

INSPECTION REPORT

FRITHWOOD PRIMARY SCHOOL

Northwood

LEA area: Hillingdon

Unique reference number: 102414

Headteacher: Mrs T Boichat

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 30 April – 3 May 2001

Inspection number: 214007

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 category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Carew Road
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Middlesex

Postcode: HA6 3NJ

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Appropriate authority: The governing body

Name of chair of governors: Ms M Schultz

Date of previous inspection: 14 June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17822	M A Warner	Registered inspector	Music. Foundation stage.	The characteristics of the school. The school's results and achievements. Teaching and learning.
9561	H Akhtar	Lay inspector		Pupils' attitudes, values and personal development. The school's care for its pupils. The school's partnership with parents.
20457	B Fletcher	Team inspector	Mathematics. Physical education. Religious education. Special educational needs.	Leadership and management.
18116	C Taylor	Team inspector	Science. Information and communication technology. Art and design. Design and technology.	The curriculum and other opportunities offered to pupils.
35880	K Rai	Team inspector	English. Geography. History. Equal opportunities. English as an additional language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Frithwood Primary School is in a residential area of Northwood in the north of the London Borough of Hillingdon. The school is socially and culturally mixed, with the majority of pupils coming from the immediate catchment area and a growing number of pupils coming from outside the catchment area. The socio-economic intake has changed over the last few years and this is particularly reflected in the differences between Key Stage 1 and Key Stage 2. The school is about the same size as other primary schools nationally with a roll of 277, including 40 part-time children in the nursery. Five per cent of pupils are eligible for free school meals, which is below the national average. Fourteen per cent of pupils, which is below the national average, have been identified as having special educational needs and one per cent of pupils, which is also below the national average, have formal statements of need. There is a relatively high degree of mobility, with about a quarter of the pupils moving in and out of the school in a year, in addition to those normally arriving and leaving. Fifty-eight per cent of pupils are from white United Kingdom heritage backgrounds, seventeen per cent are of Indian heritage background and twenty-five per cent are from European, Caribbean, African, Pakistani, Chinese or other backgrounds. Thirty-one per cent of pupils have English as an additional language and six per cent of those are at an early stage of English language acquisition. Children's attainment on entry is in line with what is expected of pupils of their age.

HOW GOOD THE SCHOOL IS

Frithwood is an effective and improving school. Pupils' attainments, as observed during the inspection, are in line with national expectations, overall, and are well above the national averages in English and above the national average in mathematics and science at the end of Key Stage 2. The quality of teaching is good and pupils have positive attitudes to learning. Good leadership and management have ensured that considerable improvements have been made since the last inspection. Taking into consideration the fact that the socio-economic factors are above the national average and the unit cost per pupil is high, the school gives satisfactory value for money.

What the school does well

- Standards in the National Curriculum tests, at the end of Key Stage 2 in 2000, were well above the national average in English, mathematics and science.
- The leadership and management of the headteacher and key staff are good and the quality of teamwork is exemplary. The governing body are very effective in fulfilling their responsibilities.
- Teaching and learning are good overall and teaching is very good in the foundation stage.
- The school has developed a very good system for recording assessments of pupils' work in all subjects.
- Relationships in the school are very good: pupils are very respectful of other people's feelings, values and beliefs. Pupils' personal development and behaviour are very good.
- Pupils with English as an additional language and those with special educational needs make good progress.
- The school has very effective links with parents.

What could be improved

- Standards in writing are, at present, below the national average at the end of Key Stage 1.
- There is no overall co-ordination of the foundation stage. (The nursery and reception class together is now called the 'Foundation Stage'.)
- In-house monitoring and evaluation of teaching by co-ordinators is inconsistent.
- Time management of the school day is unsatisfactory and as a result appropriate weight is not given to all foundation subjects and the pace of some lessons is too slow.
- There is insufficient challenge in some lessons for higher-attaining pupils in mathematics, science, art, design and technology, information and communication technology and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1999 when it was deemed to have serious weaknesses. There have been improvements in all the issues identified in the last report and the school no longer has serious weaknesses.

The leadership and management of the school is now good. The curriculum is broad and mainly well balanced. Assessment and the use of it has improved. Work is mainly sufficiently challenging but could still be more challenging for the higher attainers in subjects where there is no setting. Teaching is now at least satisfactory or better in 96 per cent of lessons and is good or better in over two thirds of lessons. The school improvement plan is of much better quality than at the last inspection and provides a clear focus for strategic planning. Standards in science and religious education have improved and the progress made in subjects identified as unsatisfactory at the last inspection is now at least satisfactory. Further developments are still needed in monitoring and evaluating the curriculum and in raising pupils' achievements in information and communication technology in Key Stage 2. Standards in English and mathematics at the end of Key Stage 1 are not as high as at the last inspection.

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	A	A	C
Mathematics	E	B	A	B
Science	E	C	A	A

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

Standards in speaking and listening, in 2000, were above national expectations at the end of Key Stage 1 and well above at the end of Key Stage 2. Standards at the end of Key Stage 1, in the National Curriculum tests in 2000, were below the national average in reading and well below in writing. Higher attainers, however, achieved good standards in writing. At the end of Key Stage 2, they were well above the national average in English. This reflects the fact that there has been a changing intake in Key Stage 1. In mathematics, standards were in line with the national average at the end of Key Stage 1 and well above at the end of Key Stage 2. They were well below similar schools at Key Stage 1 and above similar schools at the end of Key Stage 2. In science, the teacher assessments at the end of Key Stage 1 in 2000 showed that those standards were above the national expectations for pupils of their age. In the science National Curriculum tests, at the end of Key Stage 2 in 2000, standards were well above the national average. Considerable improvements were made in science at the end of Key Stage 2 between 1999 and 2000. The trend in the results at the end of Key Stage 2 of English, mathematics and science is broadly in line with the national trend. The standards achieved in the National Curriculum test at the end of Key Stage 2 in English and mathematics in 2000 were slightly higher than the targets the school had set for these subjects. The school has set higher targets for 2001. Specific grants have been used effectively to target areas for improvement, for example, numeracy and literacy. These have contributed substantially to improving pupils' skills and knowledge.

Pupils' achievements, overall, are satisfactory in all three key stages, (Foundation Stage, Key Stage 1 and Key Stage 2). There is a good level of achievement in art in Key Stage 1 and in Years 3 and 4. Standards in design and technology, history, information and communication technology, music, physical education and religious education are in line with national expectations and the locally Agreed Syllabus, but in information and communication technology are not consistent across the school. They are above expectation in music in listening to and appraising music, but below in composing and performing. No judgement can be made of standards in geography in Key Stage 1 due to lack of evidence, because of the rolling curriculum programme, but they are in line with national expectations at the end of Key Stage 2. Higher attainers could sometimes be better challenged in science, art, design and technology in Years 5 and 6. Information and communication technology could be used more extensively to support both pupils with special educational needs and high attaining pupils. In music, pupils in Key Stage 2 are given limited opportunities to compose and perform, especially as many of them learn an instrument.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' good attitudes to the school contribute positively to the quality of their education.
Behaviour, in and out of classrooms	Pupils behave very well in class and so lessons proceed at a good pace and productive work is achieved. Their behaviour is very good around the school.
Personal development and relationships	Pupils' personal development is very good. They mix well together and form constructive relationships with staff.
Attendance	Most pupils attend the school regularly and promptly and no pupils have missed their National Curriculum tests.

Particular strengths are in pupils' very good behaviour and relationships and in the positive way in which they show respect for other people's feelings, values and beliefs.

TEACHING AND LEARNING

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

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

In ninety-six per cent of lessons teaching was at least satisfactory or better. This is a considerable improvement on the last inspection when eighteen per cent of teaching was judged to be unsatisfactory. In sixty-five per cent of lessons teaching is now good or better and in twenty per cent of lessons teaching is very good or excellent.

In English, the quality of teaching and learning in Key Stage 1 is satisfactory, overall, with good teaching in some lessons. English teaching is good in Key Stage 2. The school has implemented the Literacy Strategy successfully and teachers plan from it well. In mathematics, the quality of teaching is good in both key stages and better than at the last inspection. The National Numeracy Strategy is fully implemented and is producing dividends in increasing knowledge and better results. In science, the quality of teaching is satisfactory across the school with some very good teaching in both key stages. Lessons are planned well, teachers have good communication skills and assess the pupils work appropriately, giving constructive feedback. Provision for pupils with special educational needs and

English as an additional language is good. The needs of higher attainers are met well in most lessons but further challenge is needed in some lessons in science, art, design and technology, information and communication technology and music.

Strengths in teaching are in the teachers' knowledge and understanding of how to teach reading and writing and in their ability to involve and enthuse pupils. Homework is used well in mathematics. A wide variety of subjects are used well in the teaching of science. The teaching of history is good, overall, and in art is good in Key Stage 2. Where information and communication technology is used in other subjects, teaching is good. Teaching is good or better in physical education and is satisfactory in religious education in both key stages. Weaknesses in teaching are in the lengthy introduction to some lessons, poor pace and insufficiently challenging questioning of higher attainers. The structure of the timetable means that some lessons are too long. Information and communication technology is insufficiently used in mathematics and science. In art, and in design and technology pupils in Years 5 and 6 could be better challenged. In some history lessons teaching lacks clarity. There is inconsistency in the teaching of information and communication technology and in music across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is good overall. It has breadth and balance and contains the full range of subjects at Key Stages 1 and 2. The Foundation Stage curriculum is being developed very well.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress because of good provision and good teaching. However, there are too few learning support assistants to meet every need.
Provision for pupils with English as an additional language	Pupils learning English as an additional language make good progress. They are well supported in class and have work specially prepared for them when necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is good and for their spiritual development is satisfactory. Pupils respond well to opportunities, provided by the school for personal development, willingly undertaking duties offered them.
How well the school cares for its pupils	The school has developed good procedures to care for its pupils. Assessment procedures have been well thought through and are good. Parents are generally satisfied with the work of the school and are supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed, and as a direct result no longer has serious weaknesses. The headteacher has a clear vision for the development of the school and skilfully communicates this to all who work there. The quality of teamwork is exemplary.
How well the governors fulfil their responsibilities	The governing body has established good procedures for financial planning and management. The administrative officer has been in post for many years and has been an invaluable link between administrations and between the governors and the headteacher.
The school's evaluation of its performance	The monitoring and evaluation of teaching is satisfactory, and better than it was at the previous inspection but is still not practised consistently throughout the school.

The strategic use of resources	Good. Financial management is flexible within limits and responds to fresh needs as they arise. Staffing, accommodation and learning resources are satisfactory. The school makes good use of the principles of best value to ensure efficient use of its funds.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The teaching is good • Pupils' behaviour is good • Their children are making good progress • The school expects their children to work hard and achieve his or her best 	<ul style="list-style-type: none"> • More extra-curricular activities, particularly in sport and music • Homework, although they consider it is improving • Information about the standards their children should achieve in each year • Greater challenge for higher attaining pupils. • Longer notice of school events

Inspectors support parents' positive views, agree that provision for homework is improving, but that in some subjects further challenge should be given for higher attainers, although this is satisfactory in some classes and subjects. They judge that there are limited extra-curricular activities, except in the area of sport. The school is aware that parents need to be informed more clearly of the standards expected at the end of each year. No evidence was found that longer notice should be given of events.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The standards of children on entry to the school are in line with expectations of children of their age. They make good progress in the nursery and satisfactory progress in reception classes reaching standards that are on course to meet the requirements of the Early Learning Goals at the end of the foundation stage. Children's personal development and their ability to communicate are well above those expected of children of their age. Some aspects of their knowledge and understanding of the world, their creative and their physical development are also above that expected. However, base-line tests in reception show that standards in reading and writing are below that expected of children of their age while their mathematical development is in line and sometimes above expectations.
2. Standards in the National Curriculum test at the end of Key Stage 1 in 2000, were below the national average in reading and well below the national average in writing. They were well below those of similar schools in both reading and writing. Standards in speaking and listening were above those expected of pupils at the end of Key Stage 1.
3. Standards in English, in the National Curriculum test at the end of Key Stage 2 in 2000, were well above the national average. They were in line with those of similar schools. Standards in speaking and listening are well above those expected of pupils at the end of Key Stage 2.
4. Inspection evidence indicates that standards are now in line with expectations in reading but still below expectations in writing at the end of Key Stage 1. The school has implemented the National Literacy Strategy effectively and extra time is now being given to the teaching of extended writing and this is having a positive impact on standards. Inspection evidence confirms the test results at the end of Key Stage 2. The difference in the test results at the end of the two key stages reflects the changing intake in Key Stage 1.
5. In mathematics, the National Curriculum test at the end of Key Stage 1 in 2000, showed that standards were in line with the national average and that a significant proportion attain at a higher and occasionally at a much higher level. They were well below those of similar schools. Overall, however, standards are not as high as in previous years and are well below the standards found in similar schools. The deficiencies in Key Stage 1 have been recognised, however, and an action plan is in hand to remedy any weaknesses.
6. In mathematics, the National Curriculum tests at the end of Key Stage 2 in 2000, showed that standards were well above the national average and above those found in similar schools. This is a marked improvement on the standards found at the last inspection when they were well below the national average. Standards are above those of similar schools at the end of Key Stage 2. Great strides forward have been made since the previous inspection, particularly in Key Stage 2. The national numeracy strategy is fully implemented and is producing dividends in increased knowledge and better results.
7. Inspection evidence broadly confirms the test results in mathematics at the end of Key Stage 1. A few pupils do not reach the standards of which they are capable because the extra support they need to help them progress is not always available. Inspection evidence also confirms the test results at the end of Key Stage 2. These good standards are promoted well through setting, when work is well matched to pupils' prior attainment. Standards could be even higher if pupils were given more opportunities to work independently, for example, on mathematical investigations.

8. In science, the teacher assessments at the end of Key Stage 1 in 2000 showed that standards were well below the national expectations for pupils of their age, although standards during the inspection were above those expected. In the science National Curriculum tests, at the end of Key Stage 2 in 2000, standards were well above the national average. Pupils achieve very well in Key Stage 2. Inspection evidence also shows that pupils are attaining above-average standards. English and mathematics are used effectively in science lessons. Standards across the school have improved since the last inspection.
9. Standards, at the end of Key Stage 1, rose from 1996 to 1997 but have declined over the last two years. In Key Stage 2, standards have improved over the last four years and in 2000 were broadly in line with schools nationally. Considerable improvements were made in science between 1999 and 2000.
10. The standards achieved in the National Curriculum test at the end of Key Stage 2, in English and mathematics in 2000, were slightly higher than the targets the school had set for these subjects. Higher targets have been set for 2001.
11. Pupils with special educational needs make good progress, especially in literacy and numeracy where targets are well written and ways of achieving them closely defined. The quality of Individual Education Plans is very good. They are accessible and are easy to read. The plans contain targets that are specific, measurable and easily understood by the pupils. There are recorded gains in pupils' reading, writing and spelling and numeracy.
12. There are no significant variations in the attainment of pupils in relation to gender. Pupils learning English as an additional language make good progress. They are well supported in class, have work specially prepared for them where necessary, such as in science, and make similar progress as other pupils.
13. Pupils' achievements, overall, are satisfactory at all three key stages. There is a good level of achievement in art in Key Stage 1 and in Years 3 and 4. Standards in design and technology have improved since the last inspection and are now satisfactory, although work lacks challenge for the higher attainers. No judgement can be made of standards in geography in Key Stage 1 owing to lack of evidence, due to the school's rolling programme of study, but they are in line with national expectations in Key Stage 2. The school has made good progress and addressed most of the weaknesses identified at the last inspection in geography. Standards are in line with national expectations at the end of both key stages in history and information and communication technology, but in information and communication technology are not consistent across the school. Standards in music are similar to the last inspection, and are in line with national expectations in both key stages and are above expectations in some aspects of the subject, such as in listening and appraising. They are given limited opportunities to compose and perform, especially as many of the pupils learn an instrument in Key Stage 2. The sound standards found at the last inspection in physical education have been maintained; and, in religious education have improved from unsatisfactory at the last inspection to meeting the requirements of the locally Agreed Syllabus in the present inspection.
14. Higher attainers could sometimes be better challenged in science, art, design and technology in Years 5 and 6. A co-ordinator has now, however, been appointed to oversee monitoring of the teaching of higher-ability pupils. Information and communication technology could be used more extensively to support both pupils with special educational needs and high-attaining pupils. In music, pupils with considerable musical talent, as others, are given limited opportunities to compose and perform.

Pupils' attitudes, values and personal development

15. Pupils enjoy school, and their good attitudes to the school contribute positively to the quality of education. Parents feel that their children like coming to school. Pupils arrive on time and are waiting in the playground for their teachers to collect them in the morning. Attendance is satisfactory.

16. The attitudes and behaviour of children under five are good. Children in the nursery quickly settle to the interesting range of tasks that greet them each session, are eager to explore new tasks, and treat resources sensibly. Reception-aged children are equally keen and curious. Foundation stage children cope well with life in school and have a well-established sense of routine. They make very good progress in personal development, mix well together and are able to form constructive relationships with staff.
17. Pupils are developing good work habits and are enthusiastic about lessons. Their response is good in lessons, with examples of very good responses in many lessons, particularly in the upper school. They listen to their teachers' briefings carefully and this helps them in completing their task efficiently: as in a Year 3/4 English lesson where pupils were writing about dilemmas faced by the lead character in 'Danny's Dilemma'. Pupils take part in discussions eagerly; for example, in a Year 5/6 history lesson, which focused on ancient Greek culture, they responded knowledgeably having studied the pictures on the pots of that era. Many persevere well in lessons, making an effort to get all of their work done: a good example of this was seen in a Year 1 mathematics lesson where pupils were working on number sentences. Another example of pupils' positive attitudes is their participation in extra-curricular activities. Pupils with special educational and language needs respond well to the support they receive, which contributes well to their own learning. Very good relationships and good teaching have positive impact on pupils' attitudes. Pupils from different groups have good attitudes to learning. Their relationships with each other and adults are very good.
18. Most pupils attend the school regularly and promptly and no pupils have missed their National Curriculum tests. Absences are mostly due to illness, and some are due to family holidays during the school terms. There is no truancy. Unauthorised absences are mainly because parents have not given a reason for absence.
19. Pupils behave very well in class and so some lessons proceed at a good pace and productive work is achieved. Their behaviour is equally very good around the school and at play, whether outside or indoors when it is raining. They understand school rules and the difference between right and wrong. Discipline is well established; for example, the playgrounds at the end of breaks or lunch-times are clear within minutes of the whistle. All groups of pupils work together well, happily sharing resources. In lessons and discussions they respect others' views and feelings and listen courteously to the contributions made by their peers and adults. They treat the schools property with good care. Displays, including some multi-faith materials, are well respected. Pupils are considerate to one another and to adults, holding the door open for those following behind, and are polite and confident when speaking to visitors. Pupils move in an orderly manner; for example, when going to the hall for assembly or to physical education lessons. No incidents of oppressive behaviour were seen during the inspection. Bullying is not an issue. Exclusions are not a feature of the school. Pupils respond well to opportunities for personal development, willingly undertaking duties such as classroom helpers, taking registers to the office and organising the library. Pupils enjoy residential trips and organise themselves well.
20. All positive features of pupils' behaviour and attitudes at the time of the last inspection were evident during the present inspection, with the improvement that relationships and pupils' behaviour, good then, are now very good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. In ninety-six per cent of lessons teaching is at least satisfactory or better. This is a considerable improvement on the last inspection when eighteen per cent of teaching was judged to be unsatisfactory. In sixty-five per cent of lesson teaching is now good or better and in twenty per cent of lesson teaching is very good or excellent. In one hundred per cent of lessons in Key Stage 1 teaching was satisfactory or better and seventy per cent of teaching was good. In twenty-two per cent of lessons in Key Stage 2 teaching was very good or excellent and there was a very small amount of unsatisfactory teaching.
22. The quality of teaching in the foundation stage ranges from excellent to unsatisfactory. Overall it

is good. Teaching in the nursery, overall, is very good and it is good in the reception classes. Where there is unsatisfactory teaching too much is expected of new learning support assistants.

23. In English, the quality of teaching and learning in Key Stage 1 is satisfactory, overall, with good teaching in some lessons. English teaching is good in Key Stage 2.
24. The school has implemented the Literacy Strategy successfully and teachers plan from it well. Teachers across the school have a sound understanding of how to teach reading and writing, and they provide opportunities to pupils to study whole texts, and to carry out sentence and word level work. They present good models of reading which help pupils to read aloud in shared reading sessions. Teachers are clear about what they want pupils to learn and they share objectives at the start of lessons and revisit them at the end. Furthermore, the whole-class part of lessons is used effectively to check and extend what pupils know and understand through very good questions.
25. In mathematics, the quality of teaching is good in both key stages and better than at the last inspection. The deficiencies in Key Stage 1 have been recognised and the National Numeracy Strategy has ensured increased knowledge and better results. Assessment has also improved, and pupils now have realistic targets set for them that help to promote their achievement, although these could sometimes be more challenging for the older, higher attainers. The National Numeracy Strategy is fully implemented and is producing dividends in increasing knowledge and better results. The effectiveness of the teaching of both literacy and numeracy is good, although in a few lessons, where pupils are attempting the same task or using the same resources, higher-attaining pupils are not sufficiently challenged.
26. In science, the quality of teaching is satisfactory across the school, with some very good teaching in both key stages. Lessons are planned well; teachers have good communication skills and assess the pupils' work appropriately, giving constructive feedback.
27. Strengths in teaching are in the teachers' knowledge and understanding of how to teach reading and writing; teachers' ability to involve and enthuse pupils, for example, in English and mathematics; their good use of homework in mathematics to extend the curriculum and the use of other subjects in the teaching of science. The teaching of history is good, overall, and is good in art at Key Stage 2. Where teaching is very good, in history, as in a Year 5/6 class, the teacher was able to sustain pupils' interest in learning through very good questioning and using a range of resources, such as artefacts, the overhead projector, pictures and a video film, enabling pupils to make very good progress. Where information and communication technology is used in other subjects in Key Stage 2, teaching is good. Teaching is good or better in physical education and is satisfactory in religious education in both key stages.
28. Weaknesses in teaching are in the lengthy introduction in some science lessons, where pace is poor and the questioning of higher attainers is insufficiently challenging. In some lessons, both in science and history, the structure of the timetable meant that lessons were too long. Information and communication technology is insufficiently used in mathematics and science. In art, pupils in Year 5 and 6 do not have enough opportunities to develop skills and extend the quality of their work. Sketch-books are used to a limited extent. No teaching was seen of design and technology, in either key stage, but from the work seen higher attainers in Years 5 and 6 could be better challenged. No teaching was seen of geography in either key stage due to the school's cycle of topics. In history, in some Year 3 and 4 lessons, teaching lacked clarity and pupils became confused and made unsatisfactory progress. The teaching of information and communication technology is inconsistent across the school and the time allocated to the subject is sometimes inadequate. In music, there is inconsistency in the amount of time given and in the content of lessons for different classes in the same year group. Teachers do not plan together in music and the good practice seen in some lessons is not shared with other teachers, which would enable pupils in different classes to have more equal access to the subject.
29. The quality of teaching for pupils with special educational needs is good. Pupils are well-integrated into class groups. Planning is detailed, thorough and relevant to the needs of the

individual pupil. The progress towards the achievement of the targets is good. Records are kept carefully. Most learning support assistants are trained and all observed are good and caring. Teachers and learning support assistants exchange progress notes daily.

30. All staff ensure that they give equal attention to boys and girls, and pupils from different groups in the classroom. A small proportion of pupils learning English as an additional language are targeted for specialist support by the EMTAG (Ethnic Minority and Traveller Achievement Grant) teacher. Currently, this support is available one day a week. When it is available, its quality is good, as was seen in a Year 2 English lesson. The EMTAG teacher made good use of questions and provided targeted pupils with enhanced opportunities for speaking and listening as she read a big book with them. She read the book at a slightly slower pace so that they could join in. When specialist support is not available, class teachers provide, overall, sound support to pupils learning English as an additional language. They generally explain new ideas in a way that makes sense to all pupils. However, the school recognises that they will benefit from more in-service training to improve their skills in this area.
31. Learning is satisfactory in Key Stage 1 and good in Key Stage 2, although the pace of learning could often be quicker in both key stages. Strengths in pupils learning in Key Stage 1 are in the self-knowledge of their learning in mathematics; in the acquisition of skills in science, history and physical education; and also in their intellectual effort, interest, concentration and independence in science. The pace of their learning is good in physical education. Strengths in pupils' learning in Key Stage 2 are in English, history, and particularly in music. There are also particular strengths in other subjects: such as in the acquisition of skills; and their intellectual effort in mathematics and science; and in their interest and pace of learning in art and physical education.

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

32. The curriculum provided by the school is good, overall; it has breadth and balance and contains the full range of subjects at Key Stages 1 and 2. Provision for children under five is very good. The provision for pupils with special needs is good and is satisfactory for pupils with English as an additional language. The quality of learning opportunities is good for the under-fives, satisfactory at Key Stage 1 and good at Key Stage 2. Since the last inspection, the curriculum has been considerably enriched.
33. The Literacy and Numeracy Strategies have been introduced effectively across the school. The school has made the development of skills in these areas a priority, and provision for literacy and numeracy is good. The school has a well-resourced library area, but it is not used as much as it could be. Although Information Technology is used across the school to support learning in other subjects, it is not used to its full extent. The implementation of plans to install a new computer suite will make this considerably easier.
34. Provision for pupils' personal, social and moral development is good across the school. These issues are covered in specific lessons and within the curriculum as a whole. Social, moral and health issues are discussed. For example, in science, pupils had looked at what constituted a healthy diet and the effects different drugs had on the body and mind. Policies and programmes are being developed and implemented to ensure appropriate provision of health, sex and drug education.
35. Curriculum planning is good, with the school using the Qualifications and Curriculum Authority's schemes as a framework for developing its own. The timetable provides adequately for lessons in numeracy and literacy, but in some cases lessons are overlong, testing the concentration of the pupils and denying time to other subjects. The coverage of subjects is, on the whole, well-balanced, but in some cases lessons are too long for the planned activity, and in others, there is insufficient time for the development of necessary skills. The school groups the classes in Key Stage 2 by prior attainment for literacy and numeracy. All pupils have equal access to the

curriculum. Pupils with special needs, or with English as an additional language, are well-supported either by assistance from a classroom assistant or from work prepared at their level of capability. However, there are too few support assistants to meet every need. The school has worked well at addressing equal opportunities issues and has a draft equal opportunities policy.

36. Provision for special educational needs is good in literacy and numeracy. Resources are good and make a strong impact upon the quality of learning. Resources are centrally located and easily accessible. Computer programs are not used enough to support learning. All pupils, regardless of gender, ethnicity, or English as an additional language, have full access to the curriculum.
37. Because children from the school move on to a large number of secondary schools, there has been no opportunity to develop links to ensure smooth progression. The school has a large proportion of children who arrive in the middle of the year. These appear to settle in quickly through a buddy system, which aids their integration.
38. The programme of extra-curricular activities provided by the school is satisfactory with regard to sport but lacks opportunity in other areas. There is a football club, and there has recently been a netball club. There is a range of other activities taking place on the school premises, including ballet and a French club, but these are privately run. There were no extra-curricular musical activities, and although many pupils in Key Stage 2 learned musical instruments, there were limited opportunities for them to play at concerts or assemblies in school. Some teachers have, however, been taking after-school Booster and Springboard classes in English and mathematics this year and a choir was organised running up to Christmas.
39. Links with the local community make an effective contribution to learning. The school has a good relationship with the local Methodist church and visits are made to a local synagogue and mosque. Visitors such as the local rabbi and members of the local NATO base come in to talk to the children. There are a number of beneficial visits, such as to the Roald Dahl museum and to the Kingswood residential centre in Norfolk. At the time of the inspection, there were no links with local industries.
40. Provision for pupils' moral, social and cultural development is good. Provision for pupils' spiritual development is satisfactory, and, despite serving a diverse community, the school delivers a programme which caters for a wide range of beliefs and cultures. Assemblies comply with statutory requirements. Displays are used effectively to familiarise pupils with the essentials of a range of faiths and cultures. Visits are made to the school from members of a range of faiths, and classes go to visit local churches, the synagogue and a mosque. Opportunities are used to consider aspects of faith and morality in other subjects; for example, in their literacy work, the Year 5 and 6 pupils had been considering aspects of animal cruelty in a range of cultures including bear-baiting and dancing bears. In another class, they were extending their understanding by considering the dilemmas of a boy who had stolen a painting. The provision for pupils' social development is good. The pupils co-operate well in lessons, care for one another and play together well. There are some opportunities for pupils to take responsibility, such as in organising recorded music for assembly, and working in the library. The residential and other visits contribute to pupils social development and some children are involved in fund-raising activities, showing that they have an awareness of what it means to be a good citizen. The teaching and other staff provide good role models for pupils in the school.
41. The pupils cultural development is promoted well. Art and literature are used in many contexts, both as displays and to stimulate interest in the subject for study. Aspects of other countries are studied; in one class they have been looking at how life on the Isle of Man differs to that in their locality. Music is used to set the context for assemblies, but there are few opportunities observed for children to make music in this context. Although there are some practical opportunities for music-making in class, there is no choir or orchestra in the school at present.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Generally, the school has developed good procedures to care for its pupils. Admission

arrangements are well-established and help children to make a confident transition from home to nursery and then on to mainstream school. Induction for pupils who join the school during the year is effective. Pupils are adequately supervised, and play in areas designated for their use. Welfare assistants care for sick or injured pupils and first aid practice is good. All accidents are recorded, and, where necessary, reported to parents. The school is vigilant about health and safety matters. Risk assessments are carried out regularly. Teachers also ensure that pupils are learning about safe working practices in class, and issues about personal health and safety (including sex education and drug awareness) are dealt with on a whole-school basis, as in science, through discrete lessons in Years 5 and 6, circle-times and by receiving talks from a local police officer and a visiting 'life bus'. Teachers know their pupils well and are trusted by them to deal effectively with any problems. Relationships are very good. The headteacher, who is the child protection officer, is knowledgeable and keeps other members of staff informed about the relevant issues. The school has not yet formalised a policy on child protection or about pupils in public care, and there has been no whole-school training on child protection or child restraint.

43. Procedures for ensuring good attendance are satisfactory. Registration procedures are efficient, and records of attendance are properly maintained; reporting requirements are met. Absences are promptly followed, by contacting home the same day, and regular contact with the education welfare officer is maintained. Parents at the pre-inspection meeting said that they were aware of attendance regulations. Pupils' attendance is satisfactory.
44. Pupils behave very well. Discipline is well established. Pupils show good understanding of the school rules and enjoy being rewarded for good performance; they value the weekly 'merit assemblies'. Expectations of good behaviour are high and management of behaviour is mostly good in lessons; as a result, there are hardly any disruptions and this helps in maintaining a good pace of learning. Bullying or other forms of oppressive behaviour are not an issue and any such incident is dealt with effectively. Pupils' personal development is well-supported through pastoral care and the curriculum. Arrangements for monitoring pastoral concerns and pupils' personal development are good: rewards, support and reporting systems (including the annual progress reports, which have a section on behaviour and attitudes) are most helpful in this respect. The school is very clear about its intolerance of bullying, and racial and sexual harassment, and has set up a file for monitoring racial incidents, although they occur rarely. The attainment of pupils learning English as an additional language is assessed regularly and records of their progress are kept.
45. The school has developed their own very good recording system for assessment across all the subjects. Assessment in the core subjects, English, mathematics and science is good. The LORDS (Learning Objectives Record Data Sheet) clearly shows which pupils are attaining at average or at below average levels in all subjects across the school. It now needs to be developed so that those who are reaching, or could reach a higher level, have their standards fully recorded. Names are listed in birth order, which highlights the standards of summer-born pupils. The record sheet links directly with the individual targets set for pupils. These targets are discussed with parents in the autumn term and are revised after the parents' meeting in the spring term, providing information, together with the LORDS' information, for the summer annual reports. The school has an annual assessment calendar and assessment is used very well to set pupils in English and mathematics and track those who are underachieving. Information is beginning to be entered on software and the school plans to measure value added through the information it has gathered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Links with parents have significantly improved since the last inspection; sound then, they are very effective now, and the quality of information that was unsatisfactory last time, is now satisfactory. Parents are supportive of the school's work and their involvement in the life of the school is good. Their support for their children's education has a positive impact on standards; for example, they co-operate well with the school in maintaining satisfactory levels of pupils' attendance and, as a result, no pupils have missed the end-of-key-stage National Curriculum tests.
47. Parents are well-satisfied with the teaching, which is good, and pleased with the school's expectations, which are high. They are satisfied with the progress their children make and the support for their children's personal development, which are good. Some parents are less satisfied with the amount and consistency of homework. Inspectors found that pupils, including the nursery children, usually take work home and that the amount is appropriate. Similarly, the inspection evidence does not fully support some parents' concerns about the outside lesson activities; provision for extra-curricular activities is satisfactory, mainly in the area of sports; the school is aware of a need to include other areas of the curriculum. The school could helpfully explain to parents what constitutes the homework or what extra-curricular activities are offered. Some parents are unhappy about the information they receive regarding their child's progress. The annual progress reports, whilst informative, give little information about what the standards should be or what their parents can do to improve academic standards. The termly curriculum reviews sent to parents are helpful and keep parents informed about the work covered.
48. The governors fulfil their responsibility and publish a prospectus and report to parents, and these now meet the requirements. Parents have high expectations of pupil's performance, and their involvement in the education of their children at the school is good. They attend meetings and school events well. Parents' participation in social and fund-raising events is good. There is an active and supportive parents association that raises substantial funds for the school. Many parents assist in the school, including a special educational needs teacher who teaches at another school. Parents of pupils with special educational needs are involved appropriately in the process for writing their children's Individual Education Plans.
49. The school is committed to the involvement of parents from minority ethnic communities in the education of their children and the life of school generally. These parents regularly help with the celebration of festivals such as Eid, Diwali, the Chinese New Year and aspects of religious education. However, the school is conscious of the need to involve them further. To communicate with parents who are less proficient in English, the school is able to seek support from those parents who can interpret for others. There is a 'buddy' system, so that newly-arrived pupils are paired with speakers of their language.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is very well led and managed and, as a direct result, no longer has serious weaknesses. It is now a thriving school, which serves its pupils very well. It is a happy school, where pupils feel safe and secure. It is a good environment for learning. Senior management, staff, governors, parents and pupils have worked hard together to ensure the recovery of the school over the past two years. The quality of teamwork is exemplary. There is a strong, shared commitment to improvement and the capacity to succeed.
51. The headteacher has a clear vision for the development of the school and communicates this skilfully to all who work there. She motivates by example and is quick to recognise the contribution of others. The headteacher personally gives a clear and positive direction to the work of the school, clearly focused on raising standards of attainment. She is supported well by her deputy, senior management team and by an active and knowledgeable governing body. The headteacher has renewed and developed links with the parents and the community to work in partnership with the school and contribute to raising standards. The school's reputation in the

local area is rising. The aims of the school are clearly set out in the school's literature and all are met. The school offers a broad and balanced curriculum and all pupils are valued in their own right.

52. The headteacher delegates well, and those with delegated responsibility perform their tasks efficiently and effectively. The role of the subject co-ordinator has been substantially developed. Except for the foundation stage, which is not represented on the senior management team and does not have a permanent co-ordinator, all other areas are securely managed. The school is fortunate in having a dedicated temporary teacher join the experienced foundation stage team for two terms but should not rely on this degree of commitment for long-term planning and development. The new foundation stage curriculum is being implemented well but planning across the key stage now needs to be more consistent. Co-ordinators generally are encouraged to take the initiative in organising their subject on a day-to-day basis and also in long-term planning. This makes a positive impact upon learning and ensures that it is continuous and progressive. Each class and every pupil have personal targets for achievement and these act as a spur to improvement. The action taken to meet the targets is purposeful, organised and thorough. The monitoring and evaluation of teaching is better than it was at the previous inspection but it is still not practised consistently throughout the school. A very good model for development is found in mathematics, where teachers are regularly observed and positive feedback is provided orally and in writing. This enables teachers to share good practice and to remedy any weaknesses.
53. At the previous inspection the role of the governing body was described as 'ineffective'. That description can no longer be applied. The chair of governors was appointed just before the last inspection and was described as 'pro-active and forthright'. These qualities are still apparent and in the intervening period she has given total support to the school in its recovery period and has been a formidable ally of the headteacher. A team of governors, who care greatly about the school and who know its strengths and its weaknesses, supports her. They are all committed to the school's long-term future and to the improvement of standards. The governors are proud of the school and many are frequent visitors, some holding responsibility for subject areas. In summary, the governors now make a significant and influential contribution to the effectiveness of the school and carry out their statutory duties efficiently. They work effectively through their committees, for example, the Finance and Curriculum committees. They have established good procedures to evaluate success based on a sound knowledge of the school and its context. There are regular meetings between the headteacher and the chair of governors, which assist in monitoring academic standards and in planning for the future. This is strength.
54. The governing body, working very closely with the headteacher and the school secretary, has established good procedures for financial planning and management. The secretary has been in post for many years and has been an invaluable link between administrations and between the governors and the headteacher. She is skilled in finance and provides good quality financial information to the governors so that they can determine future expenditure on the basis of fact. Good use is made of computer technology in the school's administration. The school is managing a deficit budget successfully and prudent expenditure is gradually reducing the debt. At the same time, a needs budget has been established to ensure that pupils derive the maximum benefit from any expenditure. The school audit is not of recent date but it confirmed that the school's accounts are meticulously kept. The school implemented minor recommendations.
55. The school improvement plan, which is much better in quality than at the previous inspection, provides a clear focus for the current school year and also begins to provide a strategic overview for future development. The plan is the product of consultation between the headteacher, governors and staff. It is well thought out and the priorities match the needs of the school. It is costed, wherever possible, and its progress is carefully monitored. Financial management is flexible, within limits, and responds to fresh needs as they arise. Specific grants, such as the Standards Fund, have been used effectively to target areas for improvement, for example, numeracy and literacy. These have contributed substantially to improving pupils' skills and knowledge. The school makes good use of the principles of best value to ensure efficient use of

its funds. The good quality financial administration and careful monitoring of spending levels contribute well to the efficient running of the school.

56. The provision for pupils with special educational needs is well managed. The knowledge, commitment and organisational skills of the special educational needs co-ordinator is the key to good provision. Special needs provision fully reflects the national Code of Practice. The register of special needs is carefully kept. Parents are consulted at the time of annual review. Individual Education Plans are well written by the class teacher and the special educational needs co-ordinator jointly. They contain small step targets, mainly in numeracy and literacy, that are realistic and achievable. Progress towards them is carefully monitored. There are recorded gains in pupils' reading, writing, spelling and numeracy. The special educational needs co-ordinator is also a full-time classroom teacher and this makes it difficult for her to fulfil the duties of the post as effectively as she would wish. The special needs governor is keenly interested in pupils' progress and keeps a watchful eye on provision. The governing body is kept fully informed of all developments.
57. Teachers are suitably qualified, overall, by training and experience for the age group they teach and are well deployed. There is a good balance of experienced and more recently qualified staff, who work closely together to plan the curriculum for the benefit of all pupils. Newly qualified teachers are given good support and in-service training. A policy for appraisal and performance management has been agreed recently and will be put into effect in the very near future. There is a good number of knowledgeable support staff that work very well with the class teacher to support pupils with special educational needs. Volunteer parents also provide significant support.
58. The school is well provided for by the work of the administrative staff, site manager, midday supervisors and cleaners, all of whom contribute to the smooth and efficient running of the school and help to maintain a calm and orderly atmosphere.
59. The headteacher and other key staff are responsible for managing the provision for equality of opportunity. They have a clear understanding of issues related to this area and promote equality of opportunity well. All matters related to inclusion are addressed well. As a result, all pupils are well-integrated into the school. The co-ordinator for English manages the provision for English as an additional language. Although she has undertaken this role recently, she is committed to it, and plans to attend training to improve her skills in this area. There is a satisfactory range of resources to enhance the provision for equal opportunities, including cultural diversity. However, there is insufficient provision to celebrate the linguistic diversity among its pupils.
60. Learning resources are excellent in the nursery, very good in reception and satisfactory elsewhere, except in geography and art. In the foundation stage they are plentiful and well cared for. The school is fortunate to have a playing-field that provides opportunities for competitive sport on site. Improvements in the range of resources for numeracy and for literacy have been used well to improve pupils' skills. The range and quality of books in the classrooms is satisfactory and they are well supported by those in the library. Resources for information technology are adequate, although they are not used often enough in the classroom to support learning. The school improvement plan indicates that provision for information and communications technology is to be extended as soon as finance permits.
61. Accommodation is adequate, overall. It is very good in the nursery and smaller rooms are used very well indeed. It is cramped for reception classes and does not allow teachers to use a range of teaching methods comfortably or allow team teaching between the two reception classes. The corridors and classrooms are well organised and attractively decorated with displays of pupils' work to support the curriculum. The site's presentation is well supported by the cleanliness and care provided by the caretaker and cleaning staff. Outside areas, including ample green areas, are well-developed. The environment is very pleasant and has a good impact on teaching and learning.
62. Pupils' attainments are in line with the national expectations and above the national averages in English, mathematics and science at the end of Key Stage 2. The quality of teaching is good, and pupils have positive attitudes to learning. Good leadership and management have ensured

that significant improvements have been made since the last inspection. Taking into consideration the fact that the socio-economic factors are above the national average and that the unit cost per pupil is high, Frithwood is an effective and improving school and gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to continue to raise standards and the quality of education the headteacher, governors and staff should:

- increase the opportunities for average-attaining pupils in Key Stage 1 to write at length and provide support for lower-attaining pupils in this key stage, so that their writing carries meaning; (*Paragraph 86*)
- appoint a co-ordinator for the foundation stage so that the leadership expected is reflected in the position held and that the needs of this stage are represented on the senior management team, as are Key Stage 1 and Key Stage 2 co-ordinators; (*Paragraph 52.*)
- plan for consistent in-house monitoring and evaluation of teaching by co-ordinators; (*Paragraphs 52, 90, 102, 110, 128*)
- review the structure of the day to give appropriate weight to foundation subjects and to provide a better balance to the timing and, particularly in Key Stage 1, the pace of lessons; (*Paragraphs 28, 35, 89, 101, 118, 123, 124, 138*)
- plan for greater challenge for higher-attaining pupils in mathematics and science in both key stages; in information and communication technology and music, particularly in Key Stage 2; and in mathematics, art and design, and design and technology in Years 5 and 6. (*Paragraphs 13, 14, 25, 28, 103, 107, 109, 124*)

The governors should also consider the following:

- develop policies for child protection and child-care and provide appropriate training in health and safety and pupils' welfare. (*Paragraph 42*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	46	30	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	257
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	85

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	53
Pupils who left the school other than at the usual time of leaving	72

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	18	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	16
	Girls	14	15	14
	Total	25	28	30
Percentage of pupils at NC level 2 or above	School	68 (80)	76 (89)	81 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	15	15
	Girls	14	14	15
	Total	25	29	30
Percentage of pupils at NC level 2 or above	School	68 (86)	78 (89)	81 (86)
	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	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	11	10	13
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	90 (84)	86 (76)	97 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	10	10	12
	Total	22	23	25
Percentage of pupils at NC level 4 or above	School	76 (84)	79 (84)	86 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	5
Black – other	0
Indian	38
Pakistani	9
Bangladeshi	0
Chinese	1
White	150
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	544665
Total expenditure	549261
Expenditure per pupil	2358
Balance brought forward from previous year	20249
Balance carried forward to next year	15653

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	2	0	0
My child is making good progress in school.	40	51	6	2	2
Behaviour in the school is good.	51	42	5	0	3
My child gets the right amount of work to do at home.	28	43	20	0	2
The teaching is good.	48	45	0	2	2
I am kept well informed about how my child is getting on.	34	54	8	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	22	11	0	0
The school expects my child to work hard and achieve his or her best.	57	34	5	0	3
The school works closely with parents.	29	55	8	3	5
The school is well led and managed.	55	32	5	2	6
The school is helping my child become mature and responsible.	51	43	5	0	2
The school provides an interesting range of activities outside lessons.	6	22	35	12	17

Other issues raised by parents:

- Many parents at the parents' meeting felt that they did not receive enough information on standards and were not clear as to what their children should achieve by the end of the year.
- There was some concern about there being enough challenge in the work for higher-attaining pupils.
- There was concern that the school did not give parents enough notice of events.
- There were a number of different concerns about homework, although the parents at the parents' meeting felt that homework had improved.
- Parents noted that a house system is in place but there is no school council.

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. Overall, the foundation stage provides a very good foundation for the children's education. The nursery and reception classes provide a stimulating and secure environment in which children can learn happily. Teaching has improved since the last inspection and standards in children's communication, language, literacy and physical development are higher than at the last inspection. Standards in other areas of learning are similar to those reported at the last inspection.

Personal, social and emotional development

65. Children's personal development and their ability to communicate are well above what is expected of children of their age. They make very good progress in personal development, mix well together and are able to form constructive relationships with staff. Provision for children's personal development is very good, and as a result, children, particularly in the nursery, reach a high degree of independence. They settle quickly to the interesting range of tasks that greet them each session, are eager to explore new tasks, and treat resources sensibly. Foundation stage children have a well-established sense of routine.
66. The standard of imaginative play in the nursery is exceptionally high. Children act out a wide range of characters, fully 'in role' and totally absorbed in the activities. For example, one smaller side room had been set up as the house of the Three Bears, during the inspection, and groups of children in turn acted out the whole story of Goldilocks – almost professionally. Outside, children are equally imaginative as they play at putting out a fire, dressed in firemen's hats and jackets and aiming hoses at different equipment to put out an imaginary fire, racing safely, around on their bikes and trucks. The comment of one child when a hose was aimed at her sizeable construction made of large wooden bricks, 'be careful of that, it my bran' new car', exemplifies the total involvement the children have when playing. The nursery is exceptionally well-resourced and the use of equipment in day-to-day activities is very well planned for. This, together with very good teaching, contributes strongly to all aspects of children's personal development in the nursery.
67. In reception, the opportunities for role-play continue and children 'become', amongst other things, shoppers, traffic wardens and sailors. In all classes in the foundation stage all aspects of pupils' personal development are well planned for and, as a result, relationships are very good from a young age. Very detailed records are kept in the nursery of children's personal development, such as what they are able to do when dressing independently. In reception, personal development is also promoted through 'circle-time' when children think about 'What do you feel when?' or 'My favourite is'.

Communication, language and literacy

68. Whilst the standard of children's speaking and listening is mainly well above what is expected of children of their age, base-line tests in reception show that standards in reading and writing are below expectations. In the nursery, however, there are children with speech problems. The school has not yet analysed results to find out whether the lower standard in writing reflects children who come through the school's own nursery or a newer intake of children to reception. In the morning session of the nursery, nine out of twenty children have English as an additional language.
69. Higher-attaining children in the nursery have very good hand control, form letters clearly and accurately and can trace over dots forming letters. Other children find such an activity more difficult but their writing is emerging. Higher attainers have a good sense of 'story' and can dictate a story to the teacher, such as one about a little skeleton and tree dinosaurs, conveying a sense

of completion. In the nursery the 'sound table' is well-established, with a new sound being learned each week and examples of objects beginning with this sound being displayed, to which children and parents contribute. Parents are encouraged to help their children choose books when they bring their children to school and this is organised by a parent volunteer. Children in the nursery enjoy listening to stories from a Big Book with the teacher and return later to the side room to lie on the floor and enjoy the story all over again on their own.

70. In reception, children know sounds such as 'ch' and words ending in 'ng'. They know how to put sounds that they have learned, such as 'sh' into a sentence such as 'daddy has a shovel'. Considerable progress is made in reception in writing, and higher-attaining pupils are beginning to write independently, using key words from the boards, and are able to sequence events successfully. They write in clearly-formed print. Lower-attaining children are still beginning to form their letters and can write c, a, o, d, and g. They are beginning to write words such as 'cat' and 'and'. At the end of reception, children of all abilities enjoy books and words and higher attainers can sound out words phonetically.

Mathematical development

71. Children's mathematical development is in line with and sometimes above, what is expected of their age. In the nursery they learn to sort by shape, animal and colour and gain a concept of number through number games and action songs.
72. Higher-attaining children in reception can make amounts to 20p using different coins in different ways and know multiples of 10 to 60. Average attainers can add 2p and 1p to 10p and can subtract money from 10p. They can measure with non-standard measures, such as their hands and feet, and understand the meaning of sides and corners on different geometrical shapes. Lower attainers are not sure how to count from 2 to 10 but can add 1+1, 7+ 1 and 3p + 3p successfully.
73. The mixed-age reception/Year 1 class is mainly successful, but care should be taken that too much is not expected of the lower-attaining children, who are sometimes expected to respond as a Year 1 child when they actually need more concrete experience.

Knowledge and understanding of the world

74. Some aspects of their knowledge and understanding of the world are above that expected. A wide range of experiences are presented to the children. In the nursery, children observe change, such as in cooking and when studying floating and sinking and when they visit the park and see baby animals. They play with Victorian toys, dress up in Victorian costume and visit an Iron Age house. In reception, children explore the life cycle of a butterfly, learn about living things around them with a walk round the school grounds, and develop a sense of time when they think about growing older and when their grandparents visit the school, studying a topic such as 'now and then'. They also consider how things change when they watch ice cubes melting.
75. In reception, children can click on a mouse when at the computer and move an icon as requested and are also able change programs on their own. They confidently change from one game to another. Cultural development is promoted when children dress up in their own national costumes; they think about caring on Valentine's day; and Diwali is celebrated with the teachers dressed in saris. They consider beliefs and customs when they learn about Christmas and Shrove Tuesday or about Chinese New Year.

Physical development

76. Children's physical development is above that expected of children of their age. There is very good provision both outside and in the school hall. In the nursery, children, when in the hall, learn to move backwards and forwards, high and low, and to take small and big steps. Vocabulary is taught very well through movement and drama.
77. In reception, children can mainly dress and undress independently. In the hall they explore different ways of travelling on their feet and their body parts and show a very good awareness of their own and other people's space. They can move at different heights and can balance on different pieces of apparatus.
78. The outdoor play area is organised appropriately in a developmental way across the key stage, with its use being planned more directly with different areas of the curriculum in mind on different days in the reception classes. The difficulty of providing the same provision for children in the mixed-age class as for the class with only reception-age children has not yet been successfully worked out, however.

Creative development

79. Children's creative development is above that expected. In the nursery they learn to cut, fold and stick materials and paper together. They use dough and make and cook biscuits and construct vehicles and buildings out of bricks, which are then used in role-play. They learn to print and create a careful pattern, using two shapes to print from, and their paintings show knowledge of colour. They make collage, using mathematical shapes and carefully scrunching tissue paper. In music, lessons are clearly planned to the Early Learning Goals and progress can be easily monitored. Children learn nursery rhymes and can sing various nursery rhymes and songs such as 'When Goldilocks went to the house of the bears'. They sing tunefully, well led by the teacher, and have a good sense of pitch. They enjoy adding actions to songs. Almost all children play a beat accurately and stop as soon as the teacher holds out her hands. Music lessons are well supported, as are other lessons, by the classroom assistant who helps those with English as an additional language to take a full part in the music lesson.
80. In reception, children learn songs such as 'There was an old woman who lived in a shoe' and 'In a cottage in a wood', sung alternately by boys and girls. They are able to mix primary colours together and have learned the skill of paper weaving. In music, standards are above expectations with children able to sing in parts; however, the mixture of singing and speaking is confusing and because of this their singing is not as tuneful as it could be, as they lose their naturally good sense of pitch. They learn to keep a steady beat and can demonstrate the difference between pulse and rhythm.

ENGLISH

81. Pupils' results in the 2000 national tests for seven-year-olds indicate that standards in reading were below the national average for all schools and in writing they were well below it. When compared with similar schools, standards were well below the national average in both reading and writing. In the 2000 national tests for 11-year-olds, standards were well above the national average for all schools and were in line with those of similar schools. An analysis of test results from previous years indicates that, whereas standards have been declining for the seven-year olds since the previous inspection, they have been consistently well above the national average for the 11-year olds. Discussions with the school indicate that the decline in test results for the seven-year olds is attributable to the high pupil mobility rate in the school, which has had a more adverse impact on results in Key Stage 1 than Key in Stage 2.

82. Evidence from the inspection shows that standards in reading are by the end of Key Stage 1, in line with the national average and in writing they are below it. These results are better than those indicated by the 2000 national tests because the additional time given to the teaching of extended writing is having a positive impact on standards. Attainment, at the end of Key Stage 2, is similar to that indicated by the tests. There is no significant difference in the attainment of girls and boys. Pupils learning English as an additional language and those with special educational needs make good progress.
83. Standards in speaking and listening are above what is typical of seven-year-olds. Oral work during whole-class and group teaching makes a positive contribution to the development of pupils' speaking and listening skills. As a result, pupils make good progress, and by Year 2, they listen attentively to instructions and explanations, and are keen to contribute their ideas in response to questions. They are willing to talk about their work and to share their experiences. The higher and average attainers are able to retell the stories they have read with confidence. Pupils make very good progress in speaking and listening in Key Stage 2, and by Year 6, standards are well above average. Most pupils speak with confidence and their responses to questions are well thought out. In discussions, they ask questions to develop ideas and take account of the views of others, as was observed in a history lesson on studying aspects of Greek life in a Year 5/6 class. Pupils are able to give well-organised and sustained accounts of events, and are able to justify their opinions. They talk in detail about the plot and characters in stories they have read.
84. Standards in reading are in line with the national average at the end of Key Stage 1. Regular opportunities for developing phonic skills and phonological awareness are helping pupils to make sound progress in reading. The higher and average attainers in Year 2 read simple texts accurately and with expression. They show understanding of texts by retelling stories they have read. They are able to locate information by using contents and index pages, and are developing preferences for favourite authors. The lower-attaining pupils are able to recognise only familiar words in simple reading matter. They are beginning to use knowledge of the sounds of letters when trying to read aloud.
85. Pupils make very good progress in reading in Key Stage 2, and by Year 6, standards in reading are well above the national average. In Year 6, most pupils read a wide range of literature, including novels, plays and poetry. They also have opportunities to study quality literature, for example, *Romeo and Juliet*. Pupils enjoy reading for pleasure, and have developed preferences in their personal reading. They are able to talk about characters and plot in stories with understanding and confidence. Pupils' comprehension skills are well-developed, with the higher and average attainers using inference and deduction as appropriate. Their research skills are also well-developed and they make good use of dictionaries and thesauri to support their reading and writing.
86. Pupils make unsatisfactory progress in writing in Key Stage 1 and, by Year 2, standards are below average. However, the higher attainers write for a range of purposes; and they are able to develop their ideas logically into a sequence of sentences, using full stops and capital letters. Their handwriting is joined and legible, and they usually spell common words correctly. There is very little evidence of the average-attaining pupils writing at length, although their spelling, handwriting and punctuation are satisfactory. The lower attainers seldom produce writing that communicates much meaning.
87. Starting from a low base in Key Stage 1, progress in writing is good, overall, by the end of Key Stage 2. However, there are variations within the key stage. Whereas progress is satisfactory in Years 3 and 4, it is good, and sometimes better, in Years 5 and 6. As a result, standards, by the end of Key Stage 2, are well above the national average, with pupils in Year 6 writing for a variety of purposes and audiences. Opportunities for planning, drafting and redrafting their writing are having a positive effect on the quality of pupils' work, with the higher- and average-attaining pupils producing lively and thoughtful pieces of narrative and non-narrative pieces of writing. Most of them use a range of connectives and make appropriate use of paragraphing. Their control of basic grammatical structure of sentences is, overall, secure. Handwriting is generally joined, clear and fluent. Most pupils use a wide range punctuation marks correctly and their spelling is good.

Overall, standards in writing of the lower-attaining pupils, who form a small proportion of Year 6 pupils, are below average.

88. Pupils have positive attitudes to the subject. They respond well in lessons and listen attentively. They work sensibly as a whole class and individually, and are able to sustain tasks for long periods of time. Pupils' behaviour in lessons is nearly always very good, and sometimes better. They have very good relationships with each other and with adults.
89. The quality of teaching and learning is satisfactory, overall, in Key Stage 1, although some of it is good. In Key Stage 2, the quality of teaching and learning is good, overall, with some satisfactory or very good lessons. One excellent lesson in a Year 5/6 class was also seen. The school has implemented the National Literacy Strategy successfully and teachers plan from it well, with the three-part structure of lessons being firmly established. Teachers across the school have a sound understanding of how to teach reading and writing, and they provide opportunities for pupils to study whole texts, and to carry out sentence and word level work. They present good models of reading, which help pupils to read aloud in shared reading sessions. Teachers are clear about what they want pupils to learn and they share objectives at the start of lesson and revisit them at the end. Pupils learning English as an additional language, and those with special educational needs, are, overall, well-supported and they make good progress. In Year 5/6 classes, where teaching ranges from good to excellent, teaching is particularly stimulating, challenging and well-structured. Furthermore, the whole-class part of lessons is used effectively to check and extend what pupils know and understand through very good questions. This was particularly the case in the excellent lesson in the Year 5/6 top set. This lesson was on writing a persuasive letter as a whole class to the President of China on the issue of Bear Bile farming. The teacher started the lesson by finding out from pupils what constituted persuasive language. He then moved on to inviting contributions from them on how to start and develop the letter. As they did this, he made and explained his choices before writing them on the overhead transparency. Since the teacher had been able to create a very purposeful and vibrant atmosphere in the class, the pupils offered their ideas enthusiastically. As a result, the lesson moved at a very brisk pace, enabling pupils to make excellent progress. Teachers have a secure knowledge of the subject, and they manage pupils well so that they are focused and learn well. Weakness in teaching mainly occurs in Key Stage 1 and the lower part of Key Stage 2. They arise when teachers are not able to sustain pupils' interest in the lesson or when pupils are given tasks, particularly related to writing, which they cannot carry out independently. In such lessons, the pace of work slows down which has an adverse impact on progress. Sometimes, overlong lessons also slow the pace of work. Pupils' work is marked regularly, although its quality is varied. Where marking is good, teachers give helpful comments that explain how pupils might improve.
90. The English curriculum is broad and balanced. The Framework for Teaching Literacy and the planning system in the school give good guidance to teachers for the development of literacy skills. Other subjects make a positive contribution to the development of the subject. The provision for additional literacy support in Year 3/4 classes is satisfactory. The arrangements for assessment have improved since the last inspection. They are good now, with the school carrying out a range of tests which are analysed carefully to establish targets for improvement. The provision of books in the library is satisfactory, and every class is timetabled to use it once a week. The range and quality of other resources are, overall, satisfactory across both key stages, and they are used well. The co-ordinator, whose role was insufficiently developed at the time of the previous inspection, manages the subject well. She provides appropriate training for staff, and has monitored teaching in the past. However, currently, the arrangements for monitoring teaching are unsatisfactory because no time for monitoring has been allocated to her.

MATHEMATICS

91. At the end of Key Stage 1, the results of the National Curriculum tests in 2000 show that the majority attains the national standard of Level 2 and that a significant proportion attain the higher Level 3. One pupil attained Level 4. Overall, the results are in line with the national average, but not as good as those of previous years. They are well below average when compared with schools with a similar intake. The inspection findings broadly confirm the test results. By the end of Year 2 most pupils achieve the national average, although relatively few are on target to achieve the higher levels. A few pupils do not achieve as well as they might because the extra support they need to help them progress is not always available. The results of previous tests have been carefully analysed so that the areas where pupils achieve less well is known and can be addressed through careful lesson planning.
92. The picture at the end of Key Stage 2 is much brighter and speaks well of the school's continued effort to improve standards. The results of the 2000 national tests, taken by pupils at the end of Year 6, show that the proportion attaining the national standard of Level 4 is well above the national average. The results are above those of similar schools. These results are in marked contrast to that of the previous inspection, when they were well below the national average. The inspection findings are similar to the test results. Most pupils achieve well and at a level above the expected national standard. Pupils are grouped according to prior attainment and most are given work commensurate with their mathematical skills. This enhances achievement. Some pupils could achieve more if they were given the opportunity to work independently, for example, on a mathematical investigation.
93. By the end of Year 2, most pupils count sets of objects reliably and use mental recall of addition and subtraction facts to 10. Pupils respond well to oral and mental arithmetic and they are eager to show that they know the multiplication tables for 2, 5 and 10. They apply this knowledge to money and are able to work out the change from 10, 20 and 50 pence. Pupils are less confident in writing and reading number statements because they do not have enough practice. Pupils know the names of 2D and 3D shapes and find examples of squares, rectangles and circles in the classroom. Pupils enjoy collecting data, such as favourite colours and illustrating it on a bar chart. Pupils steadily develop the vocabulary of mathematics, although there are times when their understanding does not match the questions being asked.
94. By the end of Year 6, nearly all pupils are numerate. They manipulate number well and use their numerical skills to solve simple problems. Some pupils are capable of solving more difficult problems than the ones they are given and occasionally pupils mark time while others catch up. Many pupils are mentally alert and quick. Written work is well set out and the logic of mathematics is learnt well. Pupils know about fractions, percentages and decimals and are able to translate one in to the other. They understand place value. In the more ambitious lessons pupils learn how to fix a point by its coordinates and how this knowledge may be used in map reading. Pupils learn to measure accurately and practise their skills in science. They develop their knowledge of shape and pattern and put this to good use in art. By the time pupils leave the school they are well prepared for secondary school mathematics.
95. All pupils progress satisfactorily in Key Stage 1. Pupils with special educational needs make good progress in mastering the elementary skills of mathematics and with support, develop confidence in their own abilities. Mathematics equipment is used to help overcome any language difficulties. Pupils see, touch and understand. Progress in Key Stage 2 is good for most pupils. They are in attainment groups and this allows them to work at their own pace on secure ground. Self-esteem rises and performance improves. Too little use is made of computer programs at any level to reinforce and extend knowledge. This is a lapse in an otherwise well-organised approach to the teaching of mathematics.
96. The quality of teaching is good at both key stages and better than at the time of the previous inspection. Pupils respond well and enjoy learning. Attitudes and behaviour are almost unfailingly good and often very good. Teachers plan well and share lesson objectives with the pupils. This involves pupils in their own learning and fires their enthusiasm. Teachers manage their classes

well and provide a secure environment in which the pupils may learn. Questions are used well so that pupils have a chance to rehearse what they know. Mental work galvanises pupils into action, although some is not quite crisp enough. Teachers expect good behaviour and hard work. Sometimes the targets set for older, higher-attaining pupils are not quite challenging enough. Homework, particularly for Key Stage 2 pupils, provides a good extension to the curriculum and the provision of after-school classes in mathematics is helping to raise standards. Assessment is much better than at the time of the previous inspection. All pupils have realistic targets that help to promote maximum achievement. Relationships are good and pupils collaborate well. Pupils' display work brightens the environment and acts as a spur to improvement.

97. The subject is very well managed, co-ordinated and monitored. Great strides forward have been made since the previous inspection, particularly in Key Stage 2. The areas of weakness in Key Stage 1 have been recognised and an action plan is in hand to remedy these weaknesses. The National Numeracy Strategy is fully implemented and is producing dividends in increased knowledge and better results. The educational direction for the subject is clear and the course is well set. Teachers share a commitment to an improvement in standards and jointly they have the capacity to succeed.

SCIENCE

98. Standards of attainment are at present above the national average at the end of both key stages. However, teacher assessments in 2000, indicated that pupils' attainment at the end of Key Stage 1 was well below the national average. In Key Stage 1, pupils have investigated different kinds of forces by pushing or pulling toys and have investigated and classified materials and used them to create puppets in order to investigate their properties. Pupils can explain what characterises living and non-living things. National Curriculum tests in 2000 show that pupils, at the end of Key Stage 2, achieved well above average and inspection evidence shows that present standards are above average. Key Stage 2 pupils have planted seeds and were measuring them as they grew, looking at the effect of the environment on growth. In Years 5 and 6 pupils have investigated the effect of exercise on pulse-rate and how quickly it returned to normal afterwards. They are well aware of the need for a fair test. English and mathematics are both used effectively in science and some use of information and communications technology was observed. Standards across the school have improved since the last inspection, partly as a result of the increased use of investigations and practical experimental work and partly as a result of effective revision for the National Curriculum tests.
99. Pupils make good progress in science across the school. In one Key Stage 1 lesson, pupils were investigating plants. When they were asked what a plant needs to grow they could explain that plants needed water, light, soil and air. They were confident in making predictions about what might happen if the leaves were cut off; some children said they thought the plant would die; others said it would grow new leaves. In Key Stage 2, pupils were able to explain that the volume of sound would decrease with distance and could design fair tests to measure the effectiveness of sound insulation. Pupils with special educational needs and with English as an additional language are well supported in class, have work specially prepared for them, where necessary, and make similar progress to that of other pupils.
100. Pupils enjoy the subject and sustain concentration even on a few occasions where the lesson pace is poor. They respond well to their teachers and are keen to answer questions and discuss scientific issues. They listen well to each other and co-operate on tasks. Boys and girls work together well and behaviour is generally good or very good. The presentation of their work is generally good and they take pride in what they are doing.
101. The quality of teaching is satisfactory across the school, with some good lessons being seen at both key stages. Teachers know the pupils well and have good communication skills. They plan their work well, assess their pupils' work appropriately and give constructive feedback. However, in some lessons pace was poor, with too much time being given to lengthy introductions. There were also too few opportunities for the higher-attaining pupils to be asked more challenging

questions; for example, when they undertook their investigations on pulse-rate there was no attempt made to ask them why pulse-rate increased with exercise. As yet, there have been no opportunities for the co-ordinator to monitor teaching and to give feedback to teachers. Introduction to this should be a priority, in order to develop teachers' skills further in the subject. In some cases, the structure of the timetable does not fit well with the demands of specific lessons and pupils are expected to listen for too long at a time.

102. The management of the subject is satisfactory. The co-ordinator, although not trained in the subject, has an enthusiasm for science and has good subject knowledge. Some time has been allowed for curriculum monitoring but teaching had not been monitored at the time of the inspection. There is a scheme of work and policy for the subject, but this was in need of updating. The National Curriculum requirements are fully covered. The accommodation is satisfactory for delivery of the subject and limited use is made of the grounds and local environment. Resources are adequate but have not recently been audited. The co-ordinator holds a budget for purchasing specific equipment and materials. Some use is made of information and communications technology in science, but areas such as collecting and processing data are limited in scope and measuring changes with the computer have yet to be introduced to classroom practice.

ART AND DESIGN

103. The quality of work observed in classroom and displayed around the school shows a good level of achievement, particularly in Key Stage 1 and in Years 3 and 4 of Key Stage 2. Levels of achievement in Years 5 and 6 were satisfactory but there were few opportunities for pupils to develop skills in the subject. There is scope for the higher-attaining pupils to be more challenged. The school places an emphasis on display and teachers show pupils' work to good effect. Artwork around the school shows the use of a range of styles and medium, including line drawing, painting, collage, textiles and three-dimensional materials. The younger pupils produce effective self-portraits. Pupils in Years 3 and 4 produced portraits of Jesus, using pencil, chalk or charcoal. These pictures include shading and a clear awareness of the correct shape of the body. The attainment of pupils with special educational needs, and with English as an additional language, was in line with that of the rest of the class. There has been an improvement in the standards attained in art at Key Stage 1 since the last inspection. At the end of Key Stage 2 standards are at the same level.
104. Progress in art across the school is good, except at Years 5 and 6, where pupils are not given enough opportunity to develop skills and to extend the quality of their work. Pupils have completed observational drawings, paintings, collages and three-dimensional constructions. Sketch-books are used to a limited extent. In Key Stage 1, pupils experiment with weaving: firstly, making patterns weaving coloured paper, then moving on to using wool. In one Year 5 and 6 class, a geography project on mountains was used to stimulate pictures of volcanoes, using charcoal and chalk. There are some opportunities for three-dimensional work, using Plasticine in Key Stage 1 and papier mâché in Key Stage 2, but there was no evidence of further development of this, for example, through the use of clay or carving. The behaviour of children in art lessons is satisfactory to very good in all lessons. Children enjoy their art and concentrate well at their work, even when on some occasions, the pace of lessons is slow. When given the opportunity, they select from a range of medium and collect and return their materials carefully.
105. No teaching of art was seen at Key Stage 1, so no judgement can be made on the quality of teaching. In Key Stage 2, all the teaching seen was satisfactory, with the majority of a good standard. Teachers have a good knowledge of their pupils and provide activities well suited to their needs. They communicate ideas clearly and effectively and encourage discussion of the work that is underway. They support pupils with special needs and with English as an additional language appropriately. In some classes, pictures by famous artists such as Van Gogh are used for stimulus, but there is no central collection of famous paintings from which teachers can select.
106. The management of the subject is satisfactory. The co-ordinator has a great enthusiasm for art but has had no training in how to teach the subject. She has had no time in which to monitor

development of the subject across the school. There is a policy, which is out of date, but a recently produced scheme of work should enhance teaching of the subject across the school, once it is firmly in place. There is a form of assessment for progress in art across the school. There is evidence of the use of art to aid pupils' personal development, with work from famous artists being used for stimuli and art being used to express ideas about subjects such as religious education and geography. The school has adequate accommodation for teaching the subject and a very good range of grounds, which are used to some extent. Resources in art are unsatisfactory. Although the school has a basic range of materials such as paper, paint and pencils, there has been no budget allocated specifically for the subject, preventing purchase of a range of more sophisticated materials.

DESIGN AND TECHNOLOGY

107. Standards of work in design and technology across the school are in line with national expectations, having improved significantly since the last inspection; although work lacks challenge for the higher-attaining pupils. As it was not possible to see any lessons in the subject during the inspection, because of the schools cycle of subjects being taught, judgements were made on the basis of a scrutiny of work, displays and interviewing staff and pupils.
108. In Key Stage 1, pupils have opportunities to make models with simple mechanisms using wheels and axles, and also to use construction kits. They create plans before they make models, and can compile lists of materials needed to make their models. In Key Stage 2, the Years 3 and 4 pupils had undertaken work with food, involving making healthy sandwiches. They had considered suitable fillings, looked at the range of breads they could use, planned and then made their sandwiches. They then undertook evaluations of them by eating them. They had also constructed vehicles with wheels and a sail. In Years 5 and 6 they had also designed shelters and constructed shelters using a range of materials, including wood. These were evaluated according to the purpose for which they had been designed.
109. As no lessons were seen in design and technology, it is not possible to make a judgement on the standard of teaching. From the scrutiny of work, it was possible to see that children plan activities, design and make artefacts, and then evaluate them effectively. There is limited challenge for the higher-attaining pupils in Years 5 and 6, and they could be provided with a more demanding range of activities. However, the pupils stated that they enjoyed doing design and technology. They felt they learned well from it, particularly in terms of solving problems, inventing things and seeing if they worked. They could remember clearly activities they had undertaken some years before in the school.
110. The management of the subject is satisfactory. Although not having been trained in the subject the co-ordinator is keen to develop it. There is a policy in place, which is out of date, and a recently introduced scheme of work. There is no time allowed for monitoring teaching in classes. The statutory requirements of the subject are met, but further staff training is needed, particularly with areas such as mechanisms, using electricity and computer control. There is some evidence of the use of the subject for personal development, with pupils co-operating effectively, and looking at the food of other cultures. Resources are adequate for a basic range of work, but need to be extended to cover areas such as mechanisms and computer control.

GEOGRAPHY

111. Owing to the school's cycle of topics, it was not possible to see any teaching in geography. Analysis of pupils' previous work, school documentation and discussions with the co-ordinator and a sample of Year 6 pupils provided further evidence. This evidence is insufficient to make a judgement on standards in geography at the end of Key Stage 1. However, there is enough evidence to make a judgement on standards at the end of Key Stage 2. It shows that standards are in line with those expected of pupils of this age nationally and that they make satisfactory progress. This is good improvement on the previous inspection, when pupils achieved unsatisfactory standards at both key stages and they made unsatisfactory progress.
112. Pupils have positive attitudes towards learning. In Year 6, pupils demonstrate a sound knowledge and understanding of the major features of their locality and their effect on the lifestyles of its residents. They express views on their locality, and can suggest improvements to it, which would benefit its residents. Pupils are able to compare and contrast some of the features of their locality with those of modern Greece, which they have studied in the past. They show good knowledge and understanding of their topic on 'mountains', which they carried out during the spring term. Pupils' map skills are well-developed, and they make good use of the technical vocabulary, particularly that related to mountains and rivers, for example cliff, valley, minerals, erosion, source, tributary and glacier.
113. The school has made good progress since the previous inspection and addressed most of the weaknesses identified at that time. The geography curriculum is now broad and balanced. The arrangements for assessment are satisfactory. The range of resources, including the provision for field trips and the use of the local environment, is better, although the school recognises that they are still inadequate to deliver the geography curriculum. The role of the curriculum co-ordinator is better developed and he is clear about it. He is currently in the process of preparing the scheme of work, which is based on the scheme of work prepared by the Qualifications and Curriculum Authority.

HISTORY

114. Standards in history are in line with those expected of pupils in Years 2 and 6 nationally. Pupils make satisfactory progress over time although progress in lessons was good, overall. This is a better picture than was the case at the time of the previous inspection, when progress was unsatisfactory.
115. In Year 1, pupils make a sound start in history. Most pupils remember events in their lives well and can identify changes that have taken place in them. Pupils in Year 2 begin to show an emerging sense of chronology as they sequence important events in their lives. They give sources of information, such as books, libraries, pictures and the Internet, which can be used to study the past. The higher and average attainers begin to present their work in simple writing and pictures, whereas the lower-attaining pupils do so mainly in pictures.
116. Pupils in Years 3 and 4 show a sound understanding of their previous work in history, and their current topic on 'Romans'. Where teaching is good, pupils are able to give reasons for, and the results of, the Roman invasions of different countries. By the end of Key Stage 2, pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the Romans, the Victorians and World War ?. They know that history can be divided into periods of time and can identify similarities and differences between them. Pupils use technical terms in history and they have a sound sense of chronology. In their current work on the ancient Greeks, pupils study the pictures on Greek pots carefully and draw conclusions from them about the Greek way of life. In most classes, good use of dates, time-lines and maps is made to help pupils understand the location of historical events in time and place.

117. Pupils have good attitudes to learning history. They listen with attention, and are able to sustain concentration. They respond to questions positively, and are well-behaved. Their relationships with each other and adults are very good.
118. The quality of teaching and learning is good, overall, with one lesson being very good and another one being unsatisfactory. Teachers have a good knowledge of the subject, and their lessons are generally well planned. Their exposition and explanations are nearly always clear. This helps pupils to understand what they are learning, and to acquire new knowledge and increase their understanding. Teachers make good use of questions to elicit responses from pupils, and to build on them. Pupils are well managed which has a positive impact on their participation in lessons. The pace of work in lessons is good, overall, but sometimes it slows down because teachers are not always able to sustain pupils' interest when history lessons are too long. However, this is not the case where teaching is particularly good. For example, in a very good lesson in a Year 5/6 class, the teacher was able to sustain pupils' interest in learning through very good questioning and using a range of resources, such as artefacts, the overhead projector, pictures and a video film. This helped pupils to make very good progress. In the unsatisfactory lesson in a Year 3/4 class, most pupils had difficulty in understanding the teacher's questions and explanations. As a result, they became confused and made unsatisfactory progress.
119. The school has made good progress since the previous inspection in addressing the issues identified at that time. The history curriculum is now broad and balanced. The arrangements for assessment are satisfactory. Resources are satisfactory, overall, although they are better in Key Stage 2 than Key Stage 1. The role of the curriculum co-ordinator is satisfactory and she is clear about it. She is currently in the process of preparing the schemes of work, which will be based on the schemes of work prepared by the Qualifications and Curriculum Authority.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Attainment in information and communications technology is in line with national expectations at both key stages. By the end of Key Stage 1, pupils can undertake simple word-processing activities and create pictures on a computer, then incorporate the two elements into one piece of work. In Key Stage 2, pupils use information and communications technology to create graphs from data they had collect, they word process stories, poems and display labels, and create simple multi-media presentations incorporating pictures and text. However, in Key Stage 1, only two lessons were seen where information and communications technology was taught as a subject. In Key Stage 2, no discrete lessons of information and communications technology were taught but there were three lessons where it was being used to develop other subjects. There were few opportunities for the pupils to control events with information and communications technology and there was no evidence of information and communications technology being used to monitor scientific experiments although this was planned. Standards in Key Stage 1 are at the same level as the last inspection, and have improved in Key Stage 2, although they are not consistent across the school.
121. The pupils make good progress with information and communications technology, when they have opportunities to use it. They are confident of the basic processes on computers; including saving, loading work to floppy and hard disc, printing their work and searching for information on CD-ROMs. Some of the children have used e-mail in school but opportunities for this are limited. During their time in school, pupils have opportunities to use a range of technologies other than computers, including tape recorders and floor robots.
122. All the teaching of the subject observed in Key Stage 1 was either satisfactory or good. In Key Stage 2, where information and communications technology was used in other subjects, the majority of teaching is good but in this key stage no discrete lessons were seen. Where teachers were teaching with information and communications technology, they had confidence in their knowledge of the technology and managed it well. There were record sheets in the classes to ensure all pupils had a turn and work was assessed. However, this was not consistent across

the school and some pupils said they rarely used information and communications technology in their classes.

123. The pupils enjoy using computers and concentrate well when they have the opportunity to use them. They have opportunities to choose when to use them for their work in Key Stage 2. Where teachers are teaching information and communications technology skills, the pupils make good use of the following practice times and develop their skills effectively. Unfortunately, time to do this is inadequate and is inconsistent across classes. In some subjects, such as English, science, design technology and art, information and communications technology is used effectively to develop both subject knowledge and information and communications technology skills but opportunities to incorporate it into other subjects are missed. For example, there is little evidence of information and communications technology being used in mathematics.
124. The management of information and communications technology has improved since the last inspection and is satisfactory. The school complies with the National Curriculum requirements. The co-ordinator has a good subject knowledge and a clear direction of development for the subject, but there is no time to monitor work in classes and insufficient time to undertake essential management tasks. There is a new draft policy for the subject and a scheme of work but some teachers lack confidence or knowledge to use the technology effectively. The school has plans for them to undertake training later in the year. There are systems within the school for recording and assessing progress in the subject. Resources for information and communications technology are satisfactory. There is a range of recently purchased computers, together with basic software packages, sufficient for each class to have access. However, lack of timetable space inhibits development of skills. An audit of available software needs to be undertaken so that it can be matched against pupils' needs and new packages can be purchased to fill in gaps. There were no example seen of technology being used specifically to support children with special educational needs or to challenge higher-attaining pupils. There are plans to install an information and communications technology suite. When this is undertaken it should make it easier for every pupil to have sufficient access to develop skills.

MUSIC

125. Attainment in Key Stage 1 is average, overall, and was above average in a lesson when all Key Stage 1 were taught together. Pupils can sing sweetly and in tune but tend to shout when they sing loudly and their diction is not always clear. This was noticeable on a number of occasions during the week. Pupils are very good at repeating the rhythms clapped by the teacher or another pupil. They are able to follow signs telling to sing faster or slower, more quietly or more loudly. In class lessons, assessment is used well to find out who can clap a rhythm accurately. Pupils are beginning to use and understand subject-specific vocabulary, such as pulse, beat and rhythm. By the end of Key Stage 2 pupils have a very good sense of pitch and are able to track on squared paper the pitch of music being played by the teacher. They are also able to follow the notes the teacher plays on a second key board. They appraise different pieces of music, such as those composed by Chopin and Richard Addinsell, and can comment on what they hear and the differences between them.
126. Teaching and learning in Key Stage 1 are good. The key stage is taught together by different teachers each week. In the lesson seen, pupils showed real enjoyment for the subject and were taught well by the co-ordinator and supported well by other teachers and a classroom assistant. The opportunity for one teacher to accompany on the piano while the other teaches is very successful. In a class lesson, pupils listened well to music played to them but the teacher needs to prepare more carefully if pupils are to make good progress. The subject contributed well to pupils' spiritual development, both in the whole key stage lesson and in the class lessons seen. In Key Stage 2, teaching ranges from unsatisfactory to very good. In two of the four lessons it was very good. Where it is unsatisfactory the lesson is too short for any real development to take place and directions are not clearly given so that pupils are confused as to what it is they have been asked to do. In a satisfactory lesson, pupils tended to be restless while listening to music but responded better to a practical activity. Where teaching is very good, teachers either have

good subject knowledge or they follow the guidelines exactly. Lessons are longer and there is very good development within a lesson and different aspects of the subject can be studied in some depth. For example, after listening to a piece of music pupils discuss what they have heard and draw what it make them think of before they are told the name of it.

127. The teaching of flute and violin was observed. In both lessons, teaching was very good. Teachers have considerable teaching skills as well as musical skills and move pupils on at a good pace. Pupils who have individual or groups instrumental lessons make very good progress and are entered for examinations.
128. The co-ordinator is relatively new to the role and is also Key Stage 1 co-ordinator. Development, therefore, has been slower than it might have been under different circumstances and no monitoring of teaching has been carried out. Progress is being made, however, and leadership is satisfactory. She has drawn up a good draft policy but the section of assessment should more clearly say how teachers are to assess singing. The scheme of work takes into account a two-year cycle and is being matched to the Qualifications and Curriculum Authority's guidelines for music. The school has a basic range of instruments, some of which are rather old and need replacing. The school is well resourced with compact discs for listening and appraising music, and this is reflected in the good work pupils achieve in this area of the curriculum. Other resources, however, are barely satisfactory. There is a small music room, which is just adequate for teaching pupils up to Year 2, but is small for pupils in Key Stage 2. Lessons in the hall and in larger classrooms gave teachers and pupils more scope for developing the subject.

PHYSICAL EDUCATION

129. Physical education has a firm place in the school's curriculum and a wide range of physical activity is offered to the pupils. The sound standards in attainment and progress observed throughout the school at the previous inspection have been maintained.
130. By the end of both key stages, for pupils aged seven and 11 respectively, attainment is in line with that expected for pupils of this age. As was noted at the previous inspection, a significant number of pupils in Key Stage 2 are physically well co-ordinated and have higher than expected physical skills. At both key stages the majority of pupils are physically fit. Good provision is made for swimming in Year 5, although it was not possible to observe lessons during the inspection week. The school's records indicate satisfactory levels of attainment and progress. The school takes part successfully in locally organised swimming galas. Pupils from Years 5 and 6 take part annually in an adventure holiday.
131. In Key Stage 1, pupils learn ball skills. They throw and catch with increasing accuracy. They learn how to stop the ball with hands and feet. Pupils have a good awareness of space and engage in a wide variety of warm up activities with energy and enthusiasm. Many show good control when linking actions together. They practise and refine their movements and learn from each other. Pupils respond well to the challenge of physical exercise and are pleased with their own improvement.
132. In Key Stage 2, pupils extend and develop their physical skills and by the end of the stage their achievement is such that they are well prepared for secondary school. They are the masters of the short sprint and respond well to the challenge of the stopwatch as they seek to improve their sprint times and distances. They are eager for self-improvement. Pupils are not daunted by indoor athletics, brought about by inclement weather. They learn the skills of throwing the javelin and putting the shot and are often surprised by the distances thrown. Pupils work well together and, when given the opportunity, show judgement in evaluating the skills of others. They are beginning to understand the positive effects of exercise.
133. The quality of teaching throughout the school is good and better than at the previous inspection. Teachers set high standards of work and behaviour and all lessons are conducted safely. Pupils are well-managed and respond positively to the challenges set. They applaud spontaneously the efforts of others. All pupils wear appropriate clothing and very few forget their kit. Teachers lead

by example and demonstrate what they want pupils to do. Teaching is laced with good humour and this creates a friendly atmosphere in which pupils can strive for physical excellence.

134. Physical education is well-managed and makes a positive contribution to the curriculum. Extra-curricular activities are provided in soccer and netball, for example, and there are opportunities for competitive sport. Pupil's work is assessed each term and progress is recorded. Assessment sharpens the focus of teaching and provides an added incentive for the pupils. This is an improvement since the previous inspection. Physical education is taught in a positive environment where physical fitness is considered a worthwhile aim.

RELIGIOUS EDUCATION

135. By the end of each key stage, pupils' attainment in religious education meets the expectations of the locally Agreed Syllabus. Attainment is much better than at the time of the previous inspection. There is now a scheme of work based upon the revised Agreed Syllabus that ensures progression throughout the school and covers all the objectives from both attainment targets. Pupils make satisfactory progress at both key stages, in marked contrast to their lack of progress at the previous inspection. In each stage, pupils are taught about the major world religions and this helps them to see the differences and the similarities in beliefs and practices. It also increases understanding and respect for a wide range of cultures.
136. Pupils' understanding of the religious dimension of life grows steadily, particularly where pupils have an opportunity to see and touch the artefacts of different world faiths such as a holy book or a prayer mat. Classroom teaching is well-supported in assembly by the celebration of religious festivals, by displays of artefacts, including national dress around the school, and by visits from local clergy. Pupils are shown how religious belief can provide a basis for everyday living and this helps to develop a community in which all pupils feel safe and secure.
137. Pupils in Key Stage 1, link the lesson to extended writing about the visit to a local church. They talk about baptism and christening and give their full attention to a video on the subject. They ask intelligent questions and relate stories from their own lives. Other pupils prepare for their visit to a Christian church where they will meet the local priest and talk about the marriage ceremony. Later in the year pupils will visit a synagogue and a mosque. Pupils in Key Stage 2 explore the Hindu belief that God takes many forms and relate that to different aspects of their own character. They examine pictures and models of various gods. They listen well to other views and are confident enough to express their own. In another lesson, pupils are respectful of the Qur'ân and begin to see its significance in Islam. Pupils express their opinions thoughtfully.
138. The quality of teaching is satisfactory at both key stages, as it was at the previous inspection. Pupils are well-managed and encouraged to contribute. Their opinions are respected and valued. This helps to create a tolerant and sensitive atmosphere. Lessons are rather long and pupils sometimes become restless if they are expected to listen for long periods. Pupils respond better when they are active. Relationships are good, particularly in Key Stage 2, and there is often a positive and robust exchange of views.
139. Religious education is now co-ordinated effectively and the recently produced scheme of work of work is a useful guide to teaching. Assessment is satisfactory and the achievement of one key objective each term provides a sharp focus for teachers' planning. Resources are steadily improving and have been greatly helped by a generous gift from a local church. Parents have visited lessons to talk about their experiences. The subject is well-placed for further development.