

INSPECTION REPORT

WINDRUSH PRIMARY SCHOOL

Thamesmead

LEA area: Greenwich

Unique reference number: 100157

Headteacher: Mrs C Warnke

Reporting inspector: Miss Savi Ramnath
21224

Dates of inspection: 12 - 15 February 2001

Inspection number: 208521

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: 2 Bentham Road
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London

Postcode: SE28 8AR

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Appropriate authority: The governing body

Name of chair of governors: Mr Peter Brooks

Date of previous inspection: 30 November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21334	Miss Savi Ramnath	Registered inspector	Science Religious education Art and Design Special educational needs English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught?
9405	Mrs Josephine Philbey	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
15023	Mr Ali Haouas	Team inspector	English Information and communication technology History Physical education	How good are the curricular and other opportunities offered to pupils?
18370	Mr Kevin Johnson	Team inspector	Foundation stage Mathematics Design and technology Geography Music	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Windrush is a small primary school for children aged between three and eleven with an off-site Nursery with 50 children, who attend part-time. There are currently 177 pupils on roll, organised in six classes, two of which in Key Stage 2 include pupils of mixed age. The school has slightly more girls than boys and a significant number of pupils move each year at times other than at transfer. School assessments indicate that attainment on entry to Year R overall is below average with a substantial number of children below the expected level in personal and social development and early language skills. The below average socio-economic background of the pupils is reflected in the proportion of pupils entitled to free school meals, which is well above the national average. Currently, 24 per cent of the school's population come from a range of minority ethnic backgrounds and 20 per cent come from homes where English is not their first language. The school has identified 27 of these pupils as needing additional support in English but only four pupils are beginning to learn to speak English. Fifty eight pupils are on the school register of special educational needs, three of whom have Statements of Special Educational Needs setting out the specific provision to be made. The percentage of pupils having special educational needs, as well as those with statements is above the average for schools of this type. Since the last inspection there have been significant changes in staffing, major refurbishment of the accommodation and a significant increase in the number of pupils identified as having special educational needs.

HOW GOOD THE SCHOOL IS

Windrush Primary School is an improving school with many good features and some requiring attention. The new headteacher's determination has led to substantial improvement in staffing, accommodation, involvement of the governing body and an improvement in the quality of teaching. Although standards are still below national expectations in the important areas of English, mathematics, science and information and communication technology (ICT), they are better than before and many new initiatives are improving educational provision. Overall, standards are affected by the low attainment on entry in the important areas of language and mathematical development, the high proportion of pupils with special educational needs and the high turnover of pupils throughout the school. Since the previous inspection there has been significant improvement in standards, particularly in science and writing in Key Stage 1 and in religious education in both key stages. Parents like the school and all staff work well together and share a commitment to further improvement. The senior management team and governors have a good understanding of the school's strengths and weaknesses and have systems for ensuring that improvements continue to take place. The school is well led and managed and now provides satisfactory value for money.

What the school does well

- The new headteacher provides strong and effective leadership and is well supported by staff and governors.
- The youngest children receive a good start to school because the teaching is consistently good in the Nursery.
- In just over one half of the lessons observed teaching was good or very good.
- Relationships between teachers and pupils are good and contribute to pupils' enjoyment of learning and good behaviour in lessons.
- The school values the cultural diversity of the pupils and promotes their social and moral development well.
- The school has developed a corporate style of management that is beginning to have a positive effect on pupils' attainment.

What could be improved

- Pupils' standards in English and mathematics at the end of both key stages and in science and ICT at the end of Key Stage 2.
- The involvement of co-ordinators in monitoring standards in subjects other than English and mathematics.
- Pupils, especially those in the mixed age classes, are not always given work which is suitably challenging.

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 took place in November 1998, at which time it was found to have serious weaknesses in a number of areas including the standards, the quality of teaching and assessment, the curriculum and leadership at all levels. Since the appointment of the new headteacher in May 1999 action has been taken on all of the key issues identified, although some aspects have not been fully addressed. Overall, satisfactory improvements have been made in addressing the numerous issues identified in the last inspection report, outstanding issues from the first inspection report and other important concerns such as the accommodation. Pupils now learn in an attractive, stimulating environment. Since the previous inspection the quality of teaching has improved significantly and standards are improving.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	E	E	C
Mathematics	C	E	E	B
Science	B	E	E	D

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

Standards are improving and are better than before, although pupils' performance in all three subjects fell below the national average for the last three years. The school has set realistic but challenging targets in English and mathematics for 2001 based on what it knows of the prior attainment of pupils currently in Year 6. It is working hard to achieve them.

Inspection evidence indicates that the youngest children make a good start to school in the Nursery and continue with satisfactory provision in Year R. Despite this, many start Key Stage 1 with below average attainment in the important areas of language and mathematical understanding. Current standards in English and mathematics were judged as showing improvements, although still below the level expected for pupils at the end of Years 2 and 6. In science and ICT standards have improved at the end of Year 2 and are now at the expected level but remain below the level expected at the end of Year 6. Standards in history and geography at the end of both key stages and in music at the end of Key Stage 1 are similar to those expected. In physical education standards at the end of both key stages are above the level expected. In religious education standards have improved significantly and are now in line with the requirements of the Locally Agreed Syllabus at the end of both key stages. There was insufficient evidence of work in design and technology and art and design at the end of both key stages and in music at the end of Key Stage 2 for secure judgements to be made on standards. Compared with the school's previous inspection, standards have improved in all subjects. Improvements are due to the numerous initiatives which have been put into place to address weaknesses but have yet to impact on standards at end of Key Stage 2. Standards are rising from Year 1 of the school upwards.

Pupils with special educational needs and those at the early stages of learning to speak English achieve much and make good progress in language and literacy, where support is well targeted. However, in other subjects of the curriculum when no additional support is provided progress is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and most of them do their work cheerfully and with interest. They are well motivated and enthusiastic about their work.
Behaviour, in and out of classrooms	Good. The quality of most pupils' behaviour, including that of the youngest children, is good. Pupils are courteous and respectful towards each other and to adults.
Personal development and relationships	Good. Pupils' personal development is satisfactory. However, opportunities are limited for pupils to show initiative and take responsibility. Most show respect for each other and relationships in the school are very good. Pupils get on well with the staff and the other pupils and learning is settled because of this.
Attendance	The continuous absence of a few pupils, who rarely attend but remain on roll with the agreement of the Local Authority, contributes to an authorised attendance below the national average. Pupils are punctual to school.

Pupils have a good understanding of right and wrong and show care for the school and an understanding of their responsibilities in society.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory overall but there are variations between the different parts of the school. The quality of teaching has improved significantly since the last inspection when 21 per cent of the overall teaching was judged to be unsatisfactory and one in four lessons in Key Stages 1 and 2 was less than satisfactory. During the inspection, teaching in 93 per cent of lessons observed was satisfactory or better. In 39 per cent of lessons the teaching was good and 20 per cent was very good or excellent. The teachers provide well for pupils with special educational needs and those at the early stages of learning to speak, read and write English and this impacts positively on their learning.

The overall quality of teaching in English and mathematics is satisfactory and standards in these subjects are improving. The basic skills of literacy and numeracy are well taught in Key Stage 1 and satisfactorily taught in Key Stage 2. Teachers have a satisfactory understanding of the national strategies and most provide a good balance between whole-class and group activities. The strengths in the teaching include the way teachers manage pupils, ask questions and share learning intentions with pupils, have resources ready for use and demonstrate good subject knowledge. However, in too many lessons too much is attempted, with the result that lessons end abruptly and pupils do not have the opportunity to review the main points and to consolidate learning. In Key Stage 2 the teaching of ICT and science is unsatisfactory because not all aspects are taught. Work for higher-attaining pupils is sometimes set in English and mathematics but this does not always extend to other subjects, especially in the mixed aged classes in Key Stage 2. As a result learning in Key Stage 2 is often slowed by the inappropriate match of work to pupils' abilities. Pupils' learning is good in the Nursery and Key Stage 1 and satisfactory in other classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad but not well balanced as not all aspects of ICT, design and technology and art and design are taught. Good use is made of visits to enhance the curriculum. There is a clear emphasis on delivering literacy and numeracy. The curriculum for the foundation stage is good in the Nursery.
Provision for pupils with special educational needs	Good. Pupils are given good support to help them make progress. High quality support is given to these pupils to ensure that they make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Good. Effective support is given, leading to very good progress at the early stages of learning for those identified pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides satisfactorily for pupils' personal development. In particular, good provision is made for pupils' moral, social and cultural development. Provision for pupils' spiritual development in the curriculum outside religious education and collective worship is also good
How well the school cares for its pupils	Satisfactory. Procedures for monitoring and promoting good behaviour are good. Assessment procedures in English and mathematics are good but they are not developed other subjects

The school does not meet legal requirements to teach all aspects of ICT because it lacks resources and not enough time is given to the teaching of the subject. The school has very good links with parents and carers and involves them well in the life of the school. The school makes good use of outside agencies to support pupils with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff provide good leadership. They have a clear view of the way ahead and have in place systems for further improvements. The impact of co-ordinators in terms of monitoring teaching and learning in subjects other than English and mathematics is limited.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive of the work of the school and monitors what it does effectively. Governors are involved in decision-making and carry out their responsibilities well.
The school's evaluation of its performance	Satisfactory. The school systematically analyses its performance and its assessment data in order to move forward. Monitoring of teaching and learning by the headteacher and some subject co-ordinators is rigorous.
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, who know what is expected of them. Together, they teach the range of the curriculum and meet the needs of pupils, including those with special educational needs or with English as an additional language. The school's accommodation adequately supports the teaching of the curriculum. Resources are good overall to meet the demands of the National Curriculum, except in ICT and large outdoor apparatus for the children completing the foundation stage. The monitoring of teaching and learning is underdeveloped in subjects other than English and mathematics.

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. • Children like school and their behaviour is good. • The school has improved in many aspects since the earlier inspection. • They like the ease with which they can approach the head with a question or concern. • They find the teachers friendly, approachable and informative. 	<ul style="list-style-type: none"> • The inconsistent approach to homework.

The inspection confirms the positive comments of the parents. The school has improved in many areas since it was last inspected. However, inspectors support parents' concerns about inconsistency in the implementation of the homework policy.

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, science, religious education and information and communication technology (ICT) at the end of both key stages. In all of these subjects progress was unsatisfactory. However, in the years following the inspection numerous initiatives have been implemented to improve overall standards: rigorous monitoring and evaluation of teaching and learning in English and mathematics; specialist teaching and an increased emphasis on experimental and investigative work in science and improved planning and the implementation of the National Literacy and Numeracy Strategies. All of these are having particularly beneficial effects on pupils' progress but have yet to impact on standards at end of Key Stage 2. Standards are rising from Year 1 of the school upwards. However, there are four main factors which contribute to the current below average standards in a number of subjects:
 - unsatisfactory provision in the past has badly affected pupils' progress, most seriously for the oldest pupils in Key Stage 2;
 - a significant number of pupils begin school with low levels of attainment in all areas of learning;
 - a higher than average percentage of pupils with special educational needs;
 - many pupils join the school at a later stage in their primary education and others leave part way through the school.
2. During the inspection, inspectors judge that standards, although improving, are still below national expectations at the end of Years 2 and 6 in English and mathematics. In science and information and communication technology (ICT) standards have improved at the end of Year 2 and are now in line with national standards but remain below expectations at the end of Year 6. Standards in history and geography at the end of both key stages and in music at the end of Key Stage 1 are broadly in line with national expectations. In physical education standards at the end of both key stages are above national expectations. In religious education standards have improved significantly and are now in line with the requirements of the Locally Agreed Syllabus at the end of both key stages. There was insufficient evidence of work in design and technology and art and design at the end of both key stages and in music at the end of Key Stage 2 for secure judgements to be made on standards attained. Compared with the school's previous inspection, standards have improved in all subjects except design and technology where no judgements were made in the previous inspection. Current standards at the end of Key Stage 1 are affected by the high percentage of pupils with special educational needs, while at the end of Key Stage 2 overall standards are affected by the significant number of pupils who started at Windrush Primary after the age of seven.
3. In 2000, pupils at the end of Key Stage 2 gained results 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 more favourable and are average in English, above average in mathematics and below average in science. 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 higher Level 5 where pupils' performance was very low. The assessments made by teachers did not always match the test results. When the end of Key Stage 2 test results for this year are compared with the previous three years they show well below average standards in English, mathematics and science. However, the overall trend, although erratic, has been in line with the national trend since 1996. One reason for the variations each year has been the differing proportions of pupils who joined the school in Key Stage 2. Test results indicate that girls do less well than boys in all three subjects.
4. In national test in 2000, pupils at the end of Key Stage 1 gained results which were well above average in writing, below average in mathematics and well below the national average in reading when compared with all schools. When compared with similar schools, standards are in the top five per cent of schools in the country in writing, well above average in reading and above average in mathematics. The percentage of pupils reaching the expected Level 2 was average in writing and well below average in reading and mathematics. Pupils' performance in writing at the higher

Level 3 was above average in writing, average in mathematics and well below average in reading. The assessments made by teachers were not always similar to the school's test results. The Teacher's Assessments of pupils' attainment in science showed standards to be well below the national average at the expected Level 2 as well as 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 show below average standards despite the significant improvement in writing in 2000. There were some differences in the performance of boys and girls in these tests. Boys did better in writing but not as well as girls in reading and mathematics.

5. The school analyses test results well and the information is used effectively to address weaknesses. For example, the low standards in science, which resulted from the school's focus on literacy and numeracy, have been addressed with specialist teaching, the implementation of a scheme of work and a whole-school focus on experimental and investigative work. As a result, pupils' attainment at the end of Key Stage 1 is now in line with national expectations. Science in Key Stage 2 remains a weakness despite the improvements, though the school identifies this clearly in its priorities for improvement and is working hard to boost standards. The school has set challenging targets for 70 per cent of its pupils to reach, or exceed, the expected Level 4 in the national end of Key Stage 2 tests in English and mathematics in the Year 2001 and is confident that they will be met.
6. The literacy and numeracy sessions are having a particularly beneficial effect and the additional literacy support is also impacting well on standards. This is evident in the current standards of the present Year 1, which are better than those of the Year 2 pupils at the beginning of the present academic year. Literacy skills are developed satisfactorily across some areas of the curriculum: for example, the use of reports and instructions is featured well in subjects such as religious education and science. However, whilst writing skills are promoted across all subjects, pupils' poor handwriting skills 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 art. Pupils' numeracy skills are applied and developed satisfactorily. Overall, the implementation of the Literacy and Numeracy Hours is satisfactory and this is leading to improved learning and better standards.
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 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 Year R. During the time they spend in Year R children continue to make good progress in their social skills but satisfactory progress in other areas of learning. This is partly due to the limited range of activities and the lack of challenge at times for the higher-attaining children. As a result, the majority do not 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 reading, 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 exception is speaking and listening, which is in line with expectations. Pupils talk about their immediate experiences clearly. They listen attentively to teachers' explanations and instructions and respond appropriately to questions and many confidently and articulately express opinions. Despite this there are too few planned opportunities for pupils to practise and extend their speaking skills across the curriculum. By the end of Year 2 and Year 6, standards in reading are below expectations because current initiatives have not had time to impact on standards. By the end of Key Stage 1 some higher-attaining pupils use their phonic knowledge to help with the reading of unfamiliar words and a few read simple text fluently and with increasing expression. However, a significant group has yet to acquire the necessary range of skills to read independently. Most pupils in Year 6 enjoy reading and some read with reasonable fluency and summarise what they have read. However, overall, only a minority are working at the level expected of pupils of this age. 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. Standards in writing at the end of Year 2 are not as good as in 2000 because of the significant number of pupils identified with special educational needs. In both key stages pupils write for a variety of purposes: reports, instructions and stories. Some younger pupils use capital letters and full stops appropriately but overall too few pupils in both key stages write extensively and use words imaginatively. Standards in spelling are unsatisfactory, an area of

weakness that the school is working hard to address, and many pupils spell simple words incorrectly. Standards in handwriting practice and for display work are sound. However, presentation of written work in other subjects is inconsistent and often untidy across the school.

9. In mathematics, standards at the end of both key stages are below the standards expected but not as low as the 2000 National Curriculum tests results. The inspection found recent standards improving as pupils benefit from the improved teaching following the satisfactory introduction of the numeracy strategy. Starting from a low base, pupils in Key Stage 1 make good progress and those in Key Stage 2 make satisfactory progress because higher-attaining pupils are not always provided with appropriate work. By the end of Key Stage 1 most pupils have a secure understanding of shape and use correct terms to describe the properties. Many have a secure understanding of some aspects of number, such as place value, are confident in ordering numbers to one hundred, recognise the significance of tens and units and solve simple calculations. By the end of Key Stage 2, most pupils confidently use decimals to two places and recognise patterns and sequences such as 'squared' numbers. However, work is at a lower level than expected for their age. Pupils have too few opportunities to investigate, experiment and solve mathematical problems and this results in low standards in this aspect of their work. Insufficient use is made of ICT to help support pupils' learning.
10. Standards in science are in line with those expected nationally at the end Key Stage 1 but are below the level expected at the end of Key Stage 2. Since the previous inspection there has been an emphasis on experimental and investigative science, which has helped to raise standards. Progress is good in Key Stage 1 and limited in Key Stage 2 because teachers' planning does not meet the needs of pupils and in particular higher attainers are not sufficiently stretched. 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. Most know that transparent materials are best suited for windows and understand why eating the right types of food keeps us healthy. By the end of Year 6 most pupils have a good understanding of how to plan and conduct an experiment. They carry out investigations, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence. Some make satisfactory gains in some aspects of the science curriculum, such as reversible and non-reversible changes, and know that heat affects the rate at which a substance dissolves. However, the majority of pupils have a limited scientific language and lack the breadth of knowledge, understanding and skills expected for their age. Many pupils are hampered by below average writing skills, which inhibits them from achieving the standards that are expected.
11. Standards of attainment in ICT are similar to those expected at the end of Year 2 and below the standards expected when pupils leave school at the end of Year 6. Standards have been, and continue to be, restricted because not all aspects of the subject are taught and pupils have too few opportunities to use the computer to support other areas of their learning. The school has made some progress in this area since the previous inspection when ICT was unsatisfactory across the school. By the end of Key Stage 1, many pupils are familiar with the computer keyboard; they use the cursor, number and letter keys and the mouse for selecting an icon and for moving items around the screen. They word process simple sentences onto the computer and delete and insert words and some use upper and lower case type with accuracy. By the end of Key Stage 2 some pupils extend their word processing skills and confidently use CD-ROM's to access information. However, the majority of pupils lack confidence and competence and have little knowledge of computer control, monitoring and modelling.
12. In religious education, standards have improved significantly since the school was last inspected and are now in line with the requirements of the Locally Agreed Syllabus by the end of both key stages. In Key Stage 1, pupils understand about the importance of a family and learn about weddings and christenings in the Christian context. 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.
13. Pupils with special educational needs reach good standards of attainment against the learning targets set for them in their Individual Educational Plans and their progress is good, as seen in their reviews and in their class work against the targets set. The good progress made by these pupils results from positive attitudes to learning which are encouraged by the school's supportive ethos. 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. There was no evidence of significant variations in the attainment of boys or girls, ethnic minority groups or pupils from differing backgrounds during the inspection.

Pupils' attitudes, values and personal development

14. Throughout the school pupils' attitudes to learning, their behaviour and personal development are good overall and this reflects the findings of the previous report. Pupils report that they look forward to coming to school and enjoy their lessons. Most pupils want to achieve well and listen carefully to directions given by their teachers. They are eager to contribute to discussions and to answer questions posed in lessons or during assemblies. An example of this was seen in an assembly where pupils were asked to consider how unkind words and actions could affect a friendship. Most of the time pupils sustain concentration and work well unsupervised. This was particularly noticeable during silent reading sessions. Pupils are very friendly and polite and care for each other. Parents are pleased with the school's family atmosphere and the values their children learn.
15. Children in the foundation stage make a positive start and quickly settle into school. Their personal and social skills are promoted well. They relate well to each other and play co-operatively. They listen carefully to adults, have good levels of concentration and follow instructions. In the classroom and play areas they behave well and are developing a sense of right and wrong. They show initiative in helping to tidy away resources in a sensible way and are becoming more independent. They have a happy start to school life.
16. Pupils' behaviour is good overall, both in class and around the school. Pupils understand and follow their class rules. Most pupils co-operate with their teachers to establish a positive environment in which they can work constructively. This was not always the case, however; in a few of lessons seen in Year 6, a small minority of boys showed lack of respect for their teacher and their poor behaviour interrupted the lessons and affected other pupils' learning. Pupils enter and leave the dining room in an orderly manner and behave politely whilst eating lunch. They play happily together in the school playground and no incidences of oppressive behaviour, including bullying, were observed during the inspection. The school has had two exclusions in the last year.
17. Relationships within the school are very good. There is a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds. Pupils work effectively, both individually and collaboratively. On many occasions pupils work well in pairs and groups and discuss the tasks sensibly. A good example of this group work was seen in a Year 3/4 religious education lesson, where pupils were discussing their visit to a local Sikh temple and recording their observations.
18. The pupils' personal development is satisfactory. Pupils have a clear sense of responsibility and when given tasks carry them out diligently. During the inspection, pupils tidied classrooms and helped in assemblies and in the dining room. In the Nursery children were asked to convey messages to other adults. Pupils are proud of their newly refurbished school and are careful with resources. Pupils' personal development is enhanced by many outside visits and a Year 6 residential school journey.
19. Attendance levels are unsatisfactory but have improved since the last inspection. The attendance rate at the school was well below the national average in the last academic year. The school reports that attendance levels have been distorted by the continuous absence of pupils who rarely attend, but remain on roll with the agreement of the Local Authority. The rate of unauthorised absence at the school in the same year was above the national average.

HOW WELL ARE PUPILS TAUGHT?

20. Pupils are taught satisfactorily and this, coupled with the good quality teaching in the Nursery and Key Stage 1, and pupils' good behaviour, is helping to raise the level of their achievement and learning. During the inspection, 44 lessons or part lessons were observed. Of these, 93 per cent were satisfactory or better, 39 per cent of lessons were good and 20 per cent were very good or excellent. The quality of teaching has improved significantly since the last inspection report when

21 per cent of lessons featured unsatisfactory teaching and 25 per cent of the lessons observed in Key Stages 1 and 2 were less than satisfactory. Many of the factors which contributed to unsatisfactory teaching in 1998 are no longer significant weaknesses and this, as well as the introduction of the National Literacy and Numeracy Strategies, is partly responsible for the improving standards.

21. Teaching in Key Stage 1 is predominantly good or better and, in Key Stage 2, it is satisfactory. The good quality teaching seen in English, mathematics and science in Years 1 and 2 has a positive effect on pupils' learning and accounts for the good progress pupils make in these subjects and the average standards pupils now attain. Good teaching is seen in history in Key Stage 2 and in physical education and religious education throughout the school. No overall judgement is made about the quality of teaching in art and design, geography and design and technology in both key stages and in music in Key Stage 2, as too few lessons were seen. In all other subjects teaching is satisfactory except in science and ICT, in which it is unsatisfactory in Key Stage 2. In science, work does not always meet the needs of pupils in the mixed age classes and in ICT, art and design and design technology not all aspects of the subject are fully covered.
22. The quality of teaching for the foundation stage is sound overall. It is good in the Nursery and satisfactory in Year R because the needs of pupils are not always met. 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. The use of staff, time and resources is especially effective. Planning, the teacher's knowledge and understanding of the needs of young children and of the areas of learning are good. The good teaching helps promote good learning by the youngest children, including the development of language skills for children whose first language is not English. Work prepared is challenging and interesting and children enjoy the range of activities offered. This is not always the case in Year R in all subjects. Teaching in literacy is good and children learn well. However, work is not always sufficiently challenging to prepare children better for the next stage of learning.
23. The teaching of literacy is satisfactory but with examples of good practice in both key stages. Most teachers provide a good balance between whole class and group activities and guided reading is good. However, teachers are not always sufficiently flexible in their use of the structure. For example, in a few lessons pupils sit for too long. Most teachers provide a good balance between whole class and group activities and make effective use of the shared reading texts. Discussions at the end of lessons are often used well to review the main points of the lesson and teachers encourage pupils to contribute by asking questions such as "How can we make our writing more interesting and exciting?" The teaching of numeracy is good in Key Stage 1 and satisfactory in Key Stage 2. There is an appropriate focus on the development of mental arithmetic at the start of lessons. However, warm-up sessions in both key stages often lack the rigour to challenge pupils' mental abilities and to maintain their interest. Most teachers encourage pupils to explain their methods of finding solutions to problems and this is successful in helping pupils look for alternative ways of problem solving.
24. Teachers' planning is sound, has improved and has benefited from action on the key issue defined in the previous report. The best and most detailed planning is prepared for the literacy and numeracy sessions and follows national guidelines. Plans clearly show what is to be taught and learned and identify the provision for pupils of nearly all abilities but not consistently for those with special educational needs or with English as an additional language. This improved planning is not always evident in other subjects of the curriculum and short-term plans in other subjects do not always clearly identify what pupils of different ages and abilities will know, understand and be able to do by the end of the lesson, nor give a clear indication of the levels that different groups of pupils should attain. As a result, the same work, especially in the mixed aged classes, is set for all pupils and higher attainers are not always sufficiently challenged. This weakness in planning also means that it is difficult for teachers to evaluate the effectiveness of lessons with any rigour, in terms of how much learning occurred and what needs to be learned next.
25. Teachers have a sound knowledge of most of the subjects they teach. This enables them to deliver the subject matter confidently, answer questions from pupils correctly and make pertinent teaching points in lessons. Pupils can therefore make good progress in their own understanding

of the subject. This was well demonstrated in a Year 3/4 science lesson on electricity where the teacher effectively used a practical task to introduce and consolidate learning on switches. Appropriate scientific vocabulary was introduced and new words were clearly explained. Information was imparted in a lively and stimulating way, which engaged pupils' interest and motivated them well. This led to pupils making good progress during the lesson. Subject knowledge in design and technology and ICT is barely adequate and confidence amongst staff varies. Consequently, the use of ICT as a means of supporting other areas of the curriculum is undeveloped.

26. Teachers manage pupils well and the very positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work and the progress they make. Pupils know they are valued and respond well to this. This was seen in a Year 5 religious education lesson on the Muslim rituals of prayer. The positive relationships between the teacher and pupils played a significant part in giving pupils of the Muslim faith the confidence to demonstrate their rituals, knowing that they would be respected.
27. Teachers' expectations of work vary. In Key Stage 1 they are mostly high and teachers generally plan work which is challenging and designed to stretch the thinking of all the members of their class. Pupils respond well to this and are keen to do their best. A Year 1 science lesson was a good example of this. Pupils were investigating magnetic and non-magnetic materials and the teacher had planned the work extremely carefully to ensure that pupils had tasks that closely matched their prior attainment and were designed to move them swiftly on to greater understanding. All the pupils worked diligently and behaved very well throughout the lesson. However, a weakness that is evident in a significant amount of the teaching in the school is that expectations are not always high enough. There are times when teachers think more about the learning difficulties of the pupils rather than what they are capable of, or the quality of their presentation. Consequently, work is often incomplete and messy. Expectations of good behaviour are mostly high and this leads to a productive working environment where pupils feel valued and secure, which has a positive impact on learning. Most teachers have effective class management skills and create a calm atmosphere, which is conducive to learning. Good examples of this were seen in both key stages. However, in a few lessons in Key Stage 2 teachers do not always successfully manage pupils with behavioural difficulties in order to ensure the best learning.
28. Teachers' use of time varies. Some teachers in both key stages usually maintain a brisk pace during lessons. This keeps pupils on their toes and challenges them to work hard at their tasks. However, in a few lessons where the introduction is too long and the pace of the lesson slows a number of pupils lose interest and become restless. As a result pupils make little progress in their learning and cover less of the curriculum than they should. At other times the pace of the lesson slows because of the constant interruptions of a small minority of pupils in Year 6 who call out and interrupt the teacher and other pupils. 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. However, in some lessons in both key stages, these sessions were too short to be effective or did not take place at all. This was a consequence of introductions being too long and insufficient time being left for group and other activities. Consequently, the quality of pupils' learning and progress was reduced, as they did not get full benefit from all planned phases of the lessons.
29. Teachers use a wide range of methods effectively. In an English Year 6 lesson on investigating ways of making writing more interesting, the reading aloud of poems with expression encouraged a high level of involvement by pupils, so that by the end of the session pupils developed an appreciation of how adverbs can make their writing more interesting. Teachers are well organised for lessons and have suitable resources available for pupils. During the Literacy Hour, teachers group pupils around them well, so that everyone can see the board or the book being read. In both key stages teachers make good use of support assistants in classrooms, involving them fully in the main part of the lesson, so that pupils have constant help from adults. This support enables pupils to seek advice and develop confidence in their own abilities.
30. There are good examples of ongoing assessments in English and mathematics and to a lesser degree in science, where pupils' recent performance is recorded and used effectively to plan suitable tasks in subsequent lessons. In other subjects the on-going monitoring of pupils' learning is inconsistent. Teachers check on pupils' understanding as lessons proceed through good questioning. In most classes questions vary in difficulty to match the needs of the pupil and are skilfully used to encourage pupils to say what they know and to bring all pupils into the

discussions. Good examples were shown during in a mathematics session in Year 2 where the teacher's effective questioning about the properties of different shapes helped pupils to learn well and consolidate what they had been taught while it was fresh in their minds. Teachers listen and respond well to their pupils and help them to improve the quality of their work by giving helpful feedback and praise. This helps to motivate and encourage them. In both key stages, teachers mark pupils' work but there is some variation in supportive comments and advice for improvement. In the work survey there is little evidence of pupils responding to teachers' comments on their written work. A few parents are critical of the inconsistent way homework is provided throughout the school. Inspection evidence shows that this is not used consistently to support pupils' learning

31. The teaching of pupils with special educational needs is well planned. Work is generally well matched to the individual needs of pupils and staff work effectively to ensure that these pupils make good progress. The support assistants provide very effective help and work closely with the class teachers in planning, assessing and monitoring achievements. However, due to the large number of pupils at Stage 3 on the register for special educational needs, targets for a number of pupils are the same. The special needs co-ordinator has recognised that there is need to review this in the light of the good progress that these pupils are making, in order to target support where it is most needed. The teaching of pupils who are at the early stages of learning to speak, read and write English is good in Key Stage 1, where support is well targeted. As a results, these pupils make good progress; however, those who are not yet fully fluent in Key Stage 2 do not always receive the necessary support to improve their command of spoken and written English. More able pupils in the school sometimes benefit from being given extension activities that challenge their thinking and help them make good progress. This is particularly evident in literacy, and some numeracy, lessons when teachers plan such activities in advance. However, in other subjects of the curriculum this is not always the case and as a result learning is limited.
32. In the three unsatisfactory lessons seen across the school, the pace of teaching was very slow and planning did not clearly identify the learning objectives. As a result, pupils were left unsure of what they were expected to achieve in the lesson and were unable to focus on improving their skills and knowledge. Pupils were not targeted and high-attaining pupils were not always challenged intellectually. In a few instances, the teachers' expectations of behaviour slipped and talking was tolerated amongst small groups of pupils when they should have been listening.

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

33. The planning and content of the curriculum provided by the school are satisfactory. Overall, the curriculum is broad but not sufficiently balanced, with statutory requirements for aspects of design and technology, art and ICT not being met. Time allocation to most subjects except ICT is now appropriate. This is better than when the school was last inspected. The school has adopted the optional national schemes of work for most subject areas. However, these have not been adapted to meet the needs of pupils and as a result, pupils are often given the same work regardless of age and ability in the mixed age classes.
34. The National Literacy and Numeracy Strategies are satisfactorily implemented in line with the requirements. In literacy, monitoring of provision and regular termly assessment have enabled the school to focus more on guided reading which is now taught daily outside the Literacy Hour, and target support for pupils whose achievement needs boosting.
35. The school provides a good range of extra-curricular activities for pupils. In sport, there are football and mini basketball clubs. Other activities include dance, drama, African drums and guitar. A homework club is planned to open after the inspection and will cater for Years 5 and 6.
36. Provision for personal, social, and health education, including drug misuse and sex education, is satisfactory. A scheme of work in line with the requirements of Curriculum 2000 has been developed to inform planning and provision is enhanced through the 'Junior Citizenship Programme', aimed at promoting awareness of safety and focused on tackling issues like alcohol and drugs.
37. The school maintains a range of links with the community to enrich the curriculum. These include

links with the community police. A range of visitors contributes to activities, including Gary the Clown to demonstrate forces in science, workshops presented by Shell and London Tower Basketball. There is a good range of visits, which enhance the curriculum in a range of subjects, for instance to local mosques and temples, the environmental centre and to local libraries. Year 6 take part in an annual residential journey to Wales. The school maintains constructive relationships with Woolwich Polytechnic for Boys, where Year 6 pupils enhance their science and mathematics work, and with the local high school to support the smooth transfer of pupils.

38. The quality of provision the school makes for spiritual development is good. Within circle time and religious education there are increasing opportunities for pupils to gain insights into values and beliefs of the principal faiths and to reflect about their personal experiences and explore relationships with others. Collective worship meets statutory requirements and promotes spiritual development effectively. Pupils are guided well to reflect quietly on the theme of the assembly and teachers or children read suitable prayers, which also aid reflection. Opportunities for spiritual development are enhanced through a range of visits to local places of worship and pupils are provided with regular opportunities to reflect on music and art. However, in some instances opportunities for spiritual development are missed when pupils are not invited to reflect on the deeper meaning of words, for instance during hymn singing.
39. Provision for moral development is good. Pupils have a well-developed sense of right and wrong. The school's ethos and expectations create a good context for pupils to develop a point of reference for moral values. These are well reflected in the behaviour code, which spells out clearly pupils' rights and responsibilities. Pupils respond positively to the code and all classes get an opportunity to discuss their own class rules. Personal, social and health education topics enable pupils to reflect on and discuss feelings and personal dilemmas.
40. The school actively promotes opportunities for pupils to work, play and pursue social activities. This is reflected in the spontaneity with which pupils are prepared to work collaboratively whenever they are asked to brainstorm and share ideas, for instance when pupils prepare and research different topics on social aspects of Ancient Greece. Social development is also enhanced through teamwork when pupils go on a residential journey to Wales. Pupils are given opportunities to take responsibility, for instance when returning registers to the office, as monitors for the library or when they distribute letters to different classes to be sent home with pupils. They take initiative for raising funds for charities and participate in life in the community when they deliver harvest festival boxes to senior citizens and take part in the local multicultural 'Rainbow festival'.
41. Pupils are given a variety of opportunities to develop an appreciation of their own and others' cultural traditions in a number of curriculum areas and through visits. Pupils study aspects of their cultural heritage when they study the Victorians and Britain in the 1930's. Visitors enhance pupils' cultural development, for instance when actors from the English Shakespeare Company come and present performances in which pupils take part and through a range of workshops presented, for instance, by the Chinese dance company and woodwind players.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school's provision for the educational and personal support and guidance of the pupils is good. The school provides a secure and calm environment in an attractive building that has a warm and friendly atmosphere and pupils enjoy their time at school. Relationships between pupils and staff are very good and pupils confidently turn to staff for help and guidance when needed.
43. The school's arrangements for promoting the welfare, health and safety of the pupils are satisfactory. Procedures for child protection have improved since the last inspection. The member of staff responsible for child protection has been fully trained. Class teachers are aware that any concerns should be reported immediately. The school liaises with outside agencies when necessary. Good use is made of outside professional help; for example, the local police come in to talk about road safety and 'Stranger Danger'. There are appropriate policies to support health and safety and pupils know they will be well looked after if they feel ill or distressed. The school has a new and well-equipped medical room. On the week of inspection a registered first-aider was present only during the lunchtime period in the main school building. The headteacher is aware of this concern. Pupils who arrive early to school for the 'Breakfast Club' and those who stay for the 'After School Club' are well cared for with club leaders providing a variety of activities for pupils' enjoyment.
44. There are good procedures for promoting pupils' discipline and good behaviour and most pupils understand that good behaviour is expected in school. Simple class rules are devised by the pupils. Pupils enjoy receiving stickers and stamps for good behaviour and achievement and the chance to be presented with a certificate at assembly. Lunchtime supervisors keep a watchful eye on pupils in the playground at lunchtime and each week nominate a pupil who has been especially well behaved or helpful who will receive an award. Clear procedures have been identified for pupils who do not meet the expected standards of behaviour and on most occasions these work well. If behaviour is persistently unacceptable the headteacher will contact parents. No incidents of bullying were observed during the inspection and parents and pupils are clear that bullying is not a problem.
45. The school's arrangements for assessing and monitoring pupils' attainment and progress are satisfactory. Since the last inspection, when systems were described as poor, they have improved in English and mathematics but not sufficiently in science and in the other subjects of the curriculum. Assessment activities in mathematics are carried out half-termly and in English termly. Records of assessment results are kept, showing pupils' progress across year groups. These are used to identify individuals and groups who are achieving below as well as above what is expected and targeted for support. Samples of work, which are annotated and levelled, provide effective guidance for teachers and result in accurate assessment.
46. Regular evaluations of pupils' attainment are being developed and used to inform target setting. These are now well developed in English and mathematics and pupils are constantly reminded of them, for instance in literacy lessons. The school's analysis of test results is effective and has led to the identification of areas for improvements, for instance in writing to improve pupils' attainment at higher levels, science and in targeting particular groups who are disaffected by placing learning mentors to work with them.
47. The school's procedures for monitoring pupils' attendance and absence are satisfactory. Registers are taken at the beginning of each session and attendance recorded correctly. The school requests that parents advise the school on the morning of their child's absence. Should a parent not respond to this request the class teacher will contact the parents after three days. Class teachers also monitor and record authorised and unauthorised absences. This additional responsibility for class teachers sometimes results in procedures not being rigorously applied. The deputy headteacher monitors attendance at half term and works closely with the Education Welfare Officer. Parents are reminded through newsletters that punctuality to school is essential and encourages pupils to arrive to school on time. Latecomers are monitored.
48. Procedures for monitoring and supporting pupils' personal development are satisfactory. Class teachers know their pupils well. Good use is made of the assembly circle time to raise the self-esteem and confidence of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school recognises that home/school liaison is most important and has worked hard to develop links and improve relationships and communication between the school, parents and carers. Parents hold the school in high regard and report that their children are happy to come to school. They appreciate the commitment of the headteacher and her staff and what the school seeks to achieve for their children.
50. The quality of information to parents is good and has improved since the last inspection. The school's prospectus and Governors' Annual Report to Parents are comprehensive and clearly written for parents and pupils to understand. Parents are most appreciative of the monthly newsletters that give information on school events and activities. Parents are sent curriculum information from each year group to enable them to understand what their children will be learning in the classrooms and how they can help at home. Parents have been invited to see how English and mathematics are taught at the school through a small teaching demonstration. A Parents' Forum was introduced by governors to give parents the opportunity to discuss concerns; however, this was not supported by the parents and was disbanded.
51. Parents have the opportunity to find out about their children's progress at consultation evenings held in the spring and autumn terms and discuss with class teachers specific targets for next term. Parents interviewed during inspection week report that they are warmly welcomed into school at any time to discuss progress or raise concerns. Parents expressed satisfaction with the pupils' annual reports, which meet statutory requirements. These reports are hand-written by class teachers and give sufficient information to enable parents to understand the progress their children are making in all aspects of their work.
52. Parents are regularly involved in discussions with the school and class teachers where children have special educational needs. They are involved in reviews of the targets set in pupils' Individual Education Plans. These take place termly and during parents' evening when the co-ordinator is also available to see parents of pupils who have special educational needs.
53. Parents are actively encouraged to be involved in the life of the school and they are asked to complete a home/school agreement. The school reports that there was an excellent response from the parents to a questionnaire sent home asking their views on various school issues. Parents are encouraged to read with their children at home and help with spellings. Some parents feel that their children are not getting the right amount of homework. The inspection finds that this concern is justified and that class teachers are not consistent in ensuring their pupils receive appropriate homework tasks. There is a school parents' association with enthusiastic members who raise funds to help the school in various ways, such as subsidising trips and coach outings. A parent is responsible for organising a book club. Parents are invited into school for special assemblies, Christmas performances and concerts and join their children in the local church for festivals.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Leadership and management of the school are good. Since her appointment nearly 21 months ago the headteacher has guided the school well through some significant changes in its development. She leads with energy and vision in partnership with staff and the governing body. There have been many improvements since the previous inspection.
55. The school's aim to provide a high quality of education for all pupils is visibly reflected in its work. The complete refurbishment of the premises has secured a comfortable working environment. Policies are clearly guided by the needs of pupils and there is a strongly shared commitment to raising standards.
56. The headteacher has rigorously monitored the quality of teaching over the past two years. Subject co-ordinators for literacy and numeracy have also monitored teaching in their own subjects but in other areas they are underdeveloped. Action taken, such as support and training for staff, has resulted in improved teaching quality. Monitoring of pupils' work has had an impact on curriculum provision. In mathematics, for example, the teaching of mental arithmetic is set to receive a stronger focus and a Year 5 group receives extra help via the 'springboard' initiative in order to improve standards for those pupils.

57. The deputy headteacher has a clear management role in the school and supports the headteacher well in whole curriculum and administrative matters. In addition to her classroom responsibilities she also has responsibilities for special educational needs and three curriculum areas. The roles of co-ordinators have recently been re-affirmed. Job descriptions are clear. Although the impact of monitoring is beginning to influence standards in mathematics and English, the impact on other subjects is less evident because systems have not had enough time to become established.
58. The governing body effectively fulfils its responsibilities and members support the school well, for example in working to secure the new building and in planning for its subsequent improvement. Relevant committees and all members are active in evaluating the school's progress through the School Improvement Plan and in making necessary decisions to promote school developments. The governing body receives regular information about the school. They know the school well and share the commitment to provide a good quality education for the pupils. The school's finances are managed well and governors conscientiously seek best value for the money they spend. As a result of incisive action in the past two years there is now a balanced budget with which to plan further developments. Recent school development has been driven by the action plan following the previous inspection in November 1998. There is a strategic plan outlining developments for the coming years to enable governors to predict future spending needs. Internal financial systems are managed very well by the senior administrator. The SIMS management system is used effectively to monitor the budget.
59. Systems for the induction of new staff are very good. Newly qualified teachers are given time and support to ensure their professional development. The governors have set realistic performance targets for the headteacher. Training of teaching staff for the numeracy and literacy lessons has been effective. Training for support staff as learning mentors has proved very effective and has a strong impact on learning, particularly for pupils who have special educational needs.
60. Specific funding for special educational needs and to support pupils who learn English as an additional language is used appropriately. Teachers' professional development is supported effectively, through the standards fund, ensuring that priorities identified in the School Improvement Plan are met.
61. The special educational needs co-ordinator is very effective in her role, in spite of her onerous role as a class teacher with substantial teaching commitment, deputy head and co-ordinator for a number of curriculum areas. There is early identification of pupils and an accurate register is kept of their progress. Parents are actively involved. She liaises regularly with the designated governor for special needs and has continued to efficiently organise the policy and practice.
62. There are sufficient teachers to meet the demands of the curriculum, supported well by classroom assistants and learning mentors. Classroom accommodation is good overall, though older pupils have limited space due to class size. This results in difficulties with storage and access to book shelves and the computer work station. Resources for learning are of good quality and are generally used well with the exception of those for ICT and large outdoor apparatus for children who complete the foundation stage in Year R.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The school has many strengths. In order to raise standards further and provide a higher quality education, the governing body, headteacher and staff, in co-operation with the local education authority, should:
- 1. Improve standards in English, mathematics and science by:**
- providing more opportunities for pupils to speak in structured situations and to develop their research and higher order reading skills; [para:6, 8, 75 and 76]
 - ensuring that there is a whole school systematic approach to the teaching of spelling; [para:8, 77]

- offering more opportunities for pupils to use and apply their mathematical skills more effectively; [para: 9, 83]
 - ensuring that the needs of pupils in the mixed aged classes are fully met in science. [para: 10, 21, 24, 95]
- 2. * Raise standards in information and communication technology by:**
- ensuring that statutory requirements for ICT are fully met; [para:11, 21, 33]
 - providing the necessary resources and developing teachers' confidence and skills through in-service training; [para:25, 62, 115, 119]
 - increasing the quality and range of opportunities for pupils to use ICT across the curriculum. [para:9, 11, 80, 85, 97, 102, 108, 114, 119, 122]
- 3. Improve the quality of teaching and learning by:**
- raising teachers' expectations of what pupils can achieve especially in Key Stage 2 and Year R; [para:7, 10, 27, 70, 80, 87]
 - revising the schemes of work for each subject so that there are clear plans which identify the development of pupils skills and knowledge, especially those in the mixed age classes; [para:24, 33, 97, 102]
 - providing clear guidance, time and training to curriculum co-ordinators, which will enable them to fulfil their role in the development, monitoring and support of their areas. [para:56, 57, 97, 102, 103, 108, 112, 119, 122, 128]
- 4. The school may also wish to address 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:30, 87, 97]
 - apply the school homework policy consistently; [para:30, 53]
 - raise teachers' expectations of the quality of presentation of pupils' work; [para:18, 87]
 - ensure that all aspects of the statutory curriculum for design and technology and art and design are met. [para:21, 33, 98]
- * The school has identified this priority in its development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	38	36	7	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	151
Number of full-time pupils known to be eligible for free school meals	0	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	5	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.9
National comparative data	4.3

Unauthorised absence

	%
School data	0.6
National comparative data	0.3

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	12	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	9	12	10
	Total	14	17	15
Percentage of pupils at NC level 2 or above	School	73 (64)	89 (50)	73 (73)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	8	12	9
	Total	13	17	14
Percentage of pupils at NC level 2 or above	School	68 (50)	89 (77)	73 (73)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	17	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	6
	Girls	8	7	9
	Total	12	12	15
Percentage of pupils at NC level 4 or above	School	50 (55)	50 (55)	62.5 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	6
	Girls	8	7	8
	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	50 (48)	50 (67)	58 (68)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	8
Black – other	21
Indian	27
Pakistani	22
Bangladeshi	20
Chinese	24
White	29
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	18.9
Average class size	23.8

Education support staff: YR – Y7

Total number of education support staff	9
Total aggregate hours worked per week	140

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	3
Total aggregate hours worked per week	87

Number of pupils per FTE adult	6.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	545013
Total expenditure	538878
Expenditure per pupil	3348
Balance brought forward from previous year	-164
Balance carried forward to next year	5971

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	1	0	0
My child is making good progress in school.	65	32	2	0	0
Behaviour in the school is good.	67	29	3	0	1
My child gets the right amount of work to do at home.	43	32	23	3	0
The teaching is good.	68	30	0	0	2
I am kept well informed about how my child is getting on.	59	35	3	1	3
I would feel comfortable about approaching the school with questions or a problem.	89	8	2	1	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	56	32	6	0	5
The school is well led and managed.	76	21	0	1	1
The school is helping my child become mature and responsible.	63	32	1	0	4
The school provides an interesting range of activities outside lessons.	52	38	6	0	4

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

64. Children enter the Nursery in the term after their third birthday. They have Nursery provision for five terms before transferring to Year R, which is in the main school building on a separate site. All nursery places offered are part-time with approximately twenty five children attending either morning or afternoon. Near all children who transfer to Year R have come from the Nursery.
65. Children's levels of attainment vary widely on entry to the Nursery. A small number have good communication skills and express themselves clearly and confidently. The majority have not reached the stages of development in language and social skills expected of three year olds. Overall attainment is well below average. As a result of the stimulating and challenging environment provided by the Nursery staff, children make good progress but despite this most are still below the expected levels in communication and mathematical understanding when they start Year R, though social skills are well developed. Children make satisfactory progress in Year R. They consolidate and build appropriately on earlier skills but do not benefit from the range of experienced teaching and resources which are available in the Nursery. Although social skills continue to develop well, children make slower progress in the areas of knowledge and understanding of the world and aspects of physical development and as a result by the end of the Foundation Stage the majority of children still have not reached the levels expected in all areas of learning, except in aspects of their social development. Consequently, a significant number of children start Key Stage 1 at levels lower than expected of children of a similar age in language, early writing and recording of number skills.

Personal, Social and Emotional Development

66. When children begin Nursery many are reluctant to leave their carer's because they feel insecure. They quickly gain in confidence and independence because of what is expected of them. After a relatively short time they come to school happily and confidently select their first activity of the day. Children develop very good social skills for their age. They are tolerant of one another and play happily when 'washing up' or when in the role play area. During story time they sit quietly in their groups and listen carefully. In Year R children are confident with adults and readily engage in conversation. They respond promptly to adults and make reasonable attempts to tidy up after activities. Many still need help to dress themselves after physical development lessons in the hall. In both Nursery and Year R classes children quickly learn the principles of right from wrong. They respect others' feelings and the things around them, for example; when playing with the musical instruments they handle them carefully.
67. Children learn to respect the cultural traditions of others when learning about Divali and the Chinese New Year. This was strongly reinforced when a parent came into their Nursery to cook Chinese food for the children to taste. Planting bulbs, looking for birds after hanging out bird feeders and watching the fast and slow movements of snails brings to children a sense of the wonder and creativity of learning.
68. Teaching in this area is very good in the Nursery. Teachers provide very good social experiences for the children, which encourages them to interact well with one another. In Year R where activities are more formal, teachers establish very good relationships with pupils and use positive praise and encouragement effectively to raise pupils' self esteem.

Communication Language and Literacy

69. Children in the Nursery make good progress given their stages of language development when they first start. This is because of the stimulating 'language rich' environment provided for them. During 'story time', children are encouraged to talk about what they have done that day. More able children express their thoughts clearly and fluently but many still lack the confidence to speak in a larger group. When reading books such as 'Mrs Wishy Washy' improving reading skills is an enjoyable process, predicting what happens next and sharing the humour of the animals going back into the mud. There are many opportunities for children to enjoy stories and improve listening skills because books are plentiful and children are encouraged to listen to taped stories. Children in Year R develop their reading skills during literacy lessons. They begin to

learn more letter sounds and some letter blends and recognise when words are missing from sentences. Opportunities for role play to stimulate language development are very good in the Nursery. Children play collaboratively in the 'family home' and the 'Chinese restaurant'. Staff interact with children by taking on roles and extending language through role play. In Year R children are attracted to the 'travel agents' where they develop speaking skills effectively by making telephone calls. They practise emergent writing using the computer and other materials provided. The well resourced writing area in the Nursery ensures that children experiment with a good range of writing tools, such as pencil, pen and crayons. Their earliest attempts at writing involve activities such as tracing around letters. In Year R the most able make good attempts at writing their names and practise letter formation, linking letters to sounds, but most do not write plausible sentences or attempt writing for different purposes. Teaching in this area is very good in the Nursery and in the literacy lessons in Year R. Nursery staff talk to the children continually to encourage and develop their language skills. In Year R the teacher's skills at story telling hold children's attention very well. They develop very good listening skills and a strong interest in reading as a result.

Mathematical Development

70. Mathematical knowledge and understanding are well below expectations for when children start the Nursery. They make very good progress because of the teacher's high expectations and the interesting range of activities provided. Number skills are consolidated well by singing rhymes such as 'Five little ducks', which involves the children counting back from five. Opportunities for one-to-one correspondence occur, for example, when setting places in the 'restaurant'. A concept of shape and space is developed well when completing simple puzzles. Activities such as counting the triangular shapes after cutting the sandwiches they make and matching sets of cups and saucers by colour also help them to develop a good mathematical awareness. In Year R, most children begin to confidently construct repeated patterns with shapes and accurately recall the names of triangle, circle and square. More able children sort 1p, 2p and 5p coins and sequence the days of the week correctly. In numeracy lessons children reinforce their counting skills and begin to add single digits, such as $3+2$. Older children show an increasing mathematical vocabulary, for example when using words such as 'set' and 'adding'. Most children make steady progress towards the targets expected of them by the end of the foundation stage but many still lack the necessary skills in recording number work and solving practical problems by exploring mathematical ideas. Teaching is good in the Nursery because of the range of practical experiences planned, which helps children to build up number skills systematically. In Year R the teacher makes satisfactory use of resources for number work but there is too little time spent on practical investigations and recording in other areas of mathematics.

Knowledge and Understanding of the World

71. Children have very good opportunities in the Nursery to develop their general knowledge and understanding of the world around them. Technical skills are developed through computer activities. They skilfully control the mouse, for example, when 'dressing teddy' or creating pictures using the paint tools. Children improve their scientific knowledge by planting bulbs and observing their growth and using their senses of taste and smell to explore differences in types of tea. Displays and pictures of families from around the world help children understand that there are places beyond their own locality. They use a good range of construction materials such as dough, wet sand and construction sets. Children in Year R link with those in Year 1 to find out about the travels of 'Barnaby Bear'. They know there are different ways of travelling and when looking at a globe they begin to distinguish between land and ocean. They use recycled materials to construct model suitcases, using scissors competently to cut out and shape the card. Children approach the computer confidently, type in letters and control the mouse well to create coloured designs. More competent children print out their own work. Teaching in the Nursery is very good because the stimulating experiences challenge the children and link well with development in other areas such as language. In Year R teaching and learning are satisfactory because the range of practical learning experiences is more limited as there are fewer resources.

Physical Development

72. Satisfactory provision is made for the children's physical development. In the Nursery children learn to manipulate tools and implements, for example, when using sugar tongs. They hold pencils and paint brushes correctly, demonstrating appropriate control. The adequate range of large apparatus provides suitable opportunities for the development of stamina, strength and balance. In Year R children move confidently across space showing good awareness of others around them. They respond to changes such as 'sounds' and 'mood' without inhibition, showing appropriate balance in high or low postures. There are no resources for outside structured play such as climbing frames or large wheeled toys, and this limits capacity for children's physical development at this stage. Teaching is satisfactory in both classes. Space is limited in the Nursery unit, although there are opportunities for children to use large climbing apparatus. Resources for outdoor play are not available for children in Year R so their experiences are largely limited to movement and dance activities in the school hall.

Creative Development

73. Children have a wide range of opportunities to explore media and express their ideas creatively. They apply colour confidently when painting their 'animal pictures' and develop skills and imagination by building three-dimensional models. They manipulate a good variety of tools competently and further apply their skills well when cutting and sticking. In reception, children match colours to the pictures they cut out and paste onto paper and extend these skills when making a 'suitcase' for Barnaby Bear to take on holiday. Opportunities for creative role play were enjoyed by children in Year R. For example, two of them found buckets and spades and played at going to the seaside. In music, younger children in the Nursery learn to distinguish between loud and soft sounds whilst older children respond imaginatively to the changes they hear in music during their dance lessons. Teaching is good in both classes; children are encouraged to observe closely when painting. An example of this when Nursery children painted teapots with considerable skill and accuracy for their age. Independence is encouraged because children choose from a wide selection of materials and good opportunities are provided for them to explore wider aspects of their creativity through music and role play.

ENGLISH

74. Results in the 2000 National Curriculum tests at Key Stage 1 show that standards attained by seven-year-olds in reading were below and in writing well above the national average. When compared to similar schools, results were well above average in reading and very high in writing. At Key Stage 2, standards were well below when compared with all schools as well as similar schools. Although standards for the past three years have remained below the level expected, they are slowly improving. Evidence from the inspection shows that standards in all aspects of English are still below the level expected at the end of both key stages except in speaking and listening, which is average. Current standards are affected by the large number of pupils identified as having special educational needs in Year 2 and in Year 6 a high proportion of pupils started school in Key Stage 2. In both key stages pupils make satisfactory progress in all aspects of English except in Key Stage 1 where pupils make good progress in reading and writing. This is mainly due to the impact of the literacy strategy and improvements in the quality of teaching.
75. By the age of seven, pupils' attainment in speaking and listening is in line with the national average. Pupils in Year 1 show confidence in talking and listening when the topics are familiar to them, for instance when describing the characteristics of fairy tales. High-attaining pupils comment in more detail about the content of the story, drawing conclusions and predicting what the characters might be like from pictures and the cover of the book. By the of the key stage, pupils take part in discussions and report on their work to their peers, for instance during end of lesson discussions in literacy sessions. They contribute well in response to teachers' questioning and brainstorm ideas in pairs when planning how to present and what to include in a cyclical diagram about the seasons. In Key Stage 2, pupils in Year 6 describe the features of poems with high-attaining pupils, adding details about humour and stylistic effects like alliteration and the choice of words to create a particular effect. Opportunities for listening and speaking are well planned in history and geography where tasks are carefully designed with an audience in mind. However, they are not systematically planned and identified across the curriculum and assessed to ensure that pupils build on their skills and use them in different contexts.
76. Attainment in reading by the age of seven and eleven is below the national average for the majority

of pupils as it was in the last inspection. In Year 2, higher-attaining pupils enjoy reading and are gaining in confidence as they tackle more difficult material. However, although many pupils express opinions about what they read, the majority read hesitantly, need support and are much less forthcoming when invited to comment on the plot, characters or their preferences. Several pupils have limited library skills and need help when using reference books. In Year 6, above average pupils use a range of strategies to help them in their reading and discuss a variety of texts. They use these well when they read independently and predict what might happen using their knowledge of the plot and characters and justify their predictions. However, many among middle and lower attaining pupils have difficulties tackling demanding texts and when having to refer to the text to explain their views. Reading is appropriately managed with increasingly improving provision for guided reading. The effective teaching of phonological awareness for younger readers is beginning to make a positive impact, enabling pupils to make good progress from a very low base. Library facilities are not used regularly to develop information retrieval skills from an early stage, although good examples were seen during the inspection of older pupils using books in history to research specific topics on Ancient Greece. This issue was raised in the last inspection report and has not substantially improved. In order to raise standards in reading, the school should focus on extending pupils' range of strategies for reading and developing higher order skills to meet the requirements and demands of the higher levels of attainment.

77. Attainment in writing by the age of seven and eleven is below the national average. Higher-attaining pupils develop their ideas in sequence and use capital letters with most words correctly spelt. They choose vocabulary imaginatively and some start reviewing books, write a blurb and comment on story structure. However, whilst many pupils manage to communicate meaning, the majority do not write in sentences, sustain ideas and develop them sufficiently. By the end of Key Stage 2, the majority of pupils write in a range of styles, for instance about what it was like to live in Victorian times and in the style of a newspaper or television report. Higher-attaining pupils write fluently and demonstrate skills in the choice of vocabulary and in the use of complex structures. However, a high proportion lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the reader's attention. Many pieces of work are unfinished and often messy. Attainment in spelling and handwriting for a high proportion of average and below average pupils is unsatisfactory because skills taught are not transferred and not enough attention is given to presentation of work. Whilst marking is focused on strengths and weaknesses with comments on how to improve work in Key Stage 1, there are many examples of pupils' written work in Year 6 which are not marked for long periods and with little guidance on how to improve it.
78. Pupils' attitudes in English are positive in most lessons. The majority of pupils are keen and well focused and engage well with activities. They listen attentively during presentations and concentrate well throughout the lesson with few exceptions. At Key Stage 2, pupils focus well when working on independent tasks and collaborate well when given the opportunity. Older pupils behave generally well and are motivated.
79. The quality of teaching is mainly satisfactory and frequently good in lessons seen. Where teaching is good, learning objectives are thoroughly rehearsed with the pupils to focus their attention and are revisited at the end to check their understanding. Effective questioning is used to stimulate pupils' ideas, as in a Year 3/4 lesson to enable them to recall what they have learnt about recycling as a preparation to plan a poster intended for a particular audience. In the best lessons, effective and clear explanations of independent tasks, which are used to consolidate skills and learning introduced in whole-class teaching, enable pupils to work at an appropriate pace and use ideas discussed to best effect, as in a Year 6 lesson when pupils attempted to make their poems more vivid by adding adverbs. Where teaching has less impact on learning, this is often due to the lack of challenge for higher-attaining pupils and taking appropriate account of the targets in the Individual Educational Plans for pupils with special educational needs and those with English as an additional language.
80. The school uses the literacy framework effectively and strategies for continuous development and improvement have led to the provision of more focused and better provision for guided reading. Effective assessments each term and a system for setting targets for pupils have been developed and regular evaluations are being used to identify and focus on individual pupil achievement. The school carries out detailed analysis of tests and has begun tracking pupils' progress across both key stages. Evaluation is also now being used to identify areas for development with a focus on improving reading skills, spelling and handwriting. However, whilst the literacy framework is thoroughly followed, the school has no scheme of work for listening and speaking to ensure that

pupils build on skills already acquired and work to clear expectations within each year group. In view of the low standards in the subject, the examples of using literacy skills in history and geography need to be extended to all aspects of English and more systematically identified and planned across the rest of the curriculum. In order to raise standards, more use should be made of levels of attainment in planning to challenge pupils and focus the teaching on clearly defined expectations for pupils' achievement. More systematic use should also be made of ICT, particularly for drafting and redrafting work.

81. The school is fortunate in having a strong and conscientious co-ordinator for the teaching of English. Since the last inspection she has made sure that the National Literacy Strategy has been adopted and has begun to monitor the quality of teaching as well as the assessment of pupils' progress. She is fully aware of all strengths and weaknesses within the subject and has the close support of the headteacher for the future initiatives.

MATHEMATICS

82. Attainment in mathematics is below average at both key stages. The standards seen are similar to those reported at the previous inspection but are better than those reflected in the National Curriculum test results for 2000. Improving standards are due to improved teaching and the implementation of the numeracy strategy. When compared with those schools within a similar context, standards are above average at seven and eleven years.
83. The majority of pupils enter Key Stage 1 not having achieved the expected levels in numeracy and the recording of number. Although they make good progress because of strong teaching and the effective use of the numeracy strategy, they do not 'catch up' sufficiently in the area of applying mathematical skills to problem solving. Too few pupils by the age of seven are consistently attaining the higher levels expected of them.
84. At Key Stage 1 standards are depressed because of the high proportion of pupils who have special educational needs. In Key Stage 2 standards are affected by numerous staff changes, which disrupted pupils' learning, and the high percentage of pupils in Year 6 who joined the school in Key Stage 2. At forty six per cent this is very high. Overall, because planning is supported by the numeracy strategy and the improved quality of teaching, pupils' achievement over time is satisfactory. Most make satisfactory progress in lessons but a smaller than expected proportion of pupils attain higher levels.
85. By the end of Key Stage 1 pupils add single digit numbers to a total of 20 and subtract numbers from 20. They count confidently in twos and tens and recognise patterns in number such as odd and even. More able pupils calculate simple money problems. Pupils recognise common two-dimensional shapes and learn that three-dimensional shapes have 'faces' 'edges' and 'corners'. More able pupils use directional language such as 'forward', 'right' and 'left' in order to plot a route. By Year 6 most pupils are competent with number. They understand place value of whole numbers and decimals and recognise patterns and sequences such as 'squared' numbers. Most add and subtract accurately. More able pupils divide by two digit numbers and use a simple formula to calculate area. Knowledge of three-dimensional shape, such as the proportions of faces, edges and vertices, does not progress much beyond that seen lower down the school, and there is little evidence of data handling, particularly involving the use of ICT.
86. The quality of teaching seen throughout the school is satisfactory, with some strong teaching seen in both key stages. No unsatisfactory lessons were seen. The overall quality of teaching has improved since the time of the last inspection.
87. Teachers' subject knowledge, including their knowledge of the numeracy strategy, is good. Consequently, lessons are well structured and there is an appropriate balance between whole-class and individual teaching. Basic number skills are taught well. This was demonstrated clearly in a Year 1 class where the teacher was quick to extend pupils' understanding, when one noticed that $3+7$ was similar to $7+3$. All other possibilities using numbers to 10 were then explored. Planning is satisfactory. Teachers use the national framework to plan but do not always address the full range of abilities, particularly where age groups are mixed. Expectations of what pupils can achieve in lessons are not high enough, resulting in too much unfinished and untidy work. Relationships within lessons are very good. Pupils respond well to teachers and work well with

each other, promoting a good climate for learning. Lesson time is generally used well, though in some mental arithmetic sessions there is not enough pace and rigour to test pupils' mental agility. Support staff contribute well to pupils' learning in classes and small groups. They ensure that pupils who have special educational needs make good progress against the targets set for them. The quality of marking is inconsistent. At best marking evaluates and challenges pupils to improve but often it merely confirms what pupils have done.

88. Management of the subject is good. The co-ordinator has secure subject knowledge and supports colleagues well. She is aware of the strengths and weaknesses in the subject and has developed a clear action plan for improvements. Monitoring is used effectively to identify areas for curriculum developments. Good assessment procedures enable the school to identify groups of pupils for 'booster' classes. A good example is the 'springboard' initiative attended by a group of Year 5 pupils whose attainment levels are currently slightly below expectations. Learning resources are good and are used well in lessons.

SCIENCE

89. The school's previous inspection found pupils attaining below average standards at the end of Key Stage 1 and well below average standards at the end of Key Stage 2. Since then standards have improved at both key stages. They are now average at the end of Key Stage 1 but remain below the standards expected at the end of Key Stage 2, despite improvements. Rising standards are partly due to a revision of the science curriculum, in-service training, greater focus on experimental and investigative science and some specialist teaching in Year 6.
90. At the end of Year 2 and Year 6, inspection evidence indicates that standards are better than the test results suggest. Low standards were partly due to the school's focus on literacy and numeracy and as a result insufficient time was allocated to teaching the subject. They were also due to the high level of mobility in the school, the higher than average percentage of pupils with special educational needs and the underdeveloped literacy skills, which prevent pupils recording what they know and understanding. However, the school has recognised the need to improve standards and, as stated before, initiatives have been put into place and are slowly impacting on standards.
91. An average of all the levels achieved show pupils' results in the 2000 end of Key Stage 2 National Curriculum tests as well below the national average. The percentage of pupils reaching the expected Level 4 was well below the national average and no pupils reached the higher Level 5. When compared to the results obtained by pupils from similar schools, the results are below the average of these schools at Level 4 and well below average at Level 5. The assessments made by teachers were not significantly different from test results. Overall, the performance of girls was not as good as that of boys, although standards overall were well below national expectations. Trends prior to 2000 reveal that standards were well below the national average despite the improvement in 1998. In the statutory Teachers' Assessment at the end of Key Stage 1, the percentage of pupils reaching the expected Level 2 and the higher Level 3 was well below the national average. When compared with similar schools the results were average at both levels.
92. In Key Stage 1, younger pupils are beginning to use scientific vocabulary with increasing confidence and understanding and make good progress in their investigative skills. Pupils enthusiastically investigate the properties of a range of materials and understand why some materials are useful for specific purposes. For example, they know that transparent materials are best suited for the windows in the doll's house and that some materials are attracted to magnets and others are not. Pupils correctly identify and name the different parts of the human body and investigate a range of instruments to find out which would make the 'best bells for Santa's sleigh'. By the end of the key stage pupils of all abilities investigate the immediate environment when looking at the habitats of various plants and insects. Most are secure in the knowledge and understanding that plants need sunshine and water to live and grow and that insects like dark places. Some confidently explain and understand why eating the right types of food keeps us healthy and successfully sort foods into those that are good for us and those that are not. They know that squash, bend, twist and stretch are examples of different types of forces and accurately identify some of the sounds they hear on their walk around the school. By the end of the key stage pupils are making a satisfactory beginning in recording their observations in drawings and simple tables and the higher attainers write brief sentences.

93. In Key Stage 2, pupils build on their earlier knowledge of materials. Younger pupils in Year 3 /4 identify and categorise the different types of materials found in the classroom and know that the properties of certain materials make them suitable for different uses, such as insulators and conductors. They accurately build simple circuits when investigating how the brightness of a bulb can be altered and know the role of batteries, wires and bulbs in making an electric circuit and that a circuit will not work if it has a break in it. Year 5 pupils understand that materials can be solids, liquids or gases and know that some materials allow sound to travel through them more easily than others. Most understand the importance of a fair test and predict, test, refine and evaluate their work. This was well exemplified in a number of investigations; for example, when investigating the sounds made by rubber bands of different thickness pupils noted the thicker the elastic band the lower the pitch. Since the last inspection there has been a greater emphasis on experimental and investigative science throughout the school, and as a result, by the time pupils get to end of the key stage, some are beginning to have a good understanding of how to plan, make predictions, conduct and record experiments in a logical manner, as seen in the experiment investigating how temperature affects dissolving. Due to the improved focus on science some pupils have made considerable progress in answering factual questions using appropriate scientific terminology. Some accurately recall facts about the earth in space, sort insects using keys and know that Newton measures are used to measure the force needed to move different objects. Despite this improvement the majority of pupils by the end of the key stage do not have the breadth of knowledge, understanding and skills that are expected of pupils for their age. For example, there is very little recorded evidence of physical processes and materials and their properties.
94. Literacy and numeracy skills are satisfactorily used to discuss, record and measure scientific findings in experiments and observations. The pupils read instructions and are beginning to write purposefully to record their investigations. In Year 6 pupils represent their work in a variety of ways using graphs, tables and sets. Scrutiny of pupils' previous work shows that in both key stages work is often poorly presented. Insufficient use is also made of information and communication technology to support work or to improve presentation in science.
95. The quality of teaching and learning, including that for pupils with special educational needs and those with English as an additional language, is good in Key Stage 1. In Key Stage 2, teaching is unsatisfactory. Teachers' plans and scrutiny of pupils' earlier work reveal that there are important weaknesses in current practice which limit the progress that pupils make, including those with special educational needs and those who are not fully fluent in English. For example, all pupils in the mixed-age classes are often given identical work regardless of their abilities. Consequently, the progressive development of pupils' skills, knowledge and understanding is limited because work is sometimes too easy for some pupils and too difficult for others. Neither the medium nor the short-term planning provides sufficient detail of how the work is to be matched to the different abilities of pupils. Plans do not always identify the specific provision for the significant number of pupils with special educational needs or the small number of pupils who need additional support with their English, nor do they make appropriate reference to the levels of attainment that pupils are expected to reach. Consequently, it is difficult for teachers to assess pupils' attainment and progress and set work which is best suited to pupils' needs.
96. Where teaching is most effective, the lessons are well planned and the teachers are supported by very good subject knowledge. This enables them to deliver the subject matter confidently, answer questions from pupils correctly and make the relevant teaching points. This was particularly noticeable in a Year 1 lesson on investigating magnetic and non-magnetic materials. In both key stages teachers set out clear objectives for each lesson so that pupils knew what they were supposed to do and learn. However, as stated before, in Key Stage 2 they are not sufficiently clear for pupils of different ages and abilities. In most lessons questions are used effectively to check and extend pupils' learning and to help them express what they want to say – "How can we make our bulb brighter?", " Why is this object attracted to the magnet?" In response, pupils willingly answered questions and often made valuable contributions to class discussions. This was particularly noticeable in a Year 3/ 4 lesson about electricity where pupils learnt to apply their knowledge of circuits when investigating how to make a bulb brighter. Most pupils participate in investigative activities, using materials and equipment with care and confidence. Teachers in Years 1 and 2 manage pupils well and this promotes a calm learning environment in which pupils enjoy what they do. This has a positive impact on pupils' learning and attitudes and behaviour are good. Time targets are given to sustain pupils' interest and effort and some pupils respond well. However, in some classes in Key Stage 2 not all pupils are actively involved in discussion and so

they become inattentive and a little restless during introductions and plenary sessions, which limits the progress they can make. The quality of presentation of pupils' work in both key stages is inconsistent. Although work for display is carefully presented with meticulous illustrations, labelling work is often untidy and poorly presented.

97. The deputy headteacher is the co-ordinator and as is common practice in many small schools, she has responsibilities for a number of areas. She is new to the post, and is well aware of the strengths and weaknesses of the subject in the school and is keen to make improvements. There is a useful policy, which provides helpful guidance for teachers. The school utilises the Quality and Curriculum Authority's document as its scheme of work and this is beginning to play an effective part in helping to raise standards. However, the scheme needs to be adapted to meet the needs and abilities of pupils, especially those in the mixed-age classes. Teachers' planning, pupils' work and lessons were monitored by the previous co-ordinator in the autumn term. However, there have been no recent opportunities to monitor the teaching and learning of pupils in lessons this term, although plans are in hand to do so soon. The science curriculum is enhanced by visits to the environmental centre, a science week and visiting theatre groups. In both key stages, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to how they can improve their work. Although assessment procedures are currently unsatisfactory and inconsistent across the school, systems are in place to assess pupils at the end of each unit of work. There are no portfolios of moderated work to assist teachers in assessing the attainment of their pupils with regard to National Curriculum levels and to help reduce the mismatch with national test results. ICT is not well used as a tool to support work or to improve presentation in science and limited use is made of homework to enhance learning. Resources are good and fully support the teaching and learning of science throughout the school.

ART AND DESIGN

98. The previous report suggested that standards were in line with expected levels. Due to school focus on raising standards in the core subjects and the move to the refurbished site in Autumn 2000 there was limited evidence of the range of work in art to make secure judgements about pupils' attainment at the end of both key stages. However, standards have been maintained in drawing and painting, which are good in most classes. Evidence from a thorough scrutiny of pupils' work, sketchbooks, teachers' planning, discussions and display work in the classroom and around the school clearly demonstrates that the pupils are given good opportunities to develop artistic skills and express ideas and feelings using pencils, watercolours and pastels. The school has recognised that pupils currently have limited opportunities for three-dimensional work and using clay and textiles. Plans are in hand to address this.
99. In Key Stage 1, younger pupils are inspired by looking at the paintings of Van Gogh and 'study' real sunflowers before creating their own bold and bright paintings of sunflowers. They collect the different colours of nature found in the environment and use pastels with skill and precision to match these colours for their attractive collage work. This shows originality. Pupils understand that there are different types of pencils and are acquiring the skills of using these to achieve a range of effects in their good observational drawings of flowers. By the end of the key stage most pupils' work shows keen powers of observation in their still-life drawings of insects, linked with their topic work in science.
100. In Key Stage 2, pupils continue to develop their skills so that by the end of the key stage most show a good eye for detail. Year 3 / 4 pupils look at patterns in the environment and express their individuality through computer generated patterns. They draw sketches of each other with confidence and some of their work shows well-balanced compositions. Pupils in Year 4/5 look closely at shape, form and line in order to produce a detailed enlarged picture of a dragonfly. They demonstrate their skills in mixing the exact intended colours to create pleasing pictures. By the end of the key stage pupils study the work of William Morris and use his design to create a repeating pattern for their wallpaper. Their close observational drawing of shells shows their improving pencil control and their developing skills in the use of shading techniques to show the depth of the object, whilst their drawing of a vase of flowers shows that most have an increasing awareness of a sense of proportion and perspective. Pupils' previous work shows evidence of imaginative work, which allows them the opportunity to express ideas and feelings. For example, they listen to music and pictorially record their mood. In both key stages pupils are becoming increasingly skilful in self-evaluation and by the end of Key Stage 2 most confidently evaluate their

work and modify it. Throughout the school pupils make good use of their artistic skills in supporting their work across many subjects of the curriculum. There are, however, limited opportunities to use ICT skills to support art and the use of a sketchbook is still not consistently developed to provide maximum progression in the extension of skills.

101. There was insufficient evidence to make a secure judgement about the overall quality of teaching in art. However, the quality of teaching in drawing and painting is good. In the two lessons observed teachers clearly set out what is to be learned and share this with pupils so that they know exactly what is expected of them. Expectations of behaviour are appropriately high and as a result pupils learn well. Most pupils listen carefully when techniques are being explained and join in discussions willingly, giving sensible opinions on questions about the task. This was well demonstrated in a Year 6 lesson on drawing a vase of flowers using the correct proportions. Resources are well organised and support staff are well deployed so that there is constant support for less confident pupils. In this session good use was made of pupils' work to motivate less confident pupils. Overall, most pupils work well collaboratively, sustain interest and enjoy art lessons.
102. The headteacher is overseeing art at present in the absence of a co-ordinator. She is clear about what needs to be done to improve the subject and is supported by the growing confidence of the teacher. She recognises that there is a need to have a more structured approach to the progressive development of pupils' skills and techniques and that short-term plans do not always identify provision for pupils of different ages and abilities in the mixed age classes. Sketchbooks are used as a form of recording progress in some classes and the co-ordinator is collecting samples of pupils' work to ensure that all teachers are aware of the pupils' progress and attainment in each year group. However, there is no whole-school format for tracking an individual pupil's development of skills. Although there has been no formal monitoring of the quality of teaching, informal monitoring of pupils' work has taken place. Art is well integrated into many subjects across the curriculum. Good examples were seen in history, literacy and science where pupils have incorporated detailed drawings of insects found in the local environment. Resources are good and are used well and the school has access from visiting specialists to provide further training for staff and pupils. The use of materials and artefacts from other cultures and traditions to inspire work in art is developing. Art contributes satisfactorily to pupils' cultural and spiritual development. The use of ICT to enhance learning is underdeveloped.

DESIGN AND TECHNOLOGY

103. There is insufficient evidence for overall judgements on attainment and teaching at Key Stages 1 and 2. There is little to show in classrooms that design and technology is taking place. Year 3/4 designed storybook covers, which show some thoughtful research. In Year 1 pupils have made puppets using paper fasteners to enable the limbs to move. Overall, the national guidance for the subject has not yet been adapted and implemented throughout the school. A co-ordinator has recently been appointed and has undergone some training but, as yet, has not had time to influence teaching or standards in the subject. There are good resources, which are currently underused. There is no formal monitoring and assessment of pupils' progress and achievement and ICT is not well used to support learning.

GEOGRAPHY

104. Pupils reach the expected standards in geography at both key stages. Overall achievement is satisfactory, because of the appropriately planned curriculum.
105. Younger pupils learn about the area around the school, identifying local features. They become aware of the wider world by following the travels of 'Barnaby Bear' to France. Year 2 pupils study features of life on an island, including the amenities and services which people may require.
106. Key stage 2 pupils gain satisfactory geographical knowledge. Years 3/4 investigate ways of improving the environment by gathering information about noise pollution, and recycling materials. Older pupils study contrasting areas using the school's links with Tema in Ghana effectively. Year 6 pupils enrich their study of features such as coastlines and rivers, with a residential field trip. However, there is too little emphasis on skills such as map reading, prior to these visits and this

limits opportunities for pupils to practise and develop their skills in a meaningful way.

107. Insufficient lessons were seen to enable an overall judgement on teaching. In the very small sample of lessons observed, teaching was satisfactory. The teacher's sound subject knowledge ensured that pupils improved their geographical skills by monitoring and recording the noisy and quiet areas around the school. They then located those areas accurately on a map.
108. Management of the subject is satisfactory. The co-ordinator has revised the policy and developed a sound curriculum plan. Resources are adequate and meet the demands of the curriculum. There has only been informal monitoring of the subject through looking at displays and being available with advice to colleagues. Assessment in the subject is inconsistent across the school and the use of ICT is limited.

HISTORY

109. It was not possible to see any teaching in history at Key Stage 1 during the inspection, so standards at the end of the key stage have been judged from discussion with pupils and the scrutiny of work. From this evidence, pupils' achievements are satisfactory in the subject and they reach standards similar to other pupils of their age by the end of the key stage. At Key Stage 2, pupils attain in line with the standard expected of pupils who are eleven. Overall, standards have been maintained since the last inspection.
110. By the end of Key Stage 1, pupils have learnt about famous people such as Florence Nightingale and can recall events in her life and explain why she is famous. They describe through pictures and captions the difference in conditions of hospitals before and during her lifetime.
111. At Key Stage 2, pupils in Year 4 /5 recall what they have learnt about the Greeks and use different sources of information to formulate questions to answer them, with high attaining pupils collaborating effectively on shared research. By the end of the key stage, pupils in Year 6 research different aspects of Britain since 1948 and changes that have occurred since then, for instance why houses were built of different material after the war. From written work on the Victorians, pupils find out about different aspects of the period. They formulate their own questions and research topics such as Victorian toys and compare life of rich and poor children and the different types of work they do. Over both key stages, pupils achieve appropriately against their prior attainment. This is reflected in their increasing use of historical evidence to record their findings and the use of different sources of information.
112. Effective links are made with literacy where pupils make diary entries in the manner of Samuel Pepys or impersonate famous people like Dr Bernardo or Florence Nightingale writing a letter of complaint to the Prime Minister.
113. On the basis of the scrutiny of work, teaching is satisfactory in Key Stage 1 and, together with lessons seen during the inspection, in Key Stage 2 is good. Effective links are made to previous work enabling pupils to draw on what they already know, for instance on the Greeks. Effective methods like brainstorming; discussion and questioning enable pupils to consolidate their understanding and skills in pursuing worthwhile questions. However, tasks are not always effectively matched to pupils' abilities and higher-attaining pupils are not sufficiently challenged.

114. The history curriculum is enhanced through visits, for instance to Londinium to study a Roman Villa. The co-ordinator has taken responsibility for history since September and is aware that the monitoring of teaching and learning is underdeveloped. Currently, the development of history is not a school priority. Formal procedures for assessing pupils' attainment are not in place and the use of ICT to support learning is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Pupils' attainment for seven-years-olds is in line with, and for eleven-year-olds below, what is expected at these ages. Improvements in standards are therefore very slight since the last inspection. This is because pupils in Year 6 have not had opportunities to study all the required strands in the subject, particularly in relation to control and modelling. The school is therefore not meeting statutory requirements in the subject. Although general provision has improved with regard to access to computers in all classes, staff training and very recently connection to the Internet, pupils' progress, except in Key Stage 1, remains unsatisfactory.
116. Pupils in Year 1 taking turns on the computer demonstrate skills in operating a self checking program using the mouse and consolidate their spelling using word substitution to fit into a correct sentence. In another lesson for the same year group, pupils begin to use knowledge of initial letters to build up a word bank and put the missing word in a sentence. In Year 2, pupils use ICT to draw irregular shapes as a reinforcement of skills linked to the same topic in a mathematics lesson. In Key Stage 2, discussion shows that pupils have basic knowledge of word processing, for instance how to highlight, embolden and resize text or change fonts. However, they have little knowledge or skills in the other aspects of the subject like data handling, control and modelling. The same areas have been identified as weaknesses in the last inspection.
117. When given the opportunity, pupils are interested in and motivated by the use of ICT. They listen attentively during presentations and are keen to demonstrate their knowledge and skills. They collaborate well when working in pairs, for instance when researching information on a CD-ROM on Ancient Greece. Pupils are well focused when working independently.
118. Very little direct teaching was seen during the inspection. In one lesson seen, teaching was satisfactory. Clear explanations and demonstration of how a word bank is used enabled pupils to gain in understanding by taking turns to insert the missing word. The lesson was closely linked to work in literacy on initial sounds and was used to enable pupils to work independently in subsequent lessons.
119. Although some of the issues raised in the last inspection with respect to improving teachers' knowledge, the need to increase pupils' access to computers and planning for progression are being addressed, progress in implementing them still remains inadequate. Teachers' knowledge and capacity for teaching all aspects of the subject are not secure. At present, ICT is not being used as a tool to enhance learning in other subjects. Although the co-ordinator offers advice and support to colleagues in planning and teaching, the monitoring of teaching and learning has still to be established in order to identify precisely where support of teaching is required. The ongoing assessment of pupils' skills and progress is currently unsatisfactory and rightly identified as an area of development.

MUSIC

120. At Key Stage 1 standards are in line with expectations for that age. Pupils recognise the ways in which sounds can be made and repeat rhythmical patterns by clapping or using untuned percussion instruments. They sing in tune and maintain the rhythm of the music. Pupils at the end of Key Stage 2 do not reach the standards expected of them. Pupils sing well in assemblies and small groups benefit from after school tuition on African drums and guitar. However, overall there are too few opportunities for all pupils to practise and perform music or to compose using simple notation.
121. In the very small number of lessons seen there was some good teaching. In Years 3/4 class the teacher's good subject knowledge enabled pupils to learn the difference between 'rhythm' and 'pulse'. Pupils effectively demonstrated the difference using instruments. Year 2 pupils were able

to play a rhythmic pattern on their chosen percussion instruments and describe the sounds, such as 'rattling' or 'scraping'.

122. The co-ordinator has a clear overview of the strengths and weaknesses in the subject and is aware of the need to establish music in Key Stage 2. Resources are very good; they have been recently enhanced through school funding. Although some in-service training has taken place, the school has recognised that there is a need for further training to raise confidence levels and expertise of staff. Monitoring to ensure that pupils are receiving the full breadth and balance of the curriculum does not take place and ICT is underused in the subject.

PHYSICAL EDUCATION

123. Pupils' attainment at the end of both key stages is above what is expected of pupils at seven and eleven. This represents an improvement since the last inspection.
124. At the end of Key Stage 1, in dance, pupils in Year 2 move around the hall and respond to their peers' movements as they follow instructions, showing good co-ordination and control as they do so. They build up a sequence of movements mimicking pouring into a cup, carrying it and offering it to a partner in response to music. In gymnastics, they show understanding for the reason to warm up. They recall which parts of the body they can balance on and explore further ways, executing balanced positions with control and co-ordination as they repeat a sequence of actions.
125. At Key Stage 2, in gymnastics, pupils in Year 4/ 5 use different apparatus and develop and repeat sequences using a combination of symmetry and asymmetry at different points of the sequence. Pupils' achievement is good because teachers have good subject knowledge, plan the lessons carefully to focus on skills and provide pupils with opportunities to evaluate their performance.
126. Pupils' attitudes to learning in physical education are very good in both key stages. Pupils are motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety. They work well individually and with a partner. They always have an appropriate kit, change quickly and help willingly in carrying equipment at the end of sessions. Pupils' attitudes contribute a great deal to the progress they make in lessons and over time.
127. The quality of teaching is good in both key stages. In most lessons, teachers identify clear objectives and use them to evaluate pupils' achievement. They brief pupils about the skills to be practised and use effective demonstrations and interventions to enable pupils to improve their performance. They use time and pace effectively to enable pupils to practise activities, observe good practice from peers and often invite pupils to comment on what they like in each other's performance and make suggestions for improvements. Teachers have good subject knowledge, make appropriate demands on pupils and intervene effectively to enable them to refine and improve skills.
128. The physical education curriculum is enhanced by a range of extra-curricular sporting activities in football, which is taught weekly by a qualified coach, mini basketball and dance. Pupils in Year 3/4 have swimming lessons regularly in the local pool. The co-ordinator, who was on maternity leave during the inspection is qualified in the subject and has provided effective guidance for teachers, which is reflected in the standards reached. The school has identified assessment of pupils work and the monitoring of teaching and learning as areas that need improvement.

RELIGIOUS EDUCATION

129. Religious education was a key issue in the previous inspection report because of the low standards achieved by pupils at the end of both key stages. The requirements of the Locally Agreed Syllabus were not met and progress was unsatisfactory because pupils were not given a sufficiently broad experience. Since then, the school has made good progress in addressing the weaknesses. Resources are good and teachers' secure subject knowledge and developing confidence enable them to interpret and deliver the curriculum. As a result, standards by the end of Years 2 and 6 are in line with expectations of the syllabus and pupils now have better opportunities to learn about the richness and diversity of other world faiths.

130. In Key Stage 1, younger pupils know that Jesus is a special person for Christians and that the special book telling stories about his life and work is called the Bible. They know how important a family is and draw and colour pictures to represent their place in their family. They visit the local church and through mock weddings and christenings understand important Christian occasions. Evidence from pupils' past work in Year 2 shows that pupils are beginning to learn about the major world religions in the context of their festivals and learn about the importance of Christmas to Christian and Eid to Muslims and how and why they celebrate them. Their writing on the "Things they would hate to give up for a month" reflects their empathy for Muslims, who fast during the month of Ramandan. Pupils know that Hinduism began in India and that Hindus sometimes go to special places, such as maunder, to pray. Most confidently recall the Hindu festival of 'Raksha Bandahn' and know the rituals that are associated with the festival, which celebrates a sister's love for a brother.
131. In Key Stage 2, younger pupils know that books such as the Torah and the Bible have special significance for Jews and Christians and that care and respect are shown when handling these books. They are familiar with some aspects of the Sikh faith; for example, Guru Nanak and the significance of the five Ks. Pupils in Years 4 / 5 understand that world religions have differences but many similarities. They have a basic knowledge of Hinduism, know that Hindus worship more than one god and understand the importance of Shiva in the lives of Hindus. They understand that the 'Five Pillars' are the important rules that all Muslims must follow and that Muslims follow particular purification rituals before prayer. Analysis of pupils' work in Year 6 shows that they thoughtfully formulate their own views about being a Christian. They know that it involves 'respecting others' and 'living a good life' and are beginning to understand how religion affects life and society, both past and present. They discuss with sensitivity the values and beliefs of Jews and the important festivals in Judaism and know that the stories in the Bible have an important message, which may help them to lead better lives. Overall, by the time pupils leave school at the end of Year 6 most have a developing knowledge of the world's great faiths, such as Hinduism, Islam, Judaism and Christianity.
132. Teaching and learning are good in both key stages. Teachers have sufficient subject knowledge and confidence to enable them to interpret and deliver the Agreed Syllabus. This is an improvement since the last inspection. In the best practice lessons are well-planned and learning intentions shared with pupils so that pupils know what they have to learn and do. In Key Stage 1, good use was made of a big book on 'Raskha Bandhna', which captured pupils' interest. In these sessions good opportunities were provided for pupils to contribute the special things they would say to their brothers, such as "Thank you" and "I will always play with you". Effective use of questioning enabled the teacher to assess pupils' knowledge and understanding of past and present work. As a result good learning took place. In Key Stage 2, the sensitive involvement of Muslim pupils in sharing their prayer ritual captured and sustained pupils' attention. The teacher's high expectations of behaviour and quality of work led to a very productive response from pupils who made good gains in their knowledge and understanding of other world faiths. A good feature of all the work and discussions is that respect and sensitivity are shown to all beliefs. Throughout the school pupils' response to the subject is good. They are interested in and respect one another's views and are sensitive to other people's feelings.
133. The subject co-ordinator is keen to make further improvements in the subject. She gives informal support and guidance to teachers and as yet has had no opportunity to observe teachers and learning outcomes across the school. Teachers' planning is usefully supported and suitably linked to the requirements set out in the Locally Agreed Syllabus. However, the school has not yet developed a scheme of work to take account of the different age groups in order to ensure that planning systematically builds on pupils' learning as they move from year to year. Formal procedures for assessing pupils' progress are not in place. There are plans to improve this. Resources are easily accessible and of good quality and are used to support and develop learning. Good use is made of resources within the locality, for example, through visits to the local church, mosque and temple, and links with the parish priest are well established. The school has a very good base from which to further develop the teaching and learning of religious education. The contribution of religious education to pupils' spiritual, social, moral and cultural development is well developed.