace of the lesson slows, a number of pupils lose interest, become restless and cover less of the curriculum than they should. Most teachers make effective use of time at the end of lessons to check on the extent of pupils' learning and to relate the activities back to the objectives of the lesson. Teachers manage pupils well and the positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. For example, in a Year 1 literacy lesson on building words from alphabet sounds, the praise and encouragement from the class teacher kept pupils on task and played a significant part in giving less able pupils the confidence to suggest new words they had found.
31. Teachers' ongoing assessment of pupils' work is satisfactory. Teachers are skilled in using well-targeted questions to check and challenge pupils' thinking and understanding and ensure that there are equal opportunities for both boys and girls to answer questions and make contributions. They make good use of the conclusions of the lessons to revisit the learning objectives and discuss with pupils the extent to which they have been achieved. This practice gives teachers an opportunity to evaluate their own teaching and pupils' learning, and to know what to plan for the next lesson. Teachers throughout the school respond well to their pupils and help them to improve the quality of their work by giving helpful feedback and praise that motivates and encourages them. Work is regularly marked but teachers' written comments are limited and corrections are not routinely expected. Consequently, marking provides insufficient help to pupils on how their work might be developed or improved.
32. Homework begins in the Nursery, partly to encourage links with parents, and should increase as pupils move through the school. However, homework is not routinely part of teachers' planning in all subject areas and is not sufficiently developed across the school to help raise standards. The exception is mathematics where homework is regularly set in Key Stage 2. Inspection evidence shows that homework is not used consistently to extend the work being done in the classroom.
33. The teaching of pupils with special educational needs is satisfactory and sometimes good. Teaching is good in small groups, or individually, or when pupils are given support in the classroom and their work is related to what is going on in the rest of the class. The support is also valuable outside the classroom, because the teachers and assistants involved have good skills and know the pupils well. The effectiveness of the teaching could be improved if provision for pupils with special educational needs were clearly identified in teachers' planning. This would have particular benefit for classroom assistants, who could then focus on individual targets rather than just helping with less able groups, which tends to be the case at present.
34. Teaching for pupils who are at the early stages of English acquisition is good when withdrawn for extra support and when they are taught in the classroom. There are two part-time specialist teachers provided by the local authority, and ongoing monitoring and assessment ensures that they effectively target their support to the pupils at the earliest stage of learning English. In April, the school will have fully devolved funding and the support for these pupils will increase significantly. The specialist teachers help staff with their planning highlighting the need to check all pupils understand the specialist vocabulary they will need in all subject areas. For example, during the history module on the Anglo-Saxons the class teacher checked that all pupils understood the difference between 'invade' and 'settle'. The specialist teacher also offers in-class support and, as a result of good planning, is able to differentiate the teaching for her group to enable them to share the same learning objectives as the whole class.

35. Where teaching is unsatisfactory the monitoring of individual children's experiences of different areas of learning in the Reception classes is not sufficiently rigorous to ensure that all children gain fully from the range of activities on offer. Also, more able pupils are not sufficiently challenged. In other instances in Key Stages 1 and 2 teachers do not have strategies to deal with inappropriate behaviour. As a result a small minority of pupils do not listen attentively and constantly interrupt the teacher and other pupils. Consequently learning is adversely affected.

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

36. Since the last inspection there has been good improvement in the curricular opportunities offered to pupils, where they were judged to be unsatisfactory. The school now offers a broad curriculum and all subjects of the National Curriculum and religious education are taught. However, it is not sufficiently balanced and as a result not all aspects of geography, history and design and technology are taught. Teaching time now meets national averages. The school uses national guidance to help teachers plan systematically for the ongoing development of pupils' skills, knowledge and understanding. The school follows the locally agreed syllabus for religious education. The curriculum is broad but the time allocation for some subject areas does not help to ensure a sufficiently balanced curriculum. Insufficient time is allocated to history, geography and design and technology, whereas time allocated to physical education receives more than its expected share. These three subjects are blocked over the year, often with substantial gaps between units within each subject; as a result, there is a lack of continuity in the development and use of skills in these areas
37. The school adds further breadth to its curriculum through its personal, social and health education programme. Although only in outline form, the scheme of work covers a range of relevant topics, and helps pupils to understand issues such as personal behaviour and safety, and bullying. The school makes appropriate provision for sex education and drugs' awareness and there is good provision for health education through the science curriculum. There is a good range of assembly themes that support pupils' decision-making skills and citizenship.
38. There is a satisfactory range of extra-curricular activities covering sporting, musical and environmental activities, and the school is considering further ways of extending these. Visits for instance, to different museums and art galleries, along with residential trips for Years 4 and 6, and visitors to the school, such as theatre groups and a variety of speakers, make a good contribution to the curricular opportunities offered.
39. Community links are good; pupils use the local area well in their studies, for example when studying the Victorians and when visiting different places of worship. There are effective business links with local and national firms that support the work of the school. For example, Year 6 pupils are currently receiving help on their multi-media presentation in ICT from a local business. The school sends pupils to a large number of secondary schools, and therefore developing strong links with them all is difficult. The school is nevertheless starting to develop closer links with some of them, and is also in contact with initial teacher training institutions with a view to establishing new links.
40. The National Literacy and Numeracy Strategies have been implemented successfully. A high proportion of time is allocated to literacy, which is helping to raise standards, but opportunities to use literacy skills in other curriculum areas, such as history and geography, are under-developed. Numeracy skills are well taught within the numeracy hour, and there are good opportunities for pupils to apply and develop these across the curriculum, for example in science where they measure and record the results of investigations.
41. The school has a strong and effective policy for promoting equality of opportunity for all pupils. The school curriculum makes satisfactory provision for pupils with special educational needs. The need to plan work to meet the needs of all pupils is recognised in the curriculum documents, and is effective in practice in English and mathematics, where the structure of the literacy and numeracy strategies prompts teachers to plan tasks for different ability groups. It is less well developed in science and other subjects where all pupils, regardless of ability, are often set the same work. Although this can be successful where sufficient support is given, in some cases work is too

challenging and pupils become demotivated and lose interest. Outside regular lesson planning, pupils with special needs benefit from a well-organised programme of work delivered through a variety of specialist teachers, assistants and outside agencies. The special educational needs support teachers are very conscious of the need to make the curriculum fully accessible to all pupils, and are working towards a model where most support takes place within the classroom, or is related to ongoing class work. The headteacher has been instrumental in targeting resources to areas of need, for example by investing heavily in a new reading scheme for Key Stage 1.

42. The overall provision for pupils' spiritual, moral, social and cultural development has remained good since the last inspection.
43. The provision for spiritual development is satisfactory. Spirituality is promoted through religious education lessons where pupils have opportunities to explore the values and beliefs of people from different faith backgrounds. A programme of visits to different places of worship contributes to these. Daily acts of collective worship, which take place in both key stages, provide opportunities for reflection and meet statutory requirements. A singing and a celebration assembly in Key Stage 1 showed that pupils enjoy these sessions and see them as being special times. However, at Key Stage 2, assemblies do not always appear special occasions, where pupils are able to experience quietness and a time for reflection as important parts of worship. The position of pupils in long lines from front to back means that they cannot all clearly see or hear what is happening; some pupils bring their coats into assemblies which is an added distraction.
44. Moral development is well provided for and shows an improvement since the last inspection. The school has an established code of conduct that is displayed throughout the school. Within individual classrooms, clear rules are set following discussion with pupils. As a result, pupils and staff know clearly the behaviour that is acceptable and expected. Pupils are further encouraged to think about their behaviour through the targets that they set themselves. Reinforcement is given by way of teacher praise and encouragement, and a system of merits and certificates, which are celebrated in weekly assemblies. The school council is also involved in discussing behaviour and its impact on school improvement. Teachers act as good role models for pupils, demonstrating the behaviour they expect and through their relationships, a respect for others and a regard for their feelings.
45. The school makes good provision for pupils' social development. Within lessons they are encouraged to take turns and to share, and are provided with opportunities to work co-operatively. They are given responsibilities, such as giving out materials, tidying up after lessons and taking registers. The school council involves pupils closely in school improvement. Recently it has been involved in projects to develop the outside areas, and has helped in the development of behaviour management policies and strategies. Visits from school, including residential trips for Years 4 and 6, give pupils opportunities to become more aware of the wider world, and promote social development.
46. The promotion of pupils' awareness of other cultures is good. The school has a wide multi-cultural base with a high number of pupils from a range of cultures. The school celebrates this diversity by encouraging all pupils to share their cultural and religious heritage with the rest of the school community. In geography they learn about the life and cultures of Kenya and St Lucia; in religious education they learn to appreciate the different aspects of world faiths and their associated cultures; in art they look at the work of famous painters such as Seurat, and copy aboriginal art. Visits to museums and galleries also provide opportunities to learn about famous artists and past cultures such as Egyptian. Pupils take part in local music and dance festivals. They are taught to respect both their own and others' cultures. For example, a black history month celebrated famous black people both alive today and in history. Within literacy, the books provided reflect well the range of cultures represented in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school cares warmly for all its pupils and the good standards of pastoral support reported at the time of the last inspection have been maintained in the intervening years. Governors take security and health and safety matters seriously, and risk assessments are a regular feature of their visits to the school. This vigilance ensures that pupils work and play in a safe and attractive environment. Fire drills are undertaken regularly and a number of staff in both school buildings have up-to-date certificates in first aid.
48. Arrangements for child protection are in place and the headteacher is the designated officer for child protection. All staff are clearly aware of the school's procedures for child protection and have had training in this aspect of the school's work.
49. Pupils are well known to teachers and all staff in the school. Their behaviour and personal development are monitored satisfactorily by means of personal profile records and by consistent and corporate implementation by staff of the school's behaviour and discipline policy. Pupils clearly understand the rewards and sanctions and, as illustrated by the vastly improved behaviour, they respond well to the strategies it contains.
50. The school's policy for behaviour management is having a very positive impact on the personal development of pupils with special educational needs. Many of the individual education profiles highlight improvements in behaviour and attitude as key priorities for development. All staff are aware of these targets, and through the system of rewards and sanctions, are giving pupils with behavioural or emotional problems the kind of support they need so that they benefit fully from the curriculum. There is a high proportion of such pupils in a few classes, and this makes it difficult for the teachers in these classes to give the required level of guidance and support. In a few classes, the anxiety of teachers to promote good behaviour can lead to some pupils becoming tense and losing motivation. Overall, the sensitive and encouraging manner of the great majority of the staff ensures that the personal development of pupils with special needs is good, and this has a positive impact on their social, moral and spiritual development.
51. As already reported, the attendance rate remains unsatisfactory. Although efforts have been made by the administrative staff, in particular, to monitor and improve both attendance and punctuality this has not been sufficiently rigorous. The school works with educational welfare officers from three different local education authorities and is committed to improving its attendance rate. Regular contact is made with parents if no notification of absence has been received, and there are constant reminders to parents of the extreme importance of regular attendance on their children's education. Staff who work unceasingly to improve attendance in this large primary school have recognised the need to record attendance by means of improved computerised systems. This would enable the school to analyse attendance more rigorously and send copies of individual attendance records regularly to parents in order to reinforce the message of how crucial good attendance is in relation to academic performance and achievement.
52. Procedures for identifying and assessing pupils with special educational needs are more rigorous than at the time of the last inspection and are now good. Systems have been put in place by the present headteacher to ensure that pupils are identified at an early stage. As a large number of pupils join the school in both key stages and records from other schools sometimes take a long time to arrive, an 'induction' package ensures early assessment shortly after arrival. The academic and personal development of children with special needs is well supported through regular reviews of targets in the individual educational profiles. The pupils in the school who have English as an additional language are well supported by specialist teachers. However, their needs are not always met when specialist support is not provided. The school offers a harmonious community where teachers effectively encourage pupils to treat each other with respect and tolerance.

53. Overall, the monitoring of pupils' academic progress is unsatisfactory. Whilst systems of assessment and record keeping are good in English and mathematics and satisfactory in science, this good practice is not developed throughout the rest of the curriculum. Pupils are regularly tested in English and mathematics. These assessments are appropriately analysed by teachers, and consequently indicate what pupils know, understand or can do. The information is used appropriately to set new targets, to identify pupils who are experiencing difficulties and to group pupils into sets for mathematics in Year 6.

The school has developed collections of work in the core subjects, which exemplify the levels of work that can be expected of pupils of certain ages and abilities. This provides good guidance to teachers on the standards of work they should be expecting. These are examples of assessments playing the role in teaching that they should. However, in subjects other than English, mathematics and science, there is no consistent and shared understanding of how to assess and record pupils' achievements. In the absence of effective records, the progress of individuals, and groups, cannot be fully monitored and evaluated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The good partnership between the school and its parents as reported at the time of the last inspection still exists, and in some respects has grown stronger since then.
55. In such a large primary school the small number of questionnaires returned by parents, together with the small number of parents that attended the meeting with the Registered Inspector, was disappointing. Nevertheless, in the case of both small samples, the response was mainly positive, as were all the comments of a number of parents made to inspectors during the week of the inspection. In particular, these centred on the vast improvements in the school since September 2000 when the current headteacher took up her appointment. Areas where a small number of parents would like to see improvement are a larger range of extra-curricular activities, improvement in behaviour and a close working relationship with parents. The inspection team took all these views into account and report that the range of extra-curricular activities, whilst not large in range, is similar to that found in a large number of primary schools. Whilst agreeing that there is always room for improvement in standards of behaviour, this inspection recognises the considerable improvement in behaviour that has taken place since the last inspection, particularly over the past two terms. The inspection team considers that the school does all it can to effect a close working partnership with parents and is successful in achieving this.
56. The school opens its doors to parents warmly and this results in them feeling welcome in the school at any time. They feel valued and secure in the knowledge that staff will always listen to them. They are encouraged to help in school, and a number were observed helping in the classrooms during the inspection. A number of parents are welcomed on the school's payroll as support or ancillary staff in the school. Parents also lend support on school outings and trips such as the Year 3 trip to the British Museum during the week of the inspection. Parents are at home in the classrooms, where they are well briefed and their contribution is valued.
57. The Parent Teacher Association functions with a very small group of committed parents. They work hard to organise events during the school year in order to raise extra funds to benefit pupils. In the past, some of the money raised has gone towards refurbishment of the playgrounds.
58. The quality of information provided by the school to parents is good. Newsletters are informative, detailed and regular. Parents are given information on what their children will be studying, and some of them are currently helping to design and produce the next school prospectus. The governing body's annual report to parents is well written and makes clear a strong commitment regarding its accountability for the part it plays in the school's management. The school also produces a series of seven very helpful leaflets for parents to cover, for example, homework, the discipline policy and guidelines on helping in the classrooms.
59. The quality of reports to parents at the end of the school year on their children's progress is satisfactory. They are handwritten and as such give reassurance that they are personal and

individual to each pupil. They need to focus more specifically on what pupils know, understand and can do. There is space for both pupil and parental comments, and pupils usually write out a simple target for the forthcoming school year. Targets are implicit in the text of teacher's comments but need to be more specific thereby helping parents further to support their children's learning at home and encourage pupils to take more responsibility for their own learning.

60. Parents support the school in all aspects of its work, and thus their partnership with it is a genuine one. A number of parents commented also on the help and personal support they get when they need it from all staff and, in particular, from the headteacher.
61. The school's links with the parents of pupils with special educational needs is good. Parents are informed at an early stage if there are any concerns about their children, and are invited to take part in the regular reviews of the targets set in the individual educational profiles. In a few cases, parents are unable or reluctant to attend these reviews, but where this is the case the school sends the documents to the home, and invites parents to make written comments. The initiative to involve the parents of Key Stage 1 pupils in helping their children more with reading is having a positive impact on the attitude of pupils with special needs. There is scope for this partnership to be extended at Key Stage 2 through such things as homework diaries and reading records.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The overall leadership and management of the school are good. The school has made a good improvement since the previous inspection in 1998. Her Majesty's Inspectors visited the school in December 1999, commenting that the rate of improvement was too slow, and that there was much still to be done. Since the last inspection, when leadership and management were judged unsatisfactory, the school's leadership has been through a troubled period, with many changes of staff, and intensive support provided by the local authority. The leadership of the recently appointed headteacher is very good, and in a very short period of time she has made an outstanding contribution, leading the school forward, raising the morale of teachers and pupils, improving pupils' behaviour, and contributing positively to raising standards of teaching and learning. She has established among staff, governors, parents and pupils a shared sense of purpose and a commitment to raising standards. Relationships and communications have improved. There are now good arrangements in place for delegating the responsibilities of management.
63. The appointment of a second deputy headteacher has strengthened the senior management team, although this has effectively only been in place since the beginning of the school year. At middle management level, year group leaders and curriculum co-ordinators contribute positively, but a significant number of these are recent appointments. Managers meet regularly, but their roles are as yet under-developed, and they have yet to make an impact. The school recognises this, and when one of the deputy headteachers is released from class responsibilities next term, the opportunity will be provided for them to monitor teaching and learning in the classrooms. The appointment of 'shadow' co-ordinators to give assistance is especially effective where that provides for a subject leader in each key stage. Improvement in management, overall, since the last inspection, is satisfactory, and good since September 2000, but the headteacher has not yet had time to address all the areas of weakness. The inspection shows that teaching has improved and standards are rising. Greater attention to lesson planning is helping to improve the quality of teaching through a new teaching and learning policy.
64. The school has explicit aims and values, well exemplified by the first – for strong, sound, inspirational and clear-sighted leadership. Its guiding principles reflect a high commitment to equality of opportunities and the value of each individual pupil. The whole-school development plan is a detailed and workable document, addressing the key issues and identifying a large number of priorities, all of which are directed towards, and are already having impact on, raising standards, although there is at present no formal development plan beyond the current year.
65. The governors are able, active, strongly supportive of the school, and very supportive of the new headteacher. They have recently given well considered deliberation, involving all those concerned – through a questionnaire – as to whether the school should remain as one, or whether, in view of the difficulties of managing two distant sites, it would be better to revert to two separate schools. The

governors manage the school well through an effective number of sub-committees; they meet nearly all their statutory requirements, and are fully involved in the work of the school. Their role in shaping the future of the school, and providing for its needs, is good, as witnessed by their appointment of the new headteacher, and a second deputy headteacher. They have more recently received better information about the work of the school, and now have a good understanding of its strengths and weaknesses. As a result of this good knowledge, strategic planning for improvement and all priorities for development are carefully chosen. Above all, governors are enthusiastic about the present improving situation in the school.

66. The monitoring and evaluation of teaching and learning are still unsatisfactory. The role of co-ordinators remains under-developed. Informally, staff support their colleagues with advice and are aware of some aspects of the subjects from discussions, looking at pupils' work and displays, but they have not yet had time to work alongside them. The school's priorities for future development are very appropriate, and the action taken to meet these targets is very good. All involved in the school – governors, teachers, and all other staff – have a very good awareness of the positive changes currently taking place, and are highly motivated. The shared commitment to improvement and the capacity to succeed are very good. Morale is high.

67. The school makes good use of its resources. Financial management is very good. An earlier deficit has been cleared, enabling generous expenditure for much needed basic resources, including a new suite of computers, as well as new reference books for the library. Priorities from the school development plan are well costed and considered. Despite the difficulty of the divided site, the school runs smoothly, and office staff support the school's work well. Funds, to support pupils with special educational needs and those who speak English an additional language, are well used and make a difference to how pupils achieve. The school has set out its spending of the 'Standards funds' well; for example, the budget allocated for the professional development of staff in ICT has made a positive impact on standards. The school makes satisfactory use of new technology in its administration; plans are in hand to computerise its recording and analysis of attendance. All the recommendations from the school's latest audit report have been addressed.

68. Governors are well aware of the principles of best value. Best value appears on every meeting agenda. For example, they bought out of the local professional development centre, on discovering that teachers made little use of it due to problems of accessibility, and looked for resources elsewhere, but they returned to the service when deliveries directly to the school were offered. The governing body makes good use of its own expertise; for example, one parent governor is heavily involved in producing the new school prospectus. Governors seek parents' views regularly. Good use is made of the services of the local education authority's financial adviser, who monitors the school's accounts regularly. The overall effectiveness of the school is now good, with good teaching, good attitudes and behaviour from the pupils, good overall leadership, and good improvement in addressing the key issues since September 2000. Despite the school's high unit costs, the school now gives satisfactory value for money. The school's capacity for further improvement is very good.

69. The headteacher has overall responsibility for special educational needs, but day to day the responsibility rests with two part-time support teachers. Together they have produced a good action plan aimed at improving the identification of pupils' special needs and planning to meet their needs. The draft policy is also good, being a comprehensive and practical document, which gives appropriate guidance to all staff. The governor with responsibility in this area has regular meetings with the staff involved and keeps fully up to date with the register of special needs. The identification of children whose behaviour is giving cause for concern has been an important recent initiative, and the governor with responsibility for special educational needs monitors the success of this policy by regularly spending time on the school playground. Overall, the leadership and management of special educational needs are good.

70. As reported in the last inspection the school has sufficient qualified teaching staff to meet the demands of the curriculum. Staff work very well together and the development of strong teamwork has been a particularly noticeable feature over the last seven months. This is particularly

commendable in view of the considerable staff turnover experienced in recent years. Induction procedures for new staff are satisfactory. Newly qualified teachers are provided with a mentor and appropriate release time. Clear job descriptions have been agreed with all staff and planning for performance management has appropriately taken place. There are a large number of support staff who work very effectively with pupils that have range of learning needs, and class teachers carefully plan the use of their time. Support staff are highly valued by the school and are provided with training opportunities alongside staff. In April, the school will receive additional funding for pupils with English as an additional language and there is an active plan in place to increase staffing and to target pupils with extra support to develop English language skills.

71. The school's accommodation is adequate to support the teaching of the curriculum. It is divided into two large buildings that are a considerable distance apart. This separation makes management of the two sites complex, requiring considerable skill and time. Both buildings are well maintained and clean. Their grounds are well kept and, in the case of the lower school building particularly, are attractive with laid out flowerbeds and trees. Indeed the outdoor environment in the case of both sites has seen considerable development since the last inspection due to the hard work and commitment of a number of staff.
72. The school has three halls which are used well, a room in each building for special educational needs, a specialist music room in the upper building and a library in each building. The open plan library off the school hall in Key Stage 1 limits opportunities for class teaching and quiet study. There is no secure outside play area for children who complete the Foundation Stage in the Reception classes and this limits their opportunities for physical development. The ICT suite has been developed since the previous inspection and provides considerably improved accommodation for this subject of the curriculum. The school takes advantage of the ample display space: pupils' work is attractively displayed and enriches the curriculum and pupils' learning.
73. The quality and quantity of resources remain adequate since the last inspection in all subjects except for large apparatus and wheeled toys for children in the Reception classes and in design and technology, history and geography. This has a negative impact on the range of activities that teachers can make available to all pupils and limits the physical development of children in the Reception classes. Two areas of improvement are the recent heavy investment in a new reading scheme for Key Stage 1 and the setting up and equipping of the ICT suite. Resources are stored and looked after well and are accessible to staff and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to build upon the many strengths of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff should:

(a) Continue to improve standards in English, mathematics, science and information and communication technology by:

- providing regular planned activities for pupils to develop and use their language skills to discuss, question, and analyse information in pairs and in small groups across the school; [para 8,100]
- sharing the good practice in school and eliminating the remaining weaknesses in teaching; [para 8, 25-35]
- ensuring that more opportunities are provided for pupils in Key Stage 1 to write extensively; [para 6, 95]
- providing more opportunities for pupils to develop and apply their mathematical and scientific skills in problem solving and investigations; [para 10, 11, 107, 116]
- completing the planned training programme to improve teachers' confidence and skills in ICT in both key stages and ensuring that the training that all teachers receive on the National Numeracy Strategy is consistent; [para 27, 111, 116, 149]
- identifying opportunities for the use of ICT to support learning in other subjects of the curriculum. [para 126, 131, 144, 147]

(b) Improve assessment practice and procedures throughout the school so that teachers' lesson planning is securely based on what the pupils have already achieved, and their progress can be readily checked, by:

- extending procedures for assessment in subjects other than English, mathematics and science and ensure that the information gained is used consistently to assist planning to meet the needs of all pupils; [para 126, 131, 137, 144, 149, 155, 162, 167]
- reviewing the current assessment procedures in the Foundation Stage to ensure that all children experience fully the wide range of well-planned activities on offer, in order to prepare them better for the next stage of learning; [para7, 25, 35, 76, 86]
- ensuring that teachers' short-term plans identify more precisely what pupils of different abilities, including those with special educational needs and those who are not fully fluent in English, are expected to learn and do by the end of the session. [para 15, 26, 28, 33, 41, 52]

(c) Improve the frequency and rigour with which teaching and learning are monitored and evaluated, providing, where necessary, guidance and training for staff who are to be involved. [para 66, 78, 103, 111, 120, 126, 131, 137, 144, 155, 162, 167]

(d) Organise the timetable to ensure that all subjects can be taught in sufficient depth and that statutory requirements are met in full for history, geography and design and technology. [para 36, 128, 133, 137, 143]

(e) Take further measures to improve pupils' attendance and punctuality by:

- emphasising to parents the importance of regular attendance and punctuality by their children; [para 22]
- seeking the support of relevant outside agencies to work closely with families where children have poor records of attendance and punctuality. [para 51]

(f) Review and improve provision for outdoor facilities and large play equipment for children in the Foundation Stage. [para 73, 89]

The school should also consider including in its action plan the following minor issues:

- ensure the consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work; [para 31, 96]
- apply the school's homework policy consistently; [para 32]
- raise teachers' expectations of the quality of presentation of pupils' work. [para 6, 29, 96]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0.5	13.5	47	36	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	26	587
Number of full-time pupils known to be eligible for free school meals	0	231

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	127

The data is not consistent with Section A

English as an additional language	No of pupils
Number of pupils with English as an additional language	116

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	82
Pupils who left the school other than at the usual time of leaving	105

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2000	38	30	68
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	30	34	35	
	Girls	26	27	27	
	Total	56	61	62	
Percentage of pupils At NC level 2 or above	School	69 (72)	72 (90)	62 (91)	
	National	82 (84)	85 (85)	87 (90)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	24	33	29	
	Girls	25	26	28	
	Total	49	59	57	
Percentage of pupils At NC level 2 or above	School	67 (72)	65 (87)	65 (84)	
	National	82 (84)	86 (88)	87 (88)	

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

Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		2000	45	36	81
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	22	27	24	
	Girls	19	14	20	
	Total	41	41	44	
Percentage of pupils at NC level 4 or above	School	65 (50)	40 (50)	64 (54)	
	National	70 (75)	69 (72)	78 (85)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	15
	Girls	9	10	9
	Total	27	31	24
Percentage of pupils At NC level 4 or above	School	61 (33)	61 (38)	63 (30)
	National	68 (70)	69 (72)	75 (80)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	93
Black – African heritage	31
Black – other	77
Indian	20
Pakistani	12
Bangladeshi	6
Chinese	2
White	216
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y 6**

Total number of qualified teachers (FTE)	24.4
Number of pupils per qualified teacher	26.7
Average class size	22.9

Education support staff: YR – Y 6

Total number of education support staff	18
Total aggregate hours worked per week	198

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	66
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	
Black – African heritage		
Black – other	1	
Indian	1	
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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

Financial information

Financial year	1999/2000
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	£
Total income	1395504
Total expenditure	1384157
Expenditure per pupil	2300
Balance brought forward from previous year	9258
Balance carried forward to next year	20605

Results of the survey of parents and carers

Number of questionnaires sent out

587

Number of questionnaires returned

45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	4	-	2
My child is making good progress in school.	42	53	2	-	2
Behaviour in the school is good.	31	36	27	4	2
My child gets the right amount of work to do at home.	29	49	11	9	2
The teaching is good.	36	49	7	2	7
I am kept well informed about how my child is getting on.	22	58	16	4	-
I would feel comfortable about approaching the school with questions or a problem.	47	44	4	4	-
The school expects my child to work hard and achieve his or her best.	49	36	13	-	2
The school works closely with parents.	29	47	20	4	-
The school is well led and managed.	29	60	7	-	4
The school is helping my child become mature and responsible.	42	47	9	2	-
The school provides an interesting range of activities outside lessons.	22	53	9	4	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. Children enter the Nursery in the term after their third birthday. There are places for 52 children in the Nursery on a part-time basis; however, insufficient children enrolled for the different sessions and as a result there are, currently, 23 children attending full-time with a further four children attending on a part-time basis. The impact of this is that approximately one third of the children who join the Reception classes have not had access to the same quality of provision. This change in the composition of the Reception class helps to explain the apparent decline in the standards since the last inspection, when most children met or exceeded the expectations by the age of five.
76. The overall provision for children in the Foundation Stage is satisfactory. It is good in the Nursery and satisfactory in the Reception classes. The difference in provision is partly due to the lack of rigour in monitoring in the Reception classes to ensure that all children experience fully the range of activities on offer. Children make good progress in the Nursery and satisfactory progress during their time in the Reception classes. Despite this, most children do not reach the expected standards in all areas of learning by the end of the Foundation Stage and many start compulsory education at levels lower than expected in aspects of language, literacy and communication, and in their mathematical and physical development.
77. The curriculum offered to the children incorporates the new requirements. All six areas of learning are planned satisfactorily and show a wide range of activities both independent and adult-led. However, there is uneven balance in adult-led activities across the six areas of learning. For example, in the Reception classes the input from adults is insufficiently targeted at the independent activities, which results in lack of purpose and little consolidation of the children's learning. Monitoring is not sufficiently rigorous and learning is limited. Teachers quickly identify the children with special educational needs and these children are fully integrated into the class and make satisfactory progress. There are no children who have English as an additional language in the Nursery. However a quarter of the children in the Reception classes need additional support in learning to speak, read, and write English. The needs of these children are not always met when specialist support is not provided.
78. Induction procedures are satisfactory and parents are kept well informed about their children's progress. They have opportunities to visit the school formally but are welcome to discuss problems and concerns on a day-to-day basis. All staff who work with the children are well qualified and sensitive to their needs. Resources for children in the Nursery and Reception classes are generally good with the exception of large wheeled toys in the Reception classes. The co-ordinator for the Foundation Stage and the monitoring of the teaching and learning are under-developed.

Personal, social and emotional development

79. Provision for the children's personal, social and emotional development is good, and by the end of the Foundation Stage most children reach the expected standards in this aspect of learning. Both the Nursery and Reception classes put particular emphasis on this area and work hard to give children the confidence to tackle new and unfamiliar activities and to develop good relationships with adults and other children, sharing and taking turns. Good use is made of 'circle time' – to promote the importance of good behaviour, listening and sharing. These good relationships, good behaviour and positive attitudes to learning contribute to ensuring that children joining the school in the Reception classes settle in quickly, develop in confidence and feel safe. Clear routines have been established in which the children thrive. For example, when walking into the hall for assembly or physical education they understand that they must line up and walk quietly and sensibly. The Reception classes join the infants daily for assembly and their behaviour is very good; they concentrate well and sit sensibly throughout the session. They also take part in the gold assembly

every Friday and receive rewards in the same way as the infants; this helps to establish positive attitudes towards coming to school and learning.

80. The quality of teaching and learning is good. Staff are skilled in encouraging the less confident children to join in, and children quickly learn to work and play with others. The teachers' high expectations regarding behaviour and co-operation quickly develop children's awareness of how to behave in school and with others. The teachers encourage independence by offering a wide range of daily activities to choose from; however, these do not set the children challenges that require making decisions and solving problems and too often the children are able to complete these tasks at the simplest level. This is particularly noticeable when children are playing in the sand or shop and when using construction materials. The children enjoy these activities and play well together, sharing resources, but the learning outcome is not always identified and this means that higher attaining children are not always sufficiently challenged

Communication, language and literacy

81. The provision for this area is good in the Nursery and satisfactory in the Reception classes. By the end of the Reception year most children are at the level expected in their early reading and listening skills. However, their early writing and speaking skills are below average and do not prepare them sufficiently for work in Key Stage 1. By the end of the Foundation Stage, most children sit quietly and listen. They enjoy listening to stories such as 'The Hungry Caterpillar', showing by their comments that they understand the meaning and during group discussion most accurately recall the sequence of the story. They listen attentively to the story about 'Fantastic Mum', which linked well with their work making Mother's Day cards and some confidently talk about their mother. However, many respond in short phrases, rather than full sentences, to questions about the plot, and when asked to explain what they are making with construction apparatus children point at their model and offer single words. The children are sensitively encouraged to give their opinions and to become involved in class discussions but often it is the most able children who offer opinions. Overall, there are insufficient planned opportunities to develop children's speaking skills. The children have a sound understanding of books and handle them competently. ICT is used effectively in the classroom to promote and maintain concentration on early reading skills with all pupils prepared to use this equipment to practise recognising letters and finding the matching letter on the keyboard. Early reading has particular emphasis on recognising the names and sounds of individual letters and beginning to read simple words. Teachers encourage all children to take their books home to share with their families, and most do so regularly.

82. Teaching is usually undertaken in small focus groups of four or five children and progress is satisfactory and sometimes good. However, at times the pace of the lesson slows and children lose interest and drift away without completing the task. The teaching of early writing skills does not prepare children sufficiently for work in Key Stage 1. Although children practise making letters in sand trays there are insufficient planned opportunities for them to practise early writing supervised by an adult who can demonstrate correct letter formation during their early attempts. For example, in the shop children are encouraged to write a shopping list but none of the shopping items are labelled and as a result opportunities are missed to develop and extend early writing skills.

Mathematical development

83. Provision in this area is satisfactory. However by the end of the Foundation Stage not all children reach the expected standards. Most children confidently count to 10, recognise numerals 1 to 9 and correctly identify a missing number between one and 10. They know the names of simple flat shapes such as circle, square, triangle and rectangle, and are familiar with number rhymes and songs, which reinforce their knowledge and understanding of number. Many develop an awareness of addition by handling cubes, and a few higher attaining children are beginning to solve simple problems. Children sometimes use games to reinforce this, but there is not enough adult involvement in this kind of activity to take the children on to the next stage of learning. However, overall attainment in this area

is limited because children's language skills are insufficiently developed and there are too few opportunities for children to learn through games and practical activities.

84. Teaching is satisfactory in this area of learning. The teaching of mathematics is undertaken in small focus groups and children make satisfactory progress in these group tasks. The children enjoy hiding a number behind their back so the others can guess what is missing; the teachers use open questioning to promote mathematical understanding by encouraging the children to think in numerical sequence, for example, when they are playing snakes and ladders. However, the emphasis of the focus group does not cover the full range of mathematical development and activities such as recreating simple patterns and tackling practical problems are left as independent tasks within the classroom. When questioned not all children understand the task and often complete the activity in a different way. Insufficient opportunity is taken to reinforce and develop mathematical language through the children's play with sand, water or construction materials.

Knowledge and understanding of the world

85. Provision for this area is satisfactory and most children are on course to achieve the early learning goals by the end of the Foundation Stage. Good foundations are being established for later work in science when children investigate materials which float or sink. They begin to understand about the life cycle of living things when they visit the school's pond area and collecting frogs' spawn, which they know will turn into tadpoles and then frogs. Children carefully observe the caterpillar spinning its cocoon. This forms an effective link with their work on 'The Hungry Caterpillar'. Most know that certain elements, such as light and water, are necessary for successful plant growth and know that roots of a plant grow underground and that stems and leaves grow above. They learn about the different types of foods eaten at Christmas and Eid and know about the different clothing of the various ethnic groups in the school. During the recent Chinese New Year one pupil was able to share the significance of the festival with the class and the children appreciated the differences described. Children talk willingly about the past and present in the context of talking about their families and about things they have done and the classrooms have lively displays of photographs of each pupil now and when they were a baby and a toddler. Most know the function of the buttons on the keyboard. They use the computer mouse confidently and independently to click on an icon, and, with support, are learning how to use the different functions of a paint program.
86. Teaching is satisfactory rather than good, because monitoring is not sufficiently rigorous to ensure that all children experience fully the planned activities. The support staff are well deployed and encourage children to talk about their experiences and ideas. Relationships between adults and children are consistently good and children are managed well and good discipline is achieved through a caring yet firm approach. All staff make good use of praise and ask questions effectively to encourage children who are less confident.

Creative development

87. Provision to promote children's creative development is satisfactory overall and they achieve the early learning goals by the end of the Foundation Stage. They represent the things they experience by painting and drawing. All children mix colours and learn to use paint and brushes with increasing accuracy and, printing with different objects, they show developing control by producing carefully considered patterns, for example when using pasta. They draw and colour pictures with varying degrees of accuracy and detail. In the drama role-play area they use their imagination and act out situations they have observed, for example, shopping at the supermarket. Children develop a good knowledge and love of music. On appropriate occasions, they sing heartily and tunefully with great enjoyment, and have a satisfactory knowledge of songs and rhymes.
88. Teaching and learning are satisfactory in this area. Good demonstrations by support staff and other adults enable the children to acquire appropriate skills. The creative activities are usually adult-led and all children are encouraged to take part in each day's activity, ensuring steady development of these skills and expertise. Teachers and support staff enhance the teaching opportunities for the children by ensuring that they explore a wide range of media and materials, including printing and

collage. Particular care is taken to display the children's work and this demonstrates that the work is valued.

Physical development

89. Provision for this area is unsatisfactory and many children do not achieve the early learning goals by the end of the Foundation Stage. The outdoor play area for the Nursery has a good covered play area which is well used but the space is inadequate for large wheeled toys – the available ground is uneven and large trees shed their leaves, making the area slippery and unsafe. There is no secure, separate outdoor play area for the Reception classes and children have no access to large wheeled equipment or a climbing frame. However, children demonstrate sound manipulative skills when using construction toys, and when painting, writing, drawing, cutting or colouring.
90. Overall, the quality of teaching in this area is good and this has a positive impact on the children's learning. All staff have a very good awareness of the children's safety. In physical education lessons the teachers effectively ensure all children are fully involved and make use of the whole hall space, moving in different ways and in different directions.

ENGLISH

91. Results in the 2000 National Curriculum tests at Key Stage 1 show that standards attained by seven year olds were well below average in reading and below average in writing. When compared with similar schools, results were average in reading and above average in writing. The trend shows that over the last five years reading standards have declined but in the last three years writing has improved. At Key Stage 2, standards were well below average when compared with all schools and very low when compared with similar schools. At Key Stage 1, girls did better than boys in reading and writing but at Key Stage 2 boys performed better than girls in English.
92. Observation of lessons and scrutiny of work during this inspection show that overall standards in English at the end of both key stages are below average. However, standards in reading at the end of both key stages and in handwriting at the end of Key Stage 2 are average. Standards in Key Stage 2 in reading, writing and spelling are rising. The main reasons for this encouraging trend are the inspirational leadership of the headteacher who has focused hard on raising standards of behaviour, the improved quality of teaching, and better planning inside and outside the literacy strategy. This positive effect has been less marked at Key Stage 1 because there is a higher than average number of pupils with special educational needs, persistent lateness by a small number of pupils, the pupils suffered from too many staff changes during last year, and the quality of teaching, although generally satisfactory, is not as good as for the older pupils. Even in the much improved Key Stage 2, standards are still below average because of poor provision in the past and high pupil mobility at the top end of the school.
93. Standards in reading among the current Year 2 pupils have risen and are now close to average. The pupils make sound progress throughout the key stage. Their learning is promoted well because the teachers use a wide range of texts, including poetry, stories and non-fiction to interest the pupils during literacy lessons. The teachers' own expressive reading provides a good model for the pupils, and even less confident readers willingly join in with reading from the large print books being used in every class. The quality of whole-class and shared or group reading has contributed significantly to the improvement in pupils' reading. By Year 2, most read simple texts with understanding and reasonable accuracy, and use good strategies to tackle unfamiliar words. They are less confident when talking about the ideas or main points in a story, although teachers are trying to promote this aspect of their work.
94. Reading is well supported through the systematic use of a published reading scheme. A system has been set up for recording pupils' own choice of books each day, and the teacher's choice each week. Each child has a book bag to take home, and parents are invited into school to spend a few minutes each morning helping with reading. Although this system has only been operating for a

short time it is already working very well in some classes, and the plans for development should make it even more effective in raising standards in the future.

95. Writing standards at the end of Key Stage 1 are below average. The pupils who took last year's national tests achieved above average results when compared with similar schools, but for a variety of reasons this year's cohort is not achieving as well. They have lacked continuity in their teaching because of a high number of supply teachers last year; and a significant number have come from other schools during the key stage. There is also a higher than average proportion with special educational needs. Those who attend the Nursery get a good grounding in literacy skills, but these represent only about 40 per cent of the total. Nevertheless, the school is not yet doing enough to promote high enough standards of writing at Key Stage 1.
96. The school has a sound presentation policy, but in practice this is often not adhered to. For instance, there are inconsistencies in the way work is dated and titled. In a Year 1 lesson, some pupils were using line guides to help with their writing and others were not. Regular handwriting sessions take place, but the learned skills are often not used in writing tasks or other areas of the curriculum. At the end of the key stage, much of the pupils' writing is untidy and careless, letters are badly formed and inconsistent in size, and there is insufficient attention to grammar and punctuation. There are exceptions to this pattern among the higher achieving pupils, but even here, standards sometimes fall well below expectations. Standards are low because teachers do not make expectations for presentation and handwriting clear to the pupils. It is very rare to hear a teacher remind the pupils of these expectations, and when work is marked, comments are often directed solely at the content. Some of the exercise books used are inappropriate for the stage of development of the pupils. For example, in Year 2, the use of a book with only half the page lined gives insufficient space for extended writing, and the top part is often left blank.
97. The quality of teaching in Key Stage 1 is satisfactory and examples of good teaching were seen during the inspection. The teachers have a clear understanding of the National Literacy Strategy and where lessons have sufficient pace and variety, pupils maintain concentration and learning is good. In a Year 1 lesson, where pupils were making a book about Victorians, the pupils were highly motivated and very clear about what they wanted to write. In a Year 2 lesson, pupils responded well to the teacher's challenge for them to make new words by altering some sounds, such as 'flower', 'power', and 'shower'. Other lessons started well, but sometimes the tasks set were not sufficiently well explained to motivate the pupils and maintain concentration. Behaviour then deteriorated and learning was limited. Tasks are not always well targeted for different abilities. For example, a low achieving Year 2 pupil, who could not write in proper sentences, had been set an exercise on the use of speech marks, which was too challenging.
98. Teachers at both key stages generally manage the pupils very well. They have put a lot of time and thought into behaviour management, and where this is accompanied by high expectations for standards of work, learning is good and sometimes very good. At Key Stage 2 the pupils are making very good progress because the teachers set relevant learning objectives, which are clearly communicated to the pupils. For example, in a Year 4 lesson about 'The Iron Man', pupils of all abilities were able to make very good use of a stimulating discussion because they knew how to prepare a story plan and use it to develop their stories. The teachers have put a great deal of effort into teaching the skills of spelling, handwriting and writing, and this is improving standards considerably. During their literacy lessons, pupils are expected to write for a range of purposes, such as making lists, writing recipes, writing poems and rhymes, and outlining key characteristics of heroes or villains. Pupils in Year 3 were inspired to produce instructional writing about how to make and pack a sandwich for a trip to The British Museum on the following day, because it was relevant and purposeful. They are encouraged to understand and use elements of language that enhance writing, for example, the use of metaphors and similes. These short, focused sessions support learning well and ensure that when pupils have longer 'writing craft' sessions, they produce imaginative and thoughtful pieces with good use of language skills. For example, in some poems by Year 5 entitled 'The Magic Balloon', there is some good description such as, 'The balloon travelled across the spiky white millennium dome, sparkling in the sunlight.' There are some good examples of writing across the curriculum in a history display, where pupils from all four years have contributed, and in some good descriptive pieces about mountains, inspired by a geography lesson.

99. The quality of teaching overall at Key Stage 2 is good, and examples of very good teaching were seen during the inspection. The teachers have a clear understanding of the National Literacy Strategy and have adapted its use well to suit the needs of all their pupils. They are confident about what they are teaching and, in the whole-class sessions, clearly enjoy imparting a love of books and reading. The pupils are usually very involved in lessons, enjoy the challenging tasks, and make good progress as a result. In a few lessons, the poor behaviour of a minority of pupils limited the amount of learning taking place.
100. By the end of Key Stage 2, pupils' reading, writing and spelling are very close to national expectations. Handwriting is in line with expectations, being usually fluent, joined and legible. Pupils read regularly together from large texts, and in group reading sessions they are encouraged to help each other, and develop skills such as inference and deduction. For example, after reading a historical text about Roman Britain, pupils in Year 6 were able to deduce that a place was very quiet because the character in the story could hear footsteps a long way away. Listening skills are good at this key stage, but throughout the school, speaking skills are below expectations. In discussion sessions, teachers have to work very hard to elicit opinions from many of the pupils, and when they do volunteer answers, they are often indistinct and lacking in fluency. Overall, in both key stages there are too few planned opportunities to promote speaking skills and to encourage all pupils, including those with special educational needs and with English as an additional language, to join in more readily with debates.
101. Effective use is made of resources, for example, the use of individual whiteboards for spelling practice or for writing better sentences than the 'ambiguous' examples supplied by a teacher in Year 5. The overhead projector was used effectively in two lessons to allow the teacher to share, with the rest of the class, work done by one group on word derivations. Class computers are regularly used during literacy lessons, for instance to help two children with English as an additional language to identify, and spell, words with similar sounds. Good use is made of learning support assistants, usually to work with less able pupils or those with behavioural difficulties. This support is now more effectively targeted at those pupils with greatest need. New libraries for each key stage have been recently started, and a considerable amount of money spent on new books. When these are up and running they should provide a valuable resource to enrich the language experience of the pupils.
102. The very good working partnerships between teachers, specialists and classroom assistants are a significant factor in pupil's learning. Extra support from volunteers or agencies such as the 'SHINE' project also plays an important part. The teachers generally ensure the support staff know what the pupils are expected to achieve and how best they can help them achieve their targets. The pupils with special educational needs usually receive good support, either from a teacher, a specialist teacher or from a classroom assistant, so that they can improve their skills well. Sometimes this help is not focused enough, and it could be improved if teachers' planning included a more specific reference to the targets for these pupils. The pupils who have English as an additional language are similarly well supported by teachers and classroom assistants, although only a limited number receive additional support from the specialist staff.
103. The school development plan contains a very good action plan to raise achievement in literacy. The headteacher has been the driving force behind this plan, and many elements are already in place and having a positive effect on raising standards throughout the school. Results of the national tests, and the regular non-statutory tests taken throughout Key Stage 2, are analysed and used to identify areas for improvement. The role of the co-ordinator is less well developed. She is well trained and knowledgeable about the requirements of the National Literacy Strategy and understands how the different elements within the literacy hour can improve learning, but is not yet in a position to monitor standards of teaching and learning throughout the school due to limited time allocation. . In particular, she needs to monitor standards of writing at Key Stage 1 to ensure that all teachers have equally high expectations, and to make sure that best teaching practice is spread throughout the school.

MATHEMATICS

104. National test results for 2000 show that the percentage of pupils achieving the expected level 2 at the end of Key Stage 1 was below the national average. The number of pupils achieving the expected level 4 at the end of Key Stage 2 was well below the national average. The percentage of pupils reaching the higher levels, 3 at Key Stage 1 and 5 at Key Stage 2, was also well below average. In comparison with similar schools, pupils' performance was average at Key Stage 1 and very low at Key Stage 2.
105. Inspection evidence indicates that the current pupils at Key Stage 1 are on line to achieve levels of attainment below those expected nationally but better than the test results of 2000. For those pupils at Key Stage 2, evidence indicates that whilst standards may be still below average, they are much closer to the expected levels. A number of factors, including an above average number of pupils with special educational needs, numerous staff changes which disrupted pupils' learning, and a high percentage of pupils who joined the school in Year 1 and in Key Stage 2, affect current standards at the end of both key stages. Notwithstanding this, improved quality of teaching, especially at Key Stage 2, good management of pupils by all staff, teaching and non-teaching, and the developing influence of the National Numeracy Strategy, are having a positive impact on standards.
106. On entry to Year 1, pupils' attainment is below the level expected nationally. However, progress for the majority of pupils, including those with special educational needs, is satisfactory. Pupils begin to understand mathematical language and use it in practical contexts. When talking about mathematical functions, they use terms such as 'increase', 'decrease' and 'minus'. Many pupils recognise and name common flat and solid shapes and understand the difference between odd and even numbers. They are beginning to count accurately and are starting to understand the significance of place value. Most successfully identify one and two digit numbers and during whole-class mental work some pupils confidently explain reasons for answers. However, too many pupils do not display secure knowledge and understanding of their number bonds, and this slows their rate of working and learning and affects overall standards.
107. By the age of eleven, although standards overall are still below national expectations, many pupils have made good progress and are attaining standards much nearer to expected levels. Mental arithmetic skills develop well and a number of pupils are able to make calculations with speed and accuracy. Many pupils successfully interchange vulgar, decimal and percentage fractions and work accurately with a range of metric measures. They use partitioning of numbers and show confidence and good understanding when demonstrating the grid system of multiplying two and three-digit numbers. Pupils experience a variety of work in handling data and understand line graphs and pie charts. The use of ICT to support this work is developing. Work in mathematics supports other subjects. Whole-class work in mental mathematics supports pupils' listening skills, and targeted questioning develops many situations where pupils have to respond verbally. In one lesson with the oldest pupils, on exploring appropriate operations and methods of calculating, one pupil, when questioned, replied very clearly, "I thought it must be an addition because a subtraction or a division would make the answer too small, and a multiplication would be much, much too big in the answer." Good use is made of 'key' words so that pupils systematically develop a wider mathematical vocabulary. Pupils record observations and measurements in science, measure and record in design and technology and create time lines in history. However, there are limited opportunities through the school for pupils to use and apply their mathematical knowledge in extended investigations, and this aspect is not as well developed as numeracy.
108. Overall, pupils enjoy mathematics lessons and work with enthusiasm. Attitudes are positive, pupils work well together and relationships between pupils and adults are good. This allows lessons to generally move at a brisk pace. This is especially noticeable in the lively mental arithmetic sessions at the beginning of the numeracy hour.

109. The quality of teaching is satisfactory in Key Stage 1. In the lessons seen, teaching was never less than satisfactory, and in 40 per cent it was good. Where the teaching is good, teachers plan well with clear learning objectives, and show confident teaching in the oral and mental phases of the lesson.

Teachers' questioning helps pupils to clarify their thinking. However, on occasions, pupils are given tasks that pay little regard to the range of abilities. Work is too easy or unnecessarily repetitive. As a result, although pupils complete the task, they learn very little and progress is slowed.

110. Teaching at Key Stage 2 is good overall. All of the lessons seen were at least satisfactory and over two-thirds were good or very good. Teachers' knowledge of the National Numeracy Strategy is good and they show much confidence in their teaching. Lesson plans, as well as listing activities to be covered, show clear learning objectives and provide effectively for the differing needs of pupils. Teaching methods are good with an appropriate balance between pupil activities and direct teaching. A very successful lesson with Year 5 pupils clearly demonstrated the importance of good planning and high expectations. After a lively, challenging whole-class session to sharpen 'instant recall' of known facts, the teacher moved on to a series of group tasks. Questioning was skilful, and whilst a brisk pace was achieved, this was never at the expense of pupils having the time to consider their responses. Confidence grew as the pupils applied what they already knew about square numbers. During the plenary session, pupils successfully demonstrated how their learning had moved on, and for the more able groups, linking square numbers with the square root of numbers was very effective. Teachers use support staff well. Good teamwork leads to well-directed support for pupils with special educational needs and those with English as additional language, and to the good management of all pupils, especially for the small number whose behaviour is challenging.

111. The subject leader provides good leadership and management for mathematics and is actively involved in monitoring planning and standards of work. As yet, monitoring of teaching is under-developed. The National Numeracy Strategy has been fully implemented although the quality of training has been inconsistent. The practice of 'setting' pupils at the top end of Key Stage 2 is proving successful. Pupils enjoy it because, in their words, "it enables teachers to spend more time with us as they are not working with so many ability groups." Teachers are able to bring a sharper focus to their work in these sets, and, commendably, still strive to provide different activities for the range of pupils within the set. Regular programmes of homework support pupils' learning effectively. A good system of assessment, checking regularly and recording pupils' progress and attainment, is helping to foster improved standards. Teachers use a range of tests to help them check how well pupils make progress. The information gained is used to help set targets for individual pupils, to decide on the composition of the mathematics sets in Year 6, and is increasingly being analysed to identify areas for improvement. The school is actively considering setting up additional numeracy support groups. Resources for the subject are good, and, since the re-deployment of all of these into classrooms, are now being more fully used.

SCIENCE

112. In Key Stage 2 national tests in 2000, the percentage of pupils reaching level 4 and above was very low in comparison with the national average. The percentage reaching the higher levels was well below the national average. When the results are compared with those in similar schools they are well below average. Taking the three years 1998-2000 together, performance overall is very low in comparison with the national average, with some improvement in the 1999 and 2000 results. There is no significant difference between the performance of boys and girls. These results reflect the unsatisfactory provision in Key Stage 2, which was reported at the last inspection, and the high percentage of pupils both leaving and joining the school during the key stage, with the resulting lack of continuity in learning for new pupils. The inspection shows that standards in science are improving due to better subject knowledge and planning by teachers, and a greater focus on investigative and experimental science. However, despite good teaching, those factors affecting the results of the previous cohort still remain and standards show little improvement since the last inspection, although they are now better than the test results of 2000.

113. At the end of Key Stage 1, the teacher assessments in science in 2000 showed below average standards when compared with all schools at the expected Level 2 and average standards at the higher level 3.

When compared with similar schools, results are more favourable and are average at level 2 and above average at level 3. This inspection shows that standards in science at the end of the key stage remain below national expectations and have declined since the last inspection. Below average standards are partly due to the staff changes and the high level of mobility in the school. They are also due to the higher than average percentage of pupils with special educational needs and the under-developed literacy skills, which prevent pupils recording what they know and understand.

114. The quality of pupils' learning is satisfactory at Key Stage 1 and good at Key Stage 2, and directly reflects the quality of teaching they now receive. Pupils steadily build up their knowledge across the various areas of science. However, for pupils at the upper end of Key Stage 2, much of the work involves an element of 'catching up', due to unsatisfactory provision in the past.

115. In Key Stage 1, younger pupils enjoy opportunities to explore and investigate, demonstrated, for example, when they explored different sources of light and investigated the factors affecting plant growth. In Year 2, the pupils become more familiar with experimental and investigative approaches. They develop skills of scientific enquiry and are starting to record their observations. For example, they investigate cars travelling down a ramp, record and compare the distances travelled and draw simple conclusions. Despite this, by the end the key stage the majority of pupils do not have the depth of knowledge, understanding and skills that are expected for pupils aged seven.

116. In Key Stage 2, pupils in Year 3 test the strength of paper, showing some understanding of fair testing. They investigate different rocks, understanding terms such as 'permeable' and 'impermeable', with higher attaining pupils able to make a clear link between the characteristics of different rocks and their resulting uses. Using a given framework, pupils accurately write up their investigations, showing what they are trying to do, their methods and what they find out. Pupils in Year 4 look carefully at the human skeleton, making measurements and comparing results. They read a thermometer independently and predict the temperature in different places. They use their scientific knowledge to separate different solids, making predictions of what will happen. In Year 5, pupils present data and draw conclusions on the relationship between pulse rate and exercise, finding out about the heart and its functions. Pupils in Year 6 consider the factors that affect dissolving, such as the temperature of the water and number of stirs. They demonstrate a clear understanding of fair testing, recording their results on block and line graphs. Their diagrams are carefully labelled and they know the symbols to use when drawing a circuit diagram. The investigations carried out are mostly teacher directed, but nevertheless show that pupils understand the investigative approach to science. Learning is limited because pupils have too few opportunities to plan their own investigations, required for higher levels of scientific enquiry. In both key stages there is a careful development of subject vocabulary which pupils are beginning to use confidently and accurately

117. The quality of teaching at Key Stage 1 is satisfactory. Lessons are well prepared with clear learning objectives. Good resources are provided so that all have the opportunity to carry out independent investigations, as in Year 2 lessons where pupils were making simple electrical circuits. The pupils' recording activities do not sufficiently challenge higher attaining pupils, and are not always appropriate for lower attaining pupils who often have limited writing skills. Recorded work is not always well presented. The pupils are mostly managed well and enjoy practical activities, but during introductions and towards the end of lessons, as activities are finishing, some pupils are restless and inclined to lose concentration and interest. This is not helped in a Year 2 class where the timetabled session for science is too long.

118. At Key Stage 2, the quality of teaching is good. Lessons are well structured and prepared. This was clearly evident in a Year 4 lesson, where pupils were separating solids and had clear guidance and access to sufficient equipment, enabling them to carry out tasks effectively. Teachers have high expectations and provide challenging activities that enable pupils to grasp new skills, knowledge and

understanding. This was evident in Year 3 lessons where pupils were investigating rocks. Many were expected to use reference materials, books and CD-ROMs, to find out about the properties of rocks and link these to their uses.

Although support for lower attaining pupils and those with special educational needs is given in lessons, through the additional help given by teachers and classroom assistants to complete common activities, these activities are not always appropriate and sometimes require writing skills beyond pupils' capabilities. In the Year 3 lessons observed, well-prepared and appropriate activities enable these pupils to achieve the learning objectives. From pupils' books, it is evident that some work is copied from the board and does not fully reflect pupils' understanding. Pupils are questioned well during lessons, providing good opportunities for teachers to assess knowledge and understanding. Marking is consistent and generally refers to clear learning objectives, informing pupils how well they have achieved and what they should do to improve further. Pupils are very well managed in lessons. Interesting activities help them to maintain interest and concentration, and so behave appropriately. This was demonstrated in a lively Year 5 class where pupils were engaged in measuring and recording pulse rates after exercise. Overall, attitudes to science have become very positive and these make an impact on pupils' learning. They are enthusiastic about lessons and work well in groups, sharing ideas and information.

119. There are good opportunities to use numeracy skills in science. Pupils measure, record and compare results from investigations, and learn to read scales on the different equipment used. Literacy skills are used sufficiently when recording experiments and investigations. Within the literacy hour, scientific texts that provide interest and relevance to pupils' learning are sometimes used. The use of ICT to record and compare results, and to search for information, is developing satisfactorily.

120. The curriculum for science is now satisfactory and sufficient time is allocated on all class timetables to cover the units of study set out in the national scheme of work now being followed. This helps to ensure that learning develops systematically from year to year and shows a good improvement since the last inspection. Procedures for assessing and recording pupils' attainment and progress have been developed, including end of unit tasks, which provide clear starting points for future learning. Resources for science are being built up to link in with the new scheme of work, and enable lessons to be well resourced. Visits are made to the Natural History and Science Museums, which enhance learning opportunities. Outdoor environmental areas are being developed for studying plants, animals and habitats. Two teachers co-ordinate science, one from each key stage, which provides necessary contact between the school's two sites. Although planned, the co-ordinators have had no opportunity to monitor classroom practice and so evaluate what needs to be done to bring about further improvement in teaching and learning.

ART AND DESIGN

121. Standards in art are broadly in line with national expectations, occasionally above, and pupils at the end of both key stages are performing at levels appropriate for their age. Standards found at the time of the last inspection have been maintained.

122. In Key Stage 1 the youngest pupils observed were achieving at a higher than average level, mixing primary colours with confidence, thickening them, making them 'creamy' (in their words), for their task of painting 'The bridge at Langlois near Arles', in the style of Van Gogh. They demonstrated a good knowledge of how to create secondary colours from mixing primaries; for example, they know that red and yellow mixed together will make orange. Their brushwork shows good control and their finished pictures are a reasonably recognisable likeness. They acquire knowledge of the basic details of the artist's life and all are aware that he cut off an ear, though they are not sure why. There was much new learning during this one lesson. At the end of Key Stage 1, pupils studying the work of Escher create templates to produce a tessellation with a fish theme. They know that tessellations are "shapes that fit together without any spaces". They learn about the work of the artist and create patterns from their own designs, discussing and commenting on one another's work. Displays in classrooms and the school hall are colourful, bright and welcoming and

reveal pupils' knowledge of the works of Kandinsky, Monet, Van Gogh, Picasso, Morris Louis – among others. Year 2 pupils have made good three-dimensional face masks using clay, embellishing them with a wide choice of mixed colours to match skin tones.

123. In Key Stage 2, pupils in Year 4 learn about pointillism, looking at the work of Seurat, and learning about the artist's life. Year 5 pupils are engaged in making some fine three-dimensional book character figures, such as Dennis the Menace and E.T., using a wire frame covered with papier-mache, before painting them. By the end of the key stage, pupils in Year 6 were observed briefly, studying the work of Kandinsky, and developing their skills of perspective and composition by scaling an aspect of the artist's work up to a larger size, learning how to enlarge work. In both key stages pupils acquire well-balanced knowledge – details of a wide range of recognised artists – and a wide variety of artistic skills. They show good observational drawing skills, and understanding of shading techniques. Pupils are achieving well over time, and pupils with special educational needs and those for whom English as an additional language achieve equally well.

124. Teaching in both key stages is good. Teachers are confident with their subject knowledge and pupil management, and are not afraid to allow pupils to engage in potentially messy activities in the course of their learning. Pupils respond well to this responsibility, show much good common sense in lessons and pupils as young as Year 1 were observed washing palettes, and clearing away independently, and to a high standard, without intervention from the teacher. These good attitudes, which the pupils bring to their lessons, contribute positively to their learning. In one lesson the teacher had provided in his planning for pupils of differing abilities, but such planning is not consistent.

125. Art has a very strong focus round the school, with many examples of the works of recognised artists and displays of pupils' work which are decorative, informative and challenging – for example Year 6 pupils are asked what they think impressionism means. There are high quality displays in both infant and junior classrooms, and along corridor walls. The display in the Key Stage 1 hall is particularly eye-catching, being a good combination of giving information and exhibiting pupils' work, in a most colourful and attractive setting, and providing clear evidence of good progress from the Reception class to the end of Year 2.

126. The co-ordinator is enthusiastic but is new to the post. She is clear what needs to be done to improve art and is aware that the subject's time allocation has been reduced, and that there are weaknesses in planning to ensure that skills develop progressively from year to year. For example, there is repetition and over-emphasis on portrait painting and the mixing of primary colours. No provision is made for the co-ordinator to monitor teaching and learning in the classrooms, though the school has plans to rectify this. There is no assessment of the subject, nor sampling of pupils' work, nor creation of pupils' portfolios, and three-dimensional work is limited by the lack of a kiln. Resources otherwise are satisfactory. There is a new draft policy for the subject, and the school has only recently decided to adopt the scheme of work provided by the local education authority. All pupils make use of sketchbooks. This is good practice, but the quality of work is very variable, with often untidy presentation, though pupils in Year 6 show good pride in their work. The use of ICT to support the subject is under-developed. Pupils' knowledge and learning are further enhanced by visits to local art galleries such as the Tate Modern gallery and the Dulwich picture gallery. Such visits contribute well to the pupils' cultural and social development.

DESIGN AND TECHNOLOGY

127. During the period of the inspection no lessons in design and technology were taking place, so it is not possible to make a judgement on attainment, progress or teaching. A limited amount of work was available for scrutiny in books and on display. Conclusions reached are on the basis of this work, discussion with the co-ordinator and talking to pupils.

128. The school tries to meet the National Curriculum requirements for design and technology by ensuring that each class covers two half-term projects each year. While this provides a satisfactory

basis for a stimulating learning experience statutory requirements are not met. The school is aware of this, but because the emphasis has been on the core subjects, design and technology has been given a low priority.

129. At Key Stage 1, pupils are taught through such projects as wheels and axles, puppets, and, in food technology, designing a healthy diet with fruit and vegetables. A display of Year 2 work shows some of the puppets they have made, together with a little booklet entitled, 'My Process Diary', which shows that they have thought about how to plan their puppet, the materials and techniques needed to make it, and how it might be improved. The display includes appropriate questions such as, "What do you like best about your puppet?", and, "What would you change?"
130. At Key Stage 2 some interesting work is on display, accompanied by photographs. The Year 3 project to investigate different types of healthy sandwich fillings shows that pupils are aware of the main elements of designing, making and evaluating. Year 5 pupils have taken this idea further and when investigating biscuits, have added fibrous ingredients to make them healthier. Good use is made of ICT in producing pie charts and line graphs. A good link with mathematics is the way in which they have costed the ingredients. Other projects, including making and designing a torch, making a model with moving parts using wheels and cams, and designing a chair using rolled newspapers that is strong enough to sit on, show that some good work is going on. Pupils have recognised that their designs have to meet a range of needs, and have produced labelled sketches and models to communicate the details of their design.
131. The co-ordinator has been successful in introducing a programme of projects using schemes published by the Qualifications and Curriculum Authority. She attends local co-ordinators' meetings and keeps up to date with requirements. She makes sure that the necessary resources are purchased so that each project covers the required range of skills. Limited monitoring takes place through discussion with year group leaders and collecting work for displays, but there is no monitoring of teaching and learning and the subject lacks a comprehensive recording system to inform teachers what pupils can and cannot do and what individual skills they have acquired. The use of ICT to enhance learning is under-developed.
132. The curriculum structure, which has only been in place since the beginning of the school year, has ensured that the subject is planned better than at the time of the last inspection. However, even bearing in mind the fact that the school has other priorities, it is important that the long-term development of design and technology, including giving it a more prominent place in the curriculum, is given some attention.

GEOGRAPHY

133. During the inspection only one lesson was observed and it is therefore not possible to make a judgement on teaching and learning. Geography is blocked on the timetable with history and design and technology, and has insufficient time allocated to ensure sufficient depth of studies. It is only timetabled for two half terms in each year and therefore the continual development of geographical skills is difficult to ensure and statutory requirements are not met. As a result standards are below national expectations and statutory requirements are not fully met.
134. Pupils in Year 1 look at the school grounds and critically consider how they could improve them. They begin to understand maps by identifying common objects from a bird's eye view. In Year 2 pupils accurately identify the countries making up the United Kingdom, and some can name their capitals with confidence. They carefully observe the weather and record it on charts. In Year 3, pupils look at climatic zones and show their understanding by imagining holidays in different parts of the world and writing postcards from them. They make clear plans of their classrooms and sensitively consider the things that spoil the local area. Environmental awareness is developed further in Year 4 when pupils look at what the school throws away and how they can reduce litter. In Year 5 pupils look further at maps and make a detailed study of St Lucia, comparing it with Croydon. In Year 6 pupils study and compare major rivers of the world and their influence on settlements and people's lives. They look at the mountainous regions of the world and study world

climates further; confidently using two figure co-ordinates when reading maps. Classes also look at 'What's in the news?' and link these items with their studies in geography, finding out where things have been happening, such as floods and earthquakes, and the effect on people's lives.

135. In the one lesson observed, clear learning objectives were displayed and shared so that pupils knew the purpose of the lesson. A challenging task was set that assessed pupils' ability to use an atlas, look for physical features on a map and identify climate from a country's location in the world. There were few targeted questions in the lesson to assess pupils' understanding, with the teacher tending to answer her own questions instead of arriving at answers through discussion. Pupils showed some understanding of environmental issues linked to their river studies, but again were slow to respond to questions in the discussion.

136. At Key Stage 1 there is insufficient recording, and any work produced is often poorly written and presented. Pupils' work shows that the tasks set are sometimes inappropriate for the whole range of ability within a class. Higher attaining pupils do not always make sufficient use of their literacy skills, and the writing tasks are not always appropriate for lower attaining pupils with their work sometimes unfinished. Work is often copied from the board, which does not reflect pupils' understanding, but is nevertheless marked with comments such as 'good work'. Within literacy some geographical texts are used, which provides a relevant link with the subject.

137. The role of co-ordinator for the subject has not been fully developed. A national scheme of work is now being used, which helps to ensure that learning develops systematically from year to year. The policy is shortly to be reviewed. An audit of resources, linked to the introduction of this scheme, is yet to be carried out. The use of ICT to support learning is under-developed. Some assessment is carried out at the end of each unit of study, listing pupils who have exceeded or missed learning targets, but this information is not used sufficiently to inform future planning for the subject. Monitoring of classroom observations is part of the subject's development plan, with a view to raising standards of teaching and learning. No sampling of pupils' work has yet taken place to assess standards.

HISTORY

138. Standards in history have not been maintained since the last inspection. History lessons observed and work analysed shows that pupils are achieving at the level expected for their age in some elements of the subject. However, overall standards are below the level expected nationally because not all aspects are fully covered.

139. At Key Stage 1, pupils are developing their understanding of past and present by looking at similarities and differences between then and now. In Year 1, pupils use the visit from a Toy Museum to consider changes in toys and play since the Victorian times. Pupils in Year 2 confidently demonstrate their knowledge of the life of Florence Nightingale and how she helped change the conditions at the hospital in Scutari. This study is effectively supported by the use of pictures and video to help observation and research skills, and allows pupils to engage in a lively debate maintaining interest in the topic.

140. At Key Stage 2, pupils extend their research skills through the school's strong commitment to the use of outside visits to enhance learning. The Year 3 pupils' visit to the British Museum supports their study of Ancient Egypt; they prepare for their visit by research using books to discover some aspects of life and death in Ancient Egypt. The Year 4 pupils have a visit planned to the Museum of London to support their study of the Anglo-Saxons; their preparation includes research into the Anglo-Saxon burial at Sutton Hoo, which is the subject of a special exhibition at the museum. Pupils in Year 5 confidently compare modern and Victorian schools through examination of Victorian school artefacts such as an ink-tray and an abacus. They examine Victorian school records such as pages from the school punishment book and the school 'sick' book. By the time pupils get to the end of the key stage most demonstrate satisfactory knowledge of different periods in history. Through a study of the Ancient Greeks many correctly identify some of the differences in the way

the past is represented. This study coincided with the Olympic Games and pupils studied differences between the games then and now and were particularly captivated by their discovery that the athletes in the ancient games competed naked. This study was enlivened by a visit from the current Great Britain athlete Donna Fraser and the pupils watched the opening ceremony helping to bring their history study into the present.

141. Teaching is satisfactory in both key stages. The use of original artefacts and copies of original documents promotes very high standards of discussion, and stimulated good accounts of Victorian schooling; the pupils were particularly absorbed by their discoveries of the strict discipline and harsh punishments in Victorian schools. Throughout the school standard worksheets are available and are used to support pupils' own research using books, CD-ROM and home study on the Internet. Pupils with special educational needs make satisfactory progress, as do pupils with English as an additional language. Although work is generally well matched to pupils' needs, at times insufficient attention is paid to pupils' reading levels and in some classes pupils found the resource books difficult to read. Through the scrutiny of work it is clear that pupils do not, routinely, produce drafts of their work, and this reduces the potential for pride in work presentation.

142. Some topics in history are offered outside of the history lessons and impact across the school. For example, the school had a Victorian Day when pupils were encouraged to dress in period costume; the school also enjoyed the 'Black History Month' when many pupils had the opportunity to learn about famous black figures in history. These additional events help to raise the profile of the subject across the school.

143. The curriculum is unsatisfactory and does not meet statutory requirements. The main weakness centres on the time allocated to this subject. History shares the timetable slot with both geography and design and technology. As a result there are only two half-term time modules each year, with only one for Year 6. This time allocation is inadequate and does not ensure that pupils develop the necessary historical and research skills as they move through the school.

144. Leadership of the subject is under-developed. The co-ordinator has completed an inventory of resources and is aware that they are limited to deliver the planned curriculum. Plans are in hand to address this over the next year. The monitoring of teaching and learning is under-developed. Assessment is unsatisfactory, making it difficult to track individual pupils' progress in history. Visits and visitors are used well to enhance the curriculum and the use of ICT to support learning is developing.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

145. In the previous inspection report information and communication technology (ICT) was a key issue in terms of the low standards achieved by pupils at the end of both key stages. National Curriculum requirements were not met and progress was unsatisfactory because pupils were not given a sufficiently broad experience. Since then standards have improved throughout the school and are now similar to those expected nationally at the end of Key Stage 1, but remain below the standards expected at the end of Key Stage 2 in some parts of the National Curriculum, despite improvements. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils with special educational needs and those with English as an additional language make good progress due to the good teaching they receive and the good resources available. Rising standards are due to the establishment of an ICT suite, adoption of the optional national scheme of work and teachers' improving confidence. Overall, however, the poor provision in the past, the very high level of mobility in the school and the significant number of pupils with special educational needs affect standards.

146. In Key Stage 1, the youngest pupils are familiar with the function of the keyboard. They use the cursor, number and letter keys and skilfully handle the mouse for pointing, selecting, dragging and moving items around the screen. They use with ease the tools in an art program to create attractive

designs of houses, and some obtain a printout of their finished results with adult support. By the end of the key stage many pupils work with relative independence on the computers and are willing to explain what they are doing. Pupils log on and off the computer, show familiarity with the keyboard functions and know the purpose of the return key for a new line and caps lock for a capital letter.

Most successfully change the font size and colour, use upper and lower case type and correct punctuation with accuracy when typing,' "Who has been eating my porridge?" said Daddy Bear'. Pupils' work shows that they can make a floor robot go where they wish by entering a set of instructions, and many know that day-to-day devices, such as the video recorder and tape recorder, respond to commands and signals. They confidently access information from a CD-ROM encyclopaedia to answer questions about the life of Florence Nightingale and present the information they collected from their class on how people travelled to school in simple block graphs.

147. In Key Stage 2, younger pupils are becoming increasingly familiar with correct technical vocabulary linked to databases, for example, 'search' and 'field', and most know the key questions to ask to get the correct information from their database. They successfully use ICT to support their work in music. For example, they play a range of percussion instruments, record the sound of each and then skilfully use a graphics program to draw the different instruments, such as drums, maracas and xylophone. They construct graphs to show their favourite colours and sandwiches, and some higher achieving pupils easily present their work in a three-dimensional form. As pupils move through the school there is a good emphasis on word processing and many are beginning to use the keyboard correctly. They become a little more sophisticated about what they do with the appearance of text. For example, Year 4 pupils successfully delete and insert letters and skilfully merge text and graphics, using a range of tools, when presenting their poem 'Down behind the dustbin'. By the end of Key Stage 2, many pupils are adept at changing the size, colour and type of font to create different effects, and add a border and write in a frame to enhance their work. Most are able to go on and further refine and present their work in different styles for different purposes and audiences, such as posters for the gym, playground rules and front cover for their projects on rivers. Pupils in Year 6 confidently talk about loading programs and know the difference between accessing information from a hard disk and CD-ROMs, which they successfully use to extract information linked to their history topic. In discussion with them, it was clear that some understood that information could be conveyed through text, pictures and sound, and most use appropriate technological language to talk about their work. Although plans are in hand to close the gaps in pupils' knowledge and understanding, the majority of pupils by the end of the key stage have had little experience of using computer equipment for controlling events, such as electric lights or motors, or for monitoring temperature or simulations to help them investigate relationships. Examination of pupils' work showed that the use of ICT to support and enhance learning in all subjects of the curriculum is developing. Despite the good provision, standards at the end of Year 6 remain below the level expected in some aspects of the subject mainly due to the poor provision in the past and the very high percentage of pupils who joined the school in Key Stage 2.

148. Teaching and learning are satisfactory in Key Stage 1. These are now good in Key Stage 2, a significant improvement since the last inspection, when teaching was judged to be unsatisfactory. The computer suite is a valuable resource and has had a highly significant impact on progress, as pupils, especially those in Key Stage 2, have regular access to good quality programs and equipment. All teachers have at least a sound knowledge of the subject and are growing in confidence due to the support from the co-ordinator and the guidance available from the recently introduced scheme of work. In the most effective practice, high standards of work and behaviour are promoted and, as a result, pupils respond by working hard and learning well. This was well demonstrated in the Year 3 lesson on using search skills to answer questions and record findings from a file on a database. The teacher gave precise instructions and introduced correct vocabulary very systematically, which ensured that pupils understood the importance of having the right search name when looking for information about fish. The good use of the technician and well-timed teaching points enabled all pupils to learn well. Help was given to pupils who struggled, and pupils were paired to make sure that all could access the work. Pupils clearly enjoy the subject, especially when using computers in the suite. They are highly motivated and have very good attitudes towards learning. When working in pairs, pupils learn to share ideas and help each other to use the

equipment. This contributes well to their attainment. Using appropriate technological language, pupils confidently ask questions of their teachers, understand about taking care of equipment and do so responsibly.

149. The co-ordinator, ably assisted by the technician, gives sound leadership in the subject. She has clear plans to continue to improve the subject through the purchase of further resources and by continuing the successful staff training. Although she offers advice and support to colleagues in planning and teaching, monitoring of teaching has still to be established in order to identify precisely where support is required. All pupils save their work on individual disc and this is helpful for showing the work covered. However, the school has recognised that there is a need to have a more structured approach to track how well individual pupils build on their skills and expertise as they move through the school. Resources are good with one computer between two pupils in the computer suite and other, sometimes older, computers available for use in each classroom. However, the use of the classroom computers is not as well planned by all teachers as those in the suite and some of them are not used as effectively to support learning. The accommodation is good and the school has plans to provide a computer suite in the lower school in the near future. Statutory requirements for the delivery of the subject are now fully met.

MUSIC

150. At the end of both key stages, standards are similar to those found in most schools. No judgement was made in the last inspection about pupils' attainment although progress was satisfactory.

151. At the end of Key Stage 1 pupils successfully clap simple, repeating patterns. They learn to start and stop together when performing and are skilful in keeping in time with the teacher. They recognise and accurately name a range of instruments, describe the sound they make and confidently choose appropriate instruments to represent 'the snake, the owl and the bee' when making music to accompany their spoken poems. Pupils sing with confidence and enjoyment, some demonstrating strong voices.

152. By the end of Key Stage 2, pupils confidently develop and add rhythm to their work. In practising for a performance they are asked to consider "what kind of sounds—high, low, loud soft, long, short?", "which instruments will you choose?" and "will you read your poem before, during or after your music?" Pupils work well together, refining their performance. They are adept at singing songs in a round and keeping to their own tune. The oldest pupils work together collaboratively, composing and performing a selection of different 'raps'. Pupils work enjoyably on their activities in groups and confidently perform their compositions for each other. One pupil commented, "they are like fast poems spoken to music". All pupils, including those with special educational needs, are equally involved in the work. Pupils sensitively help each other with their learning in groups, and relationships between them are good. Opportunities are provided for pupils to sing and play musical items in concerts and they experience many different types of music such as 'rap', 'blues', 'jazz' and 'religious music'

153. Pupils are enthusiastic about music because, in their words, "we have fun and have a chance to sing and play instruments". They work well together and willingly practise to improve their performances. Instruments are handled sensibly. Pupils' interest in, and enjoyment of, music is increasing and this is beginning to impact positively on the quality of learning.

154. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are well organised and little time is wasted. Teachers make a point of using precise musical language with words such as 'clarity', 'balance' and 'ostinato' which enhances pupils' literacy skills. They have a clear understanding of the skills that need to be taught and the experiences which pupils need in order to

develop these skills. A good feature of teaching, especially at Key Stage 2, is the teamwork and co-operation between class teachers and a non-teaching music specialist now working in school. The effect of this has been to raise the technical quality of the music teaching, and the enthusiasm generated is infectious.

155. Many pupils have access to extra-curricular music through a lunchtime recorder club, the upper school choir and peripatetic teaching of keyboard skills. There is an appropriate subject policy and the scheme of work makes provision for the coverage of all areas of the National Curriculum. Currently it is being developed to include more opportunities for the use of ICT in music. Resources have been enhanced and good use is made of the specialist music room in the upper school. There is no system for assessing or recording pupils' progress and the monitoring of teaching and learning is under-developed.

PHYSICAL EDUCATION

156. No judgement on attainment was made at the time of the previous inspection, but pupils were judged to be making satisfactory progress. Standards now, in those aspects seen during the inspection – dance, games, gymnastics and swimming – are average at the end of both key stages, and pupils perform appropriately for their age. Pupils' progress is good, they achieve well over time, and there are areas where standards are above average. Pupils with special educational needs and those for whom English is a second language make similarly good progress.

157. At Key Stage 1, younger pupils demonstrate good balance and co-ordination skills when composing a dance sequence. The teacher made good use of a string puppet to suggest ideas for movements, and the pupils responded well to this stimulation, working very hard to improve their performance. Pupils in Year 2 develop good passing and shooting skills, improving their hand and eye co-ordination. The teacher posed good probing questions requiring well considered answers, for example, "Where should you aim? ...How do you prepare for a pass?" In another Year 2 lesson pupils demonstrate well co-ordinated gymnastics skills in composing an exercise sequence of hop, jump, bounce, and balance.

158. In Key Stage 2, Year 4 pupils attained at an above average level in a basketball lesson on defending and attacking, due to the excellence of the teaching. There was a very fast pace to this lesson, the teacher had very high expectations of pupils' abilities and conduct, and when they did achieve well, he encouraged them to go further – "I know you can do it". The teacher clearly demonstrated and explained the skills and made good use of pupils to show the skill in passing and receiving balls, and in finding evasive space in attack and defence. This enabled pupils to develop very good skills in dribbling and controlling the ball. Pupils in Year 5 make very good progress in their swimming lessons where they are tutored in two small ability groups. Half of this class confidently swim 25 metres unaided. Four pupils have learned to swim since the term began, and five have advanced from the lower to the higher attaining group. In Year 6, pupils respond imaginatively as they face the challenge to interpret a piece of music freely. They skillfully incorporate heavy, mechanical movements associated with machinery, in their interpretation and composition of a "factory" dance, developing a sequence using pulling, pushing and twisting movements.

159. Teaching has improved since the previous inspection, and is good overall in both key stages, with a range from excellent to satisfactory. No unsatisfactory teaching was observed, though the pace of lessons was sometimes slow, and some pupils lost interest. All teachers use effective warm-up and cool-down sessions, with appropriate progressive exercises, and show good awareness of health and safety issues. Those observed dressed appropriately and were good role models for their pupils. Planning is now well considered, though insufficient attention is given to meeting the needs of pupils of differing abilities. In the one excellent lesson observed the teacher made good use of assessment, demonstrated by example, and was continually challenging pupils to achieve higher levels. Pupils enjoy their lessons and work hard to please their teachers, sustaining their efforts. Year 5 pupils observed swimming were especially hard working and very well

behaved both in the water, and whilst travelling to and from the pool – winning compliments from their instructors.

160. The criticism made in the last inspection, that too much time was allocated to physical education, is still the case. A high percentage of the overall curriculum time is allotted to the subject, and a very high time in Years 3 and 5, where pupils have swimming. The subject policy document states that there will be one and a half hours per week, but in a significant number of classes this is much more.

A number of timetables indicate two hours a week being normal practice, and there are inconsistencies between year groups and between classes in year groups. The school is covering six aspects of the curriculum, whereas, under the latest revised requirements, five is sufficient.

161. The school makes good provision for extra-curricular clubs and coaching sessions for physical activities. These include soccer for boys and girls, hockey, basketball and benchball. Year 2 pupils also have soccer coaching. Boys and girls soccer teams have competitive matches against other schools, with some success. Residential visits to Kingswood and Marchants Hill for Years 4 and 6 enable pupils to try abseiling, archery, fencing and canoeing. Visits are arranged to local soccer and basketball matches, and specialist coaches for hockey and soccer visit regularly. Arrangements for swimming are now very good, the school having recently made provision for lessons at the National pool at Crystal Palace, where high quality intensive tuition is already raising standards.

162. The school's accommodation for the subject is good, with large areas of all-weather surface outside, three well-equipped halls with appropriate large-scale apparatus for gymnastics, and the recent provision of high quality adventure playground apparatus on the playground, to help develop physical skills. The local recreational ground is used in the summer for games and athletics. The availability and appropriate use of these facilities adds to the quality of the pupils' learning. Resources are good, both in quantity and quality, and they are well used by the school. Leadership of the subject is satisfactory. The two co-ordinators have plans to further improve the development of pupils' skills as they move through the school with the further refinement of the optional national scheme of work. Assessment and the monitoring of teaching and learning are under-developed.

RELIGIOUS EDUCATION

163. As in the last inspection, standards are in line with the expectations of the locally agreed syllabus. Pupils achieve well in relation to prior attainment, and good progress was noted during the inspection, due to the good teaching. Pupils with special educational needs and those pupils for whom English is a second language make similar progress, with good support from teachers.

164. Pupils in Year 1 have a good understanding of the story behind the Hindu festival of Holi, linking it to festivals of their own experience such as Christmas. The learning experience is made the more memorable through the tasting of halva sweets provided by the teacher, and by passing round 'Hedgy' whilst discussing their views and feelings. Pupils write empathically about the stories Jesus told, relating their own feelings about a lost toy to the parable of the lost sheep. In Year 2, pupils know the story of Easter and are aware that Jesus was crucified. They understand the term 'crucifixion', and learn, as the story develops, about the resurrection. Their learning experience is enhanced by the teacher's use of dramatic role-play, with pupils acting out the parts of the characters involved in Jesus' death. These pupils have earlier compared vestments from different religions, observing "A Sikh man wears a turban; a vicar wears a white collar".

165. In Key Stage 2, pupils in Year 3 learn from personal research about the rituals and ceremonies associated with the Islamic religion, and make comparisons with a Christian custom – a wedding. They confidently consider vestments and symbols. They acquire specific vocabulary such as 'Nikah' – the wedding ceremony, 'Valeema' – the party afterwards. Pupils spoken to were aware of the key differences between the weddings of Christians and Muslims as well as knowing that in Islam you can have more than one marriage without having to divorce. Pupils learn about a variety of religions,

and all classes study Christianity. In Year 4, covering a wide range of topics, pupils learn about baptism and the four main stages of life. They know about the life of Zacchaeus and the significance of Holy Communion and of the Holy month of Ramadan to Muslims. Pupils in Year 5 sensitively compare similarities and differences in the features of a church and a gurdwara, noting differences such as the wearing of headdresses, and the removal of shoes. By the end of the key stage pupils learn from the Rabbinic tale and from correspondence between an American Indian chief and the American president, that it is the responsibility of each generation to protect the present environment for their successors.

166. The teaching of religious education in both key stages is good, and enhances pupils' speaking and listening skills. In the one unsatisfactory lesson seen, the teacher did not manage the pupils' behaviour well enough, and a minority of boys was allowed to disrupt the learning. In both key stages teachers are confident with the subject content, show high expectations of pupils' work and conduct, and plan effectively for lessons delivered at a good pace, thereby maintaining pupils' interest. Pupils generally bring good attitudes to their lessons, and show interest in the subject, though the quality of written presentation is variable. Teachers make good use of plenary sessions to reinforce the lesson's learning objectives. Most have very good strategies for managing their pupils, but make little use of assessment to improve planning to meet the needs of pupils of all abilities.

167. The subject co-ordinator, well supported by her 'shadow' co-ordinator, has a good grasp of the subject, and provides good support for colleagues. She has begun to sample pupils' work to keep in portfolios as a record of achievement, but there is still need of more rigorous assessment, as identified at the time of the previous inspection, and a need to visit classes to monitor teaching and learning. There are some inconsistencies across the year groups in the curriculum time allowance. Religious education has a strong focal awareness around the school, with high quality displays in classrooms and corridors. The subject contributes well to pupils' spiritual, moral, social and cultural development. The current scheme of work will be revised when the new agreed syllabus is introduced in September. The co-ordinator is well prepared for this and arrangements have already been made for the trialling of a study unit from the new syllabus in Year 6. Visits to local churches, a synagogue and mosque, and visits from groups such as the New Christian Life Centre, who make presentations in assemblies, enhance the pupils' learning. Resources for the subject are satisfactory, and extended by borrowing from the local authority education resource centre, although the school acknowledges the need to purchase more artefacts for Key Stage 2. Insufficient use is made of ICT to support the subject.