

INSPECTION REPORT

PAKEMAN PRIMARY SCHOOL

Holloway, London N 7

LEA area: Islington

Unique reference number: 100418

Headteacher: Kekshan Salaria

Reporting inspector: Catherine Ross
2903

Dates of inspection: 12 – 15 June 2000

Inspection number: 220326

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hornsey Road Holloway London
Postcode:	N7 6DU
Telephone number:	020 7607 2575
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Appropriate authority:	Governing Body
Name of chair of governors:	Kevin Ross
Date of previous inspection:	17-20 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Catherine Ross	Registered inspector	History	What sort of school is it?
		Religious education	How high are standards? (2.1)
			How well is the school led and managed?
Brian Gilbert	Lay inspector		How high are standards? (2.2)
			How well does the school care for its pupils?
Richard Sachse	Team inspector	Mathematics	
		Information technology	
		Geography	
		Physical education	
		Special educational needs	
		Under fives	
Marilyn Richardson	Team inspector	English	How good are the curricular opportunities?
		Equality of Opportunity	
		English as an additional language	
Briony Tomlinson	Team inspector	Science	How well does the school work in partnership with parents?
		Design and technology	
Faira Ellks	Team inspector	Art	How well are pupils taught?
		Music	

The inspection contractor was: Brent Inspection Service

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pakeman Primary School is a community school with 343 pupils and 30 full-time nursery places. After the reception year, the school is organised into mixed-age classes with roughly equal numbers of two year groups in each class. Attainment on entry is below average. Over half the pupils are entitled to free school meals, a proportion which is well above average. There is a wide variety of ethnic groups in the school, including White UK, Black-African, Bangladeshi and Black-Caribbean. Over a third of the pupils have special educational needs, an above-average proportion, although the number of pupils with statements of special educational needs is below average. About half the pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Pakeman School is an effective school. Standards are at least in line with national averages in mathematics and science and are above those for schools with a similar intake. Although standards are below the national average in English, they have improved in the last three years and are now in line with those for schools with a similar intake. Standards in other subjects are broadly in line with national expectations by the end of Key Stage 2. The quality of teaching is satisfactory throughout the school. Leadership and management are satisfactory overall. The school provides sound value for money.

What the school does well

- The school has been successful in raising standards of attainment in English, mathematics and science.
- Pupils' attitudes and behaviour are generally good.
- The school takes good care of the pupils.
- Relationships are good and the school makes good provision for pupils' personal development.
- Partnership with parents is good.
- Provision for pupils' moral, social and cultural development is good.
- Attendance is good.
- The nursery provides a good environment for learning.

What could be improved

- Effective use of time during the school day to promote learning.
- Monitoring and analysis of standards and teaching across the curriculum.
- Breadth and balance of the curriculum; consistent provision of the foundation subjects, especially in Years 3-6.
- Pupils' punctuality in the morning.
- Statutory information to parents.

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 November 1997. At that time it was found to be an improving school, but to have serious weaknesses in relation to pupils' attainment in English and mathematics. The school no longer has serious weaknesses. Attainment in mathematics has improved greatly. Although attainment in English lags behind that in mathematics, it also has improved. Attainment in science has improved to a satisfactory level. Strengths of the school at the time of the last inspection have been maintained. All other weaknesses identified in 1997 have been improved to a satisfactory level. The school has made satisfactory improvement since 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
	1997	1998	1999	1999
English	E	E	E	C
mathematics	B	B	B	A
science	A	C	A	A

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

In 1999, results at the end of Key Stage 2 were above average in mathematics and well above average in science. In contrast, they were well below average in English. Standards of attainment were much higher than for similar schools in mathematics and science in 1999, and average for English compared with similar schools. Results in all three subjects have improved over the last four years.

Standards of work seen during the inspection were average for mathematics and science and below average for English. The school has set appropriate targets for attainment in English and mathematics for the end of Key Stage 2 in 2000. Given the intake of the school, standards are high enough in mathematics and science, but should be higher in English. They could also be higher in the other subjects of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like the school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is generally good, both in classrooms and in the playground. Pupils co-operate readily.
Personal development and relationships	Relationships among pupils, and between pupils and all staff, are very good. Pupils show increasing maturity.
Attendance	Attendance is good, but punctuality for school is poor.

The school has many strengths in these aspects. Pupils enjoy coming to school and recognise that they come to school to learn. They behave well both in and out of lessons. Pupils share readily and take care of one another. Relationships between pupils, and between pupils and adults, are warm. The school helps pupils to develop maturity. Attendance is good but too many pupils arrive late in the mornings.

TEACHING AND LEARNING

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

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

In 90 per cent of lessons, teaching is at least satisfactory and it is very good or excellent in 4 per cent of lessons. In 10 per cent of lessons the teaching is unsatisfactory, but there is no poor or very poor teaching. The quality of teaching in English is generally satisfactory or good in Key Stage 1. In Key Stage 2 it is satisfactory overall, but there are weaknesses and there is less good teaching. In mathematics, nearly all the teaching is at least satisfactory in both key stages and about half is good. The skills of numeracy are taught well and the teaching of literacy skills is generally satisfactory.

The main strengths of teaching are effective planning to meet the needs of the wide range of pupils in each class, good management of behaviour, clear learning objectives and effective questioning. Pupils learn particularly well in mathematics and science, where they acquire good facility in number work, thinking skills and problem-solving. Teachers provide suitable resources to stimulate good learning. Pupils observe and collaborate well. Weaknesses include inappropriate plans and unclear objectives resulting from gaps in teachers' subject knowledge. Pupils are not given enough opportunities to develop their knowledge and ideas. The school meets the needs of pupils well, but marking and assessment are not detailed enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There is a good range of visits, but the breadth and balance of the curriculum are limited by too much time spent on English and mathematics and there is inconsistency across parallel classes.
Provision for pupils with special educational needs	Good. Teachers' planning and effective use of support staff ensure that pupils with special educational needs can study all the subjects.
Provision for pupils with English as an additional language	Good overall. Teachers funded by the ethnic minority achievement grant (EMAG) give good support to pupils in the early stages of learning English. Class teachers and support staff generally make good provision for these pupils.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral, social and cultural development is good; that for spiritual development is satisfactory.
How well the school cares for its pupils	The school takes good care of all its pupils.

The school works well in partnership with parents and provides them with good information and support. The school makes good use of day and residential visits, visitors and other resources to enhance the curriculum. The curriculum is not broad and balanced and there are inconsistencies in provision from class to class. Not enough time is given to design and technology. There is wasted time during the school day, with some activities having

little impact on raising pupils' standards.

This is a caring school: all staff support the welfare of pupils and the pupils care for one another. The school tracks pupils' progress carefully, but there is little target-setting for individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership and curricular leadership is particularly effective in mathematics and science. Management arrangements need improvement to secure greater consistency in provision.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body supports the school well. However, it provides insufficient challenge and governors have not ensured that information to parents fully meets statutory requirements.
The school's evaluation of its performance	Systems are in place to monitor teaching, but there is not enough analysis of strengths and weaknesses in standards across the curriculum.
The strategic use of resources	Good.

The school is adequately staffed. The accommodation meets the needs of the curriculum and resources for learning are generally sufficient, except for information technology. The headteacher provides good leadership, as do the curriculum leaders for English, mathematics and science. The governing body is largely effective. There are weaknesses in the monitoring and evaluation of standards and of teaching across the curriculum. The school is active in seeking to apply the principles of best value.

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 school promotes good attitudes. • The school is approachable. • The teaching is good. • Their children are expected to work hard. • The teachers cater well for the individual needs of the children. • Good provision of educational visits. 	<ul style="list-style-type: none"> • A wider curriculum, with more time for PE and the arts. • Consistency in the setting of homework.

There are very few negative comments by parents, and these are not consistent. Most parents are satisfied with the amount of homework set, but a few disagree. A majority of the parents feel well informed about their child's progress, but a minority disagree. One parent thinks that relationships between pupils and staff are too informal, but most are highly supportive of the school's ethos. The inspection confirms the views of the parents, except that the quality of teaching is satisfactory overall, rather than good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in English, mathematics and science at the end of both key stages have risen greatly over the past three years. There are no significant differences in the performance of boys and girls or in the results of different ethnic groups. The upward trends in improvement at the end of both key stages are above the national trends. The school has set appropriately challenging targets in English and mathematics and is making satisfactory progress towards meeting them.
2. Pupils with special educational needs and those in the early stages of learning English make satisfactory progress across all subjects of the curriculum. This results from the good matching of work to their prior attainment and the help they receive in lessons from skilled support staff. The younger pupils in the mixed-age classes achieve well, stimulated by the challenge they receive.
3. Pupils aged five have below average standards in English, many starting school with little knowledge of English. Although they make sound progress, the overall standard remains below the national average. Results for speaking and listening, reading and writing at the end of Key Stage 1 in 1999 were well below the national average for attainment at Level 2 and above, but close to the average for similar schools. At the end of Key Stage 2 in 1999, the percentage of pupils reaching Level 4 and above in English was well below the national average, as was the percentage reaching Level 5. Results were, however, average when compared with schools with a similar intake.
4. Standards in English seen during the inspection at the end of both key stages were below national averages overall. By the end of Key Stage 1, pupils listen well and take part in discussions, but lack adequate vocabulary and confidence to speak fluently. Year 2 pupils enjoy reading, but do not always use their knowledge to read unfamiliar words without encouragement. By the end of Key Stage 1, most pupils' writing is below the expected standard. Handwriting is poor, and few pupils are ready to move on to joined-up writing.
5. By the end of Key Stage 2, standards are below average overall, although the highest-attaining pupils write skilfully and for a range of purposes. Only about half the pupils in Year 6 have reached the expected levels in writing, and few exceed them. A significant number find it difficult to sustain their ideas, to add descriptive detail and to use more than simple sentences. In reading, most pupils locate and extract information from a text, but their ability to make deductions is more limited. They answer questions enthusiastically and take part in discussion but they lack the confidence, and sometimes the vocabulary, to talk fluently and at length.

Handwriting is poor, and the average standards produced during handwriting practice are not transferred to other written work.

6. Pupils aged five have below average standards in mathematics. They learn well and make sound progress, however, so that by the age of seven they achieve national expectations. In the 1999 national tests at Key Stage 1, standards of mathematics were in line with the national average and above average for similar schools.
7. The mathematics results at the end of Key Stage 2 in 1999 were above the national average and well above average for similar schools. Inspection evidence, however, indicates that standards at the end of both key stages are now broadly in line with the national average. There has been an upward trend over the past three years at both key stages. Standards have improved significantly since the last inspection, mainly as a result of improvements in planning and teaching, particularly since the introduction of the national numeracy strategy. Pupils achieve most in number work and investigations and in collecting and handling data.
8. In science, standards of attainment at the end of Key Stage 1, as judged by teachers' assessment in 1999, were in line with the national average for Level 2 and above, but well below average for Level 3. Standards of attainment at the end of Key Stage 2 in 1999 were above average for Level 4 and above and well above average for Level 5. Standards of attainment show an overall rising trend from 1996 to 1999 and much improvement since the last inspection. Standards in lessons, pupils' work and work on display confirm this picture in Key Stage 1. Pupils' achievements are in line with expectations for the end of the key stage in all areas of science.
9. Achievements in science seen during the inspection in Key Stage 2 are not as high as in 1999, but are still in line with expectations for the end of the key stage. Pupils' knowledge and understanding in science are better than their experimental and investigative skills.
10. Standards are broadly in line with expectations by the end of Key Stage 1 in all other subjects. Similarly, standards are broadly in line with expectations by the end of Key Stage 2 in most subjects. Pupils generally make satisfactory progress but their achievements could be improved if the subjects were given more time and if teachers had higher expectations, in line with those they have for mathematics and science. Standards are, however, barely satisfactory in music. Standards are unsatisfactory in design and technology because the time spent on the subject is inadequate.

Pupils' attitudes, values and personal development

11. The attitude of most pupils to the school and to their lessons is good. This has a positive impact on their learning and is an improvement since the last inspection. From observations of pupils arriving at school, in lessons and at play and from direct conversations they appear happy to be in school. This confirms parents' views. Pupils are keen to play a full part in

their lessons and answer the teachers' questions to the full extent of their abilities.

12. The school has a good behaviour policy, based upon sound principles, that stresses positive approaches to problems. It recognises the need to involve parents and other parties, as well as staff and pupils, in its implementation. Throughout the school, the behaviour of pupils in their lessons is generally good; this is reflected in their play and while eating their lunches. The views of most parents expressed before the inspection are therefore confirmed. Members of staff defuse potentially difficult situations at an early stage. During the inspection, only one very minor and short-lived example was observed of one pupil bullying another; no incidents of a racial nature were seen.
13. Relationships between pupils and between pupils and adults are good. This is seen from the time pupils start in the nursery. They are open and friendly and are pleased to welcome visitors to their school. The school sees it as an advantage to have children of different age groups in each class and the children socialise well. In lessons the older pupils can sometimes be seen helping the younger ones with their work. Boys and girls, and those from varying ethnic and social backgrounds, mix well together at work and at play.
14. As at the last inspection, pupils have limited opportunities to show initiative, but are always keen to undertake tasks such as taking attendance registers from their classrooms to the office. When they are given such tasks, they behave sensibly and take their responsibilities seriously. Pupils discuss their class rules with their teachers at the start of each year, and this gives them a sense of ownership and understanding.
15. The School Council has a significant influence on pupils' personal development. Each class elects two representatives. Meetings are held every term to discuss any issues which pupils consider important. The sessions are well led by a senior teacher and formal minutes are taken. At appropriate times, pupils are encouraged to play their part in chairing the meetings and take some minutes. Matters discussed recently have included types of bullying, the needs of a wheelchair pupil and the eating of sweets in school. Visits made by pupils, as for example to Swanage, also contribute to their personal development.
16. There has been an improvement in pupils' overall level of attendance since the last inspection in 1997 and it is now good. The 1999/2000 figures are better than the average for primary schools within the borough and in England as a whole, using the latest available figures for 1998/1999. Unauthorised absences are, however, higher than those seen in similar schools. Although most pupils enjoy school, many are late arriving in the mornings and punctuality is now poor. This results in unnecessary disruption to a number of lessons and adversely affects the learning of all children in the class. The school's management tries hard to reduce the incidence of absenteeism and lateness. As well as sending letters home, meetings are held with those parents identified as having particular difficulties and translators are provided when required. The Education Welfare Service (EWS) is fully involved in this process.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching is satisfactory. In the 90 lessons observed during the week of inspection, 90 per cent were at least satisfactory. Teaching was good in 32 per cent of the lessons, and very good in 4 per cent. Teaching was unsatisfactory in 10 per cent of lessons, but there was no poor or very poor teaching. This represents an improvement in the quality of teaching since the last inspection, when only 80 per cent of teaching was judged to be satisfactory or better. The proportion of good teaching remains broadly the same as in 1997.
18. The quality of teaching for children aged five and under in nursery and reception classes is satisfactory overall. In the nursery, teaching is good. In the reception classes teaching is satisfactory overall, with some weaknesses. The quality of teaching is satisfactory overall in both key stages.
19. The quality of the teaching of literacy is satisfactory overall. Literacy lessons are taught in accordance with the requirements of the National Literacy Strategy and in other lessons pupils develop their literacy skills appropriately. The progress pupils make in developing their speaking skills is uneven, because teachers miss opportunities to develop pupils' abilities to speak at length and to explain and extend their ideas through discussion. The teaching of reading is satisfactory, but the teaching of writing has some shortcomings, for example in handwriting and extending pupils' vocabulary.
20. The teaching of numeracy is generally sound and has improved significantly since the last inspection. All teachers fully implement the daily mathematics lesson in line with the National Numeracy Strategy. There is a strong emphasis on the development of mental mathematics, thinking and problem-solving. As a result of these approaches, most pupils make satisfactory progress in their learning. Because pupils explain the methods they have used to solve problems, the subject also makes a good contribution to developing speaking skills.
21. Across all subjects and all key stages a number of positive features characterise the great majority of lessons where teaching is sound or better. Lessons are effectively planned, often collaboratively with support staff. Clear and appropriate learning objectives are selected, along with a suitable range of activities designed to meet these objectives. Since the last inspection, teachers have improved their skills in information technology (IT) and now teach the subject in accordance with statutory requirements.
22. Teachers ensure that pupils are clear about what they will learn and why. They display sound knowledge of the subject matter, communicate a sense of enthusiasm, and provide lively, confident introductory phases to lessons, engaging pupils' interest. They often use a variety of attractive visual aids, including pictures, objects from the natural environment, and historical and religious artefacts.

23. Many teachers use effective questioning techniques. Some lessons begin with a brisk and purposeful reference to previous learning, so reinforcing understanding and enabling pupils to make connections with new learning. Well-directed questioning takes account of pupils' differing aptitudes. In the best lessons, questioning also enables pupils to explore and develop their ideas.
24. Lessons contain a variety of well-timed, logically sequenced and often practical activities. This is a particular strength of mathematics and science lessons. Teachers give clear and detailed instructions about how to tackle independent activities, specify clearly what pupils are expected to achieve and organise pupils quickly and efficiently.
25. Day-to-day assessment practice is satisfactory. Teachers form accurate judgements about pupils' gains in knowledge and understanding and a number of teachers provide supportive and constructive interventions. In a well-taught mathematics lesson in Year 3, for example, all pupils were challenged orally to check and, where necessary, amend their answers. Teachers sometimes use the plenary session at the end of lessons to reinforce learning and clarify pupils' misconceptions. The quality of marking of pupils' work is uneven. At best, marking is detailed and thorough, and provides helpful advice on how to improve, as seen in the marking of some Year 6 pupils' work in English.
26. Most teachers manage behaviour satisfactorily. They convey clear expectations of work and behaviour and are successful in establishing a secure, orderly atmosphere for learning. They are sensitive to pupils' different needs and treat pupils kindly but firmly. They encourage all pupils to play a full part in lessons and praise them for their efforts.
27. All teachers make substantial efforts to respond to the wide range of learning, linguistic and social needs of pupils, reflecting carefully on how to ensure that all can take an active part in lessons and receive the support they need. They are sensitive to the needs of new arrivals and make every effort to incorporate them appropriately as soon as possible. Pupils with special educational needs are well supported in their learning and enabled to participate fully in activities at their own level. Learning support teachers and classroom assistants make an effective contribution to helping pupils make progress, providing clear explanations for activities, promoting speaking skills, and giving praise, encouragement and sustained support.
28. Similarly, pupils who have English as an additional language are well supported. Specialist language teachers contribute effectively to lessons, sometimes teaching the whole class and sometimes working with groups of pupils. Teachers generally cater adequately for pupils of different ages in the mixed-age classes. Younger pupils' learning often benefits from the challenge of working with older pupils.
29. The quality of teaching in the core subjects of the curriculum is generally at least satisfactory across the different year groups. In contrast, the teaching of the foundation subjects by a number of teachers tends to lack

breadth and depth, largely because they choose not to dedicate much time to these subjects. No firm arrangements are in place for teachers within the same year group to plan together regularly. This results in good practice not being sufficiently spread across year groups.

30. Many lessons that are taught to a satisfactory standard overall also contain some weaknesses. In the ten per cent of lessons that are unsatisfactory, weaknesses outweigh the strengths.
31. There are weaknesses in planning and teachers' subject knowledge, resulting in inappropriate learning objectives being selected and unsuitable content and activities. Where the start to lessons is unsatisfactory, teachers do not explain learning objectives clearly, the introduction fails to engage pupils' interest and teachers do not use visual aids well. Demonstrations and explanations are unclear. They do not make effective use of questioning to involve all pupils. Sometimes the teacher dominates the activity and there are too few opportunities for pupils to talk and learn from one another. This means that pupils do not learn as much as they could. In a small minority of lessons, teachers have difficulty in maintaining a calm and productive atmosphere for working.
32. Day-to-day assessment practice in some classrooms is unsatisfactory. Some teachers give insufficient attention to providing constructive feedback to pupils on their work either orally or through marking. As a result, pupils do not know how to improve their work. The approaches to setting and marking homework are inconsistent within and across year groups. This weakness is most noticeable in Key Stage 2.

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

33. The school's curriculum is characterised by a heavy emphasis on English and mathematics. This was the result of a determination to raise standards in those subjects and has been effective. This focus has, however, led to a reduction in the time available for teaching the other foundation subjects. Coverage of these is unsatisfactory overall at Key Stage 2. The school has not reviewed time allocations for subjects in preparation for the introduction of the revised National Curriculum in September 2000.
34. Currently extra time is spent on "Quick Maths", additional English work, the setting and review of homework in Years 5 and 6 and visits to the public library from Year 1. The school does not make the most effective use of all time during the school day because this extra time does not make a significant contribution to raising standards.
35. Schemes of work are now in place for all subjects and all children have equal access to all subjects. In several cases national schemes have been adopted so that progression is well planned. In Key Stage 2 provision in art is inconsistent and closely linked to teachers' preferences. This is also the case in design and technology, where the curriculum is not

wide enough to enable pupils to develop their skills and understanding in the subject. The curriculum for personal, social and health education is satisfactory. There are good policies in place for sex education and drug education. The school has made effective use of outside agencies for training in drugs education for staff and parents.

36. A small range of extra-curricular activities enriches the curriculum. These activities are mainly sporting but also include an art club and tuition for recorder and piano. A real strength of provision is the wide range of visits for pupils. This has recently included trips to see pizzas being made and to the Royal Institute as well as a number of residential visits. These make a significant contribution to pupils' personal and academic development. A recent Year 6 trip to Swanage, for example, resulted in English and art work of high quality. The successful inclusion of a severely disabled pupil in the group is a reflection of the school's inclusive approach to the curriculum.
37. Links with local business through London Accord have brought tangible benefits for pupils in the form of extra support for reading and the setting up of a football club. Links with local schools are increasing as a result of the local Education Action Zone's work to establish support networks for schools. Through the efforts of a teacher and ex-parent, pupils and staff from a local secondary school have talked to parents and Key Stage 2 pupils about the science curriculum at Key Stage 3.
38. Opportunities for pupils' spiritual development in the curriculum and in assemblies are satisfactory. Collective worship meets statutory requirements. Pupils study a range of world religions and are interested in and respectful of the beliefs of others. In assembly they are encouraged to appreciate the beauty of the natural world through, for example, looking at flowers and through being told about the thrill of a kingfisher dipping through a teacher's garden. In a mathematics lesson pupils gasped in wonder as they estimated the number of grains of rice on the squares of a chessboard.
39. The school makes good provision for pupils' moral and social development. It issues a document, *Working Together*, to all families that spells out the main principles of social and moral development which underpin practice in the school. Pupils are clearly able to distinguish right from wrong and are helped to do so by being encouraged to reflect on what they have done and to accept responsibility for their actions. Older pupils set a good example for younger ones in mixed-age classes. Pupils from different ethnic groups work and play together well. Boys and girls play well together in the playground and are encouraged to care sensitively for a disabled pupil. Pupils value the School Council and it contributes well to their social development.
40. Provision for pupils' cultural development is good. The school values and celebrates the wide range of languages and cultures within it. In Reception, children were excited by the range of tropical fruits which they used for a fruit salad, linked to the story 'Handa's Surprise'. In English, a Year 5/6 class explored the differences between life in England and life in a South African village under apartheid and were encouraged to reflect on

this sensitively and with respect. The environment of the school also values cultural and linguistic diversity. A wonderful display of art and textiles from across the world symbolised the importance that the school attaches to its pupils' cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The previous inspection report noted satisfactory support for pupils' welfare and this has been further improved. All members of staff combine to provide generally good quality care for the pupils. Safety around the school is promoted by sensible school and class rules that pupils understand and are usually successful in following. Teachers give appropriate reminders about safety rules in physical education and other practical lessons. The school site is safe and secure. Risk assessments are undertaken regularly to identify potential hazards.
42. Children suffering minor accidents or ailments receive proper treatment from welfare staff. Not all these staff, however, hold current qualifications. There are sufficient First Aid boxes, including some specifically maintained for school trips and sports fixtures but not all the boxes have the contents recommended in the guidelines.
43. Procedures for child protection are good and there has been an improvement since the last inspection. The headteacher and the special educational needs co-ordinator (SENCO) are experienced in this field and liaise well with the specialist agencies. Both teachers and non-teaching members of staff know to whom to refer if they have concerns.
44. Class teachers, administrative staff and the SENCO are all involved in monitoring children's attendance and punctuality. An educational welfare officer visits the school at regular intervals to do additional monitoring and to follow up the more serious cases of non-attendance. Although attendance levels have improved over the past year, the school's management is not yet satisfied that all children attend school whenever they can. The headteacher reminds parents regularly of the importance of good attendance and punctuality to their children's education. The punctuality of many children is still, however, unsatisfactory.
45. There are effective measures in place to promote good behaviour and the school's guide, *Working Together*, is followed consistently and positively by members of staff. Rewards for good work or behaviour, however, do not feature prominently and there is some inconsistency, particularly in Key Stage 1. There are appropriate measures to note and deal with unsatisfactory behaviour. The most widely used sanction is "Time Out", when pupils are required to write out the reasons for their punishment.
46. Teachers maintain records of pupils' progress through each year. Procedures for monitoring and supporting pupils' academic progress are satisfactory. The annual written reports on pupils' progress fulfil statutory requirements but, while some give a good indication of the standards reached, others are too sketchy and merely recount what has been covered in lessons. Targets for pupils are not a regular feature of the reports. Procedures for monitoring and supporting pupils' personal

development are less formal, but satisfactory.

47. Since the last inspection sound progress has been made in developing assessment arrangements for Key Stages 1 and 2. A good assessment policy is in place with a clear timetable for assessments throughout the academic year. A marking policy has recently been established. A database has been set up which enables the progress of individual pupils to be tracked. This promises to be a useful tool for identifying trends in progress and priorities for the school.
48. Lesson observations and teachers' plans show that, in most cases, day-to-day assessment is being used well to plan appropriate work for pupils across the full ability range. Some teachers have developed their own detailed and useful assessment systems, but there are inconsistencies in the implementation of the assessment and marking policies. The system for sampling pupils' work is not consistently adhered to, and only a few teachers refer to the learning intentions behind a task when they mark children's books. Target-setting is in its early stages.
49. The school has used analyses of assessment data well to identify priorities in some areas. For example, analysis of Standard Assessment Tests (SATs) and work samples in English identified writing as a weakness. As a result, additional time was allocated to extended writing in the timetable. In another example, the under-achievement of some pupils led to family literacy work with their parents and to robust discussions with parents on the issue of taking holidays during term-times.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents and carers continue to have a very positive view of the school. They consider that people choose the school for its excellent atmosphere of welcome, kindness, caring and respect for one another. They believe their children are happy, look forward to school and show an enthusiasm for learning. Parents feel that the school pays close attention to children's differing needs, that pupils are clear about what they are doing and that standards have improved. They consider that pupils' attitudes and behaviour are good and that the mixed-age classes enhance their children's social development. Parents feel that the school environment and standard of display have greatly improved and that enrichment of the curriculum through educational trips and visits has increased. They believe that the school makes every effort to encourage attendance and that it is now good.
51. A small minority of parents and carers think that, although existing extra-curricular activities are good, there are insufficient activities for younger pupils. A similar number feel that some of the foundation subjects have been neglected and that there is too much variation in the amount of homework set in parallel classes and inspectors' views concur with these views.
52. Despite some shortcomings in the School Prospectus and Annual Governors' Report to Parents, the school has improved its links with

parents and carers. These are now good. Parental involvement has a high priority in the school's aims and features strongly in its documentation. Parents and carers feel that they are kept well informed, that staff are approachable, helpful and always find time for them. They are confident in approaching the headteacher and sure of a positive, friendly and efficient response.

53. The school's *Working Together* booklet is effective in securing parental support for learning. It is discussed with new parents and they are encouraged to read it with their children. The school provides curricular information of good quality through outline summaries at the beginning of each academic year and at specific curricular evenings. A special parents' evening is held to discuss Standard Assessment Tests and the school arranges for interpreters to attend meetings where necessary. Well-attended parents' evenings are held three times a year to discuss pupils' progress. Appropriate annual reports are provided. The school has an effective home-school agreement and a brief, clear complaints procedure.
54. The school has also worked hard to improve its links with particular groups of parents through specific meetings. These have addressed the effect of regular attendance on pupils' attainment and the value of taking part in visits to aid social and cultural development. There has been an improvement in attendance as a result.
55. The school continues to be very effective in involving parents and carers in its work. There is an active and supportive Parent-Teacher Association (PTA). It organises fundraising events to contribute to the costs of computers, visiting theatre groups, recorder lessons and school outings. The PTA also enhances the school's ethos through organising such social events for parents and pupils as the summer party, the talent show and the family supper. Parents also support learning by accompanying trips, helping in lessons and with clubs, and by arranging community links initiatives. Others have taken part in the Family Literacy scheme.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. At the time of the last inspection, management and efficiency required some improvement. Leadership and management are now satisfactory overall, with some strengths but with some areas for improvement remaining. The headteacher provides good leadership. She leads by example and has a strong commitment to raising standards and to maintaining the positive ethos of the school. Under her leadership, the school has improved. The school has explicit aims and values that are reflected in all its work.
57. The headteacher has a clear vision for the school and has been influential in securing commitment from staff and parents. She has a clear focus on raising standards and has been largely effective in gaining the support of the staff. She has developed the role of the deputy headteacher and of subject co-ordinators, monitoring their activities and their budgets. The headteacher and deputy work well together. The headteacher has introduced regular monitoring of teaching and has an informed view on

strengths and weaknesses in the quality of teaching. These monitoring arrangements will be replaced by statutory arrangements for performance management.

58. The headteacher has put systems in place to improve subject leadership. There are now co-ordinators for all subjects, an improvement since the last inspection. Subject leaders have produced action plans linked to the schools' strategic plan. Some teachers, however, have too many responsibilities whilst others have none. The headteacher herself leads on religious education and on science in the long-term absence of the co-ordinator. One teacher is responsible for three subjects. As in the last report, staff without responsibilities are missing out on opportunities for professional development, whilst others are overburdened. There is no leader for early years in place to introduce the Foundation Stage from September 2000.
59. The co-ordination of each set of three parallel, mixed-age classes is inadequate. At present, the curriculum followed varies from class to class and policies are implemented inconsistently. Parents too, noted differences in expectations about homework from class to class.
60. The headteacher is aware of the issues that still need tackling. There has been a lack of urgency, however, in rethinking the timetable to maximise the use of time and to secure a broader and more balanced curriculum. There is insufficient focus on the impact of timetabling decisions, the effect of policies and on monitoring the curriculum in practice.
61. The co-ordinators for mathematics and science have been effective in leading a dramatic improvement in standards. Many of the other curricular leaders see their role as supporting others, providing ideas and resources. There is no overall view of the strengths and weaknesses in subjects, apart from mathematics and science. In English the co-ordinator has worked extremely hard with the result that there has been some improvement in standards. The school still, however, lacks a fully informed overview of the strengths and weaknesses in standards in English in order to bring results in line with those for mathematics and science.
62. The leadership of IT is satisfactory but that of design and technology has suffered because the co-ordinator has given priority to IT, his other area of responsibility. There are unresolved disagreements within the school about the relationship of design and technology to art and design; these need to be resolved so that the school can successfully implement the requirements of the revised National Curriculum from September 2000. One teacher leads on history, geography and physical education, and is also responsible for school journeys and for personal, social and health education. This co-ordinator has taken a lead on schemes of work, resources and the provision of ideas, but the excessive load has contributed to shortcomings in the leadership of the subjects. The art co-ordinator is also the deputy head; under her leadership, standards have improved but as with some other subjects, there is an insufficiently informed overview of standards in the subject across the school.

63. Governors feel that they are kept well informed and appropriately involved by the headteacher. The governing body is very supportive of the headteacher and of the school, but does not take a sufficiently challenging role. It contains a useful range of experience and expertise, but its membership does not reflect the diversity of the school population.
64. The action plan resulting from the last inspection was thorough and has now been incorporated into the school's strategic plan. The strategic plan has clear and appropriate aims and is succinct, but its performance indicators are not always measurable and it has no heading for monitoring or evaluation. There are no precise dates for implementation of action after September 2000.
65. Governors are involved in target-setting and discuss the extent of challenge in the statutory targets for standards at the end of Key Stage 2. They have set the implementation of the strategic plan as the headteacher's personal targets. The governors have sound knowledge and understanding of the school. Each governor is attached to a specific curricular area and there is a useful code of conduct for their visits to the school. Governors are consulted on all policies through the curriculum committee. The governors have not ensured that all statutory requirements are met about information to parents in the school brochure and in the governors' annual report to parents.
66. Staffing is relatively stable and there is a good range of experience amongst the teaching and support staff. One key member of staff is absent with long-term sickness and there were temporary staffing difficulties at the time of the inspection; the school was able to make adequate arrangements to cover for these. The school provides high levels of effective classroom support. Support staff are well managed and there are good arrangements for the induction of temporary and new staff.
67. The accommodation is well kept and enhanced by displays of pupils' work. It is adequate to meet the needs of the curriculum, but lacks scope for expansion, to provide, for example, a computer suite. Resources are generally adequate for most subjects of the curriculum and there is a good range of resources for the early years and for mathematics that enhance pupils' learning. Resources for IT are outdated. Good use is made of visits, visitors and such locally available resources as the local education authority's library and artefact collection.
68. The headteacher monitors the budget satisfactorily. The chair of the budget committee monitors spending monthly and particularly such significant items as the costs of temporary teachers. This monitoring is formally recorded. The chair is an accountant and there is good understanding among the governors of the principles of best value. For example, governors have visited another school to look at an alternative arrangement for one of their contracts. The school is efficiently run and the minor weaknesses identified at a recent audit have already been rectified.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to make further improvements at the school, the governing body and staff of the school should:
- (1) make more effective use of time during the school day by reducing time spent on such activities as “Quick Maths”, library visits and the Key Stage 2 afternoon break;
 - (2) monitor standards and teaching across the curriculum, ensuring that policies are fully implemented and that the outcomes of monitoring are analysed and acted upon;
 - (3) secure a more broad and balanced curriculum and consistent provision of the foundation subjects so as to ensure the full implementation of the revised National Curriculum from September 2000;
 - (4) take effective steps to improve the punctuality of pupils in the morning; and
 - (5) ensure that information to parents meets statutory requirements.

ENGLISH AS AN ADDITIONAL LANGUAGE

70. The school values its diverse population, over half of which speaks English as an additional language. Its resources reflect this with a range of dual- language texts and of books about other cultures. Labelling in classrooms is often in several of the school's main languages and display, especially of art and textiles, represents cultures from around the world.
71. The work of the team funded by the government's Ethnic Minority Achievement Grant (EMAG) is very successful in helping children with English as an additional language to make progress. The EMAG staff plan well with classteachers and are successful in both sharing whole-class teaching and in working with small groups. They introduce and discuss key words to support children before they read a whole text. EMAG teachers use well such visual aids as story props and gestures, to help pupils' understanding. They provide opportunities for children to talk in pairs or small groups before starting a piece of writing.
72. Staff use a wide variety of games and other practical activities that help to reinforce pupils' understanding. In a literacy lesson for pupils in Years 1 and 2, for example, the EMAG teacher involved pupils in miming actions to consolidate their knowledge of verbs. These techniques boost pupils' confidence and help to raise their attainment.
73. Some class-teachers use similar skills, which benefit all pupils. This is not, however, always the case; lessons were observed where pupils with English as an additional language were set inappropriate tasks or where the class-teacher made no attempt to help such pupils make sense of an extended reading passage.
74. Regular assessments of pupils are made and some trends in achievement identified. One result of this has been family literacy work to support Bangladeshi pupils. New arrivals in the school, including refugees, are well supported and outside agencies involved where this is helpful. No member of staff has, however, been allocated responsibility for co-ordinating EMAG work in the school and work on a development plan is in its early stages.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	32	53	10	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. The total of percentages is not 100 because of "rounding".

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)	30	313
Number of full-time pupils eligible for free school meals	16	174

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	4	127

English as an additional language

	No of pupils
Number of pupils with English as an additional language	178

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	14
	Girls	17	17	19
	Total	27	30	33
Percentage of pupils at NC level 2 or above	School	71(64)	79(67)	87 (82)
	National	82 (80)	83 (79)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	16	18	20
	Total	29	32	34
Percentage of pupils at NC level 2 or above	School	76	84	89
	National	82	86	87

Percentages in brackets refer to 1998..

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	9	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	22
	Girls	6	7	8
	Total	20	25	30
Percentage of pupils at NC level 4 or above	School	61 (40)	76 (75)	91(72)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	19
	Girls	4	7	7
	Total	15	24	26
Percentage of pupils at NC level 4 or above	School	45	73	79
	National	68 (65)	69 (65)	75 (71_

Percentages in brackets refer to 1998..

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	23
Black – African heritage	48
Black – other	0
Indian	3
Pakistani	3
Bangladeshi	26
Chinese	2
White	90
Any other minority ethnic group	74

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups	2	

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)	15
Number of pupils per qualified teacher	22.8
Average class size	28.5

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	255

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	55

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	793186
Total expenditure	820050
Expenditure per pupil	2405
Balance brought forward from previous year	52864
Balance carried forward to next year	26000

Results of the survey of parents and carers

Questionnaire return rate

1 in 6

Number of questionnaires sent out

343

Number of questionnaires returned

61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	54	43	0	0	3
Behaviour in the school is good.	49	44	2	2	3
My child gets the right amount of work to do at home.	38	36	15	3	8
The teaching is good.	61	34	3	0	2
I am kept well informed about how my child is getting on.	36	46	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	64	30	4	2	0
The school works closely with parents.	46	44	5	0	5
The school is well led and managed.	60	38	0	0	2
The school is helping my child become mature and responsible.	64	31	3	0	2
The school provides an interesting range of activities outside lessons.	34	34	11	2	19

Other issues raised by parents

Parents are pleased with the range of educational visits and journeys. Parents believe that the school caters well for the individual needs of pupils and the teachers know their pupils well. One parent is dissatisfied with the informal tone of the school, but most are highly supportive of the school's ethos. Some parents would like to see more emphasis on physical education and the arts in the curriculum and more extra-curricular provision, especially for younger children. Some parents think that the provision of homework is inconsistent.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. Children enter the nursery and reception classes in the Autumn and Spring terms. Their overall attainment on entry to school is below average, particularly in language and literacy. Pupils make good progress in the nursery and satisfactory progress overall, so that by the age of five they reach national expectations in creative and physical development and in knowledge and understanding of the world. Attainment in mathematics, particularly in counting and matching objects is improving, but is overall still below average. Pupils' language skills are still below those expected for children aged five. This restricts their attainment in mathematics as well as in language and literacy.
76. Good provision is made in the nursery for developing children's use of language and satisfactory provision is made overall in the early years. In indoor and outdoor activities children are encouraged to talk about their ideas and actions. They listen well individually and in small and large groups, as for example, when hearing stories or singing rhymes and songs. They begin to speak confidently to adults and to one another. Many children, however, are in the early stages of learning English and respond in single words. For example, when taking dolls for a 'picnic' outdoors, children followed one another's actions but used few words to play together. Pupils who are more fluent in English write their own names and know the letters. More able pupils begin to retell stories from books, using the pictures and repeated words. Pupils of average ability successfully make books with drawings of things they like.
77. In reception classes, most children begin to associate sounds with words and letters. Throughout the early years, pupils enjoy books and handle them carefully. In reception, for example, pupils acted out the story of "Handa's Surprise", using baskets of fruit and toy animals. They identified which animals stole the fruit by using initial letters.
78. Children's mathematical understanding is developed in the early years by good opportunities to count, match and sort real objects in many different ways. For example, a group of pupils in the nursery played a dice game, moving counters forwards and backwards according to the numbers thrown. More able pupils recognised quickly who had collected the most cards. Most pupils learn well, but there are shortcomings in standards reached by the age of five for at least a third of the pupils. For example, in the nursery, when pupils counted toy dinosaurs, some could count to five and even to ten, but others were not able to recall numbers in the right order. In reception, pupils hesitantly clapped the numbers to ten and later in the lesson counted pairs of socks, but found it difficult to find the total number when asked.
79. Activities to develop children's knowledge and understanding of the world are of good quality throughout the early years and this has had an impact

on standards. In the nursery, children talk about themselves, their homes, birthdays, likes and dislikes. They regularly take part in explorations with sand, water and a good range of soft and hard materials, learning through observation and the use of their senses. Many children are beginning to notice patterns and changes in, for example, the weather.

80. They enjoy making simple models and, for example, decided to make a birthday cake with a certain number of candles for each of their teddies. In reception, pupils make models of items featured in stories and can explain what materials they use. In another lesson on floating and sinking, they tested objects in water. Through the medium of stories and pictures pupils explore some of the features of life in other countries. Most pupils use a computer to manipulate pictures and shapes.
81. Children's physical skills are appropriate for their age. In the nursery they use outdoor space and apparatus well, climbing, jumping and riding bikes with confidence. They take part in PE lessons in the main hall, enjoying moving at different speeds with increasing control of their bodies. In reception, pupils follow instructions satisfactorily and extend the use of hands and feet, as they improve running, jumping and landing. They work co-operatively with a partner and begin to sense the changes in their breathing caused by exercise. They use equipment well and learn to work safely.
82. Children work creatively in a range of activities, using paints, crayons, chalks and modelling materials. They develop finer control over pencil and brush strokes and acquire a suitable repertoire of techniques. In one lesson, for example, pupils learned to use wax crayons and paint together to produce repeated patterns. In another lesson, whilst some made swirling patterns, others painted characters in a story.
83. The quality of teaching is good in the nursery and satisfactory overall in the early years. The nursery staff create a secure environment. They make good use of the available space and high quality resources. Teachers' careful planning ensures that a wide range of activities is offered to pupils each day, linked by clear learning objectives. Throughout the early years, teachers use their thorough subject knowledge and awareness of how young children learn in order to plan and teach interesting practical activities, designed to cater for all abilities. They purposefully engage pupils in speaking and listening, introducing new words, telling stories and prompting children to ask and answer questions. They regularly share books and focus their attention on very worthwhile experiences that extend children's knowledge and understanding of the world around them.
84. Weaknesses in teaching in a small number of lessons are associated with the management of pupils' behaviour. In these lessons the teacher's voice and children's noise levels rise and pupils are not motivated to remain on the principal task. In these circumstances, those pupils not supervised directly by the teacher interfere with one another's learning.
85. Since the last inspection, there has been some improvement in standards, mainly in children's knowledge and understanding of the world and also in

aspects of mathematics. The school does not have an early years co-ordinator. There are links between the nursery and reception classes, but the monitoring of teaching and the sharing of information on the curriculum and on pupils' progress is limited. Assessments undertaken in the nursery are not closely linked to the assessment carried out at age five.

ENGLISH

86. Standards in English at the end of both key stages have risen significantly since 1997. Key Stage 1 results in 1999 showed a significant improvement, especially in writing, in the proportion of pupils reaching Level 2 or above. The proportion of pupils gaining average and above levels, however, was still below the national average. In 1999 Key Stage 2 results showed a great improvement on the previous year, but were still below the national average. Only a small proportion of pupils achieved above average levels. When compared with those in similar schools, the results are close to average. The evidence gathered during the inspection from lesson observations and samples of work confirms that attainment overall is still below the national average. The overall level of attainment in reading is higher than in writing. Only a small proportion of pupils achieves above average levels in reading, writing or speaking.
87. Pupils listen well to one another and to teachers in both key stages. They take turns in discussion, showing respect for others' points of view. They respond well to teachers' encouragement to answer questions, but their limited vocabulary often impedes their progress. In a Year 6 class, for instance, where the teacher was introducing key words before reading a shared text, few pupils attempted an explanation of 'ancestor' or 'wither'. In Key Stage 1 pupils clearly enjoyed 'Journey into the Earth', but struggled to find words to express their response. Although pupils are regularly invited to feed back to the class at the end of a session, they rarely do so with fluency or confidence. When teachers challenge pupils to extend their ideas and to add more detail or example, performance does improve. This challenge is provided well by staff employed to support ethnic minority pupils. There was also challenge in a Year 6 lesson where the teacher's recapitulation of prior work on 'Journey to Jo'burg' enabled pupils to remember and extend their talk well about key points.
88. The implementation of the National Literacy Strategy has had a positive impact on attainment in reading. Standards overall are, however, still below average at the end of both key stages. The "Progression in Phonics" programme is being successfully implemented in Key Stage 1, with clear benefits for spelling. In one lesson, Year 2 pupils used pictures and phonic knowledge well to read an unfamiliar text. They were also confident in reading ahead and re-reading to check the sense of a passage. Pupils know what sounds letters represent, but do not always use this knowledge to read unfamiliar words, unless an adult encourages them to do so. Year 2 children thought of a list of words to be used in a piece of writing, but many were then unable to read the words without support. Across the age range, pupils show an increasing ability to

discuss characters and settings and clearly enjoy reading. In Key Stage 1 pupils identify the main events in stories and can talk about them.

89. In Key Stage 2, higher-attaining pupils read accurately and expressively. By the end of this key stage most pupils are confident in locating and extracting information from a text but they are weaker at making deductions. With skilled teacher input this deficiency is removed, as a guided-reading session based on a novel in Years 5 and 6 showed. In this session a group of higher attaining pupils showed an increasing ability to use inference and deduction in reading the text on the back of the book as an indicator of what it might contain.
90. Standards of writing are considerably lower than those in reading, especially in Key Stage 1. The school has recognised this and has allocated additional writing time outside the literacy hour. Handwriting is a weakness. The average standards produced during handwriting practice are not transferred to other written work. In a lesson with Years 1 and 2, few pupils had the confidence to start writing without help, partly because they were not shown an example of the sort of writing expected. Pupils attaining average levels have some interesting ideas for their writing and use their knowledge of the sounds of letters well to attempt spellings. Their writing, however, lacks the varied and interesting vocabulary that would help them to reach the higher levels.
91. By the end of Key Stage 2 the highest-attaining pupils write very skillfully and at length for a range of purposes. They take an original approach to a topic and make it their own. Work on display shows pupils in Key Stage 2 using guidance well to produce sets of clear instructions and to write reports of scientific investigations. A significant number of pupils, however, find it difficult to sustain their ideas and to use grammatically complex sentences. In a Years 3 and 4 lesson, pupils made good notes in preparation for a piece of descriptive writing, but struggled to develop these into a more flowing and detailed piece, enlivened with the use of adjectives. Pupils are able to redraft and improve their work, when they have the chance to talk it through with someone. A group of Year 6 pupils at the early stages of learning English, for example, did this very successfully, working in pairs, before presenting their work to the rest of the class.
92. Teaching is at least satisfactory in most lessons in Key Stage 1 and is good in half of them. In Key Stage 2 it is satisfactory in three-quarters of lessons and good, occasionally very good, in just over a quarter. All teachers use praise or encouragement well and provide suitable input for individual pupils, contributing to their progress. Relationships in classrooms are good: teachers manage behaviour well, creating an atmosphere that supports learning. Another strong feature of the teaching is the inclusion of all pupils in questioning, so that they feel confident to contribute ideas. Those staff employed for ethnic minority pupils plan well with other teachers and their work is always at least satisfactory.
93. The quality of planning is satisfactory overall, but inconsistently so. In the best practice teachers identify clearly in their plans what they want children to learn and refer to this when marking their work. In the best

lessons, too, teachers show the challenge and high expectations to bring out the best in all pupils. In these lessons the grouped and shared activities are linked, so that pupils benefit from a coherent literacy hour. Where teaching is unsatisfactory, planning is more concerned with the activities which will take place rather than what children should learn. As a result of this, tasks are not well matched to pupils' attainment and there is insufficient support to help pupils tackle the task successfully. In these weaker lessons there are also often weaknesses in teachers' subject knowledge that lead to pupils being given incorrect information and to time being wasted. In unsatisfactory lessons, teachers set up too many unconnected group activities, which makes it hard for teachers to use the end of the lesson to reinforce learning for the whole class. Too many activities are dominated by worksheets on word-level work. This inconsistency of approach is reflected in the varying quality and range of written work.

94. There is a clear link between the quality of teaching and pupils' learning. Pupils make obvious gains in learning when teachers are clear about the learning objectives, when the work is challenging and when time for thinking and talk is made available before they begin a task. In Key Stage 1 pupils made good progress in phonics work when it was carefully staged and built on their prior knowledge. Similar progress was seen in another lesson in Key Stage 1, where work on phonics, spelling and handwriting was very well linked. In lessons where the teacher did not present a model of the writing task, or where teachers did not give support in reading, time was wasted as pupils struggled to get started on their work. Overall, progress in speaking is hindered by the lack of opportunities for pupils to extend or refine ideas.
95. Pupils' attitudes and behaviour are never less than satisfactory and are often good. Pupils are eager, enthusiastic and hard-working, even persevering patiently in the face of unsatisfactory teaching. Relationships between pupils are good and they are supportive and tolerant of one another. In moving between activities pupils behave responsibly and with common sense.
96. The range and quality of resources on offer enhance pupils' attitudes and attainment. Pupils' achievements are celebrated in displays that provide examples of good work across a range of types of writing. The subject is led by an enthusiastic and hard-working co-ordinator. He has begun a programme of monitoring, but this has had insufficient impact as yet. The National Literacy Strategy has been implemented in all classes, but there are still considerable inconsistencies in practice, which hinder pupils' progress.

MATHEMATICS

97. Pupils aged five have below average standards in mathematics. They learn well and make sound progress however, so that by the age of seven they achieve national expectations. In the 1999 national tests at the end of Key Stage 1, standards were in line with the national average and above average for those in similar schools.

98. The national tests at the end of Key Stage 2 show standards that are above the national average and well above average for those in similar schools. Inspection evidence, however, indicates that standards at the end of both key stages are now broadly in line with the national average and above average for those in similar schools. There has been an upward trend over the past three years in both key stages and standards have improved significantly since the last inspection, mainly as a result of improvements in planning and in teaching, particularly since the introduction of the national numeracy strategy.
99. There are no major differences in the standards achieved by boys and girls or by pupils of different ethnic groups. Pupils with special educational needs and those in the early stages of learning English make satisfactory progress, because work is matched well to these pupils' abilities and they get help in lessons from skilled support staff.
100. Improvements in the quality of teaching have helped to raise standards of learning and attainment. For example, pupils in Year 2 know how to halve and double numbers and how to check their results by reversing the operation. They know that to add nine they can first add 10 and then subtract one. More able pupils can add and subtract two-digit numbers, using their knowledge of the multiples of 10. They use number squares and lines confidently to help their calculations.
101. Strengths in mathematical attainment lie in number work, in investigations and in collecting and handling data. Pupils in Year 3, for example, investigate number patterns and enjoy following enquiries, such as "find the smallest number that can be made with 2, 3, 0, and 9". Pupils in Year 4 know about square numbers and investigate and transform shapes using co-ordinates. Standards in Year 5 have particular strengths and pupils benefit from opportunities to work on parts of the Year 6 curriculum. For example, many Year 5 pupils quickly recall facts from tables up to 10x10 and find fractions of quantities. Pupils in Year 6 select and use appropriate operations, for example, in investigating changes in prices and scores in games. They understand equivalent fractions, decimals and percentages, and construct and use line graphs showing temperature.
102. There has been substantial improvement since the last inspection so that the teaching of mathematics is now a strength of the school. Teaching in both key stages was at least satisfactory in nearly all lessons seen and was good, occasionally very good, in about half of all lessons. The good teaching results from careful planning and attention to pupils' thinking skills and mental strategies. In the good lessons, teachers' secure subject knowledge showed in the way they provided lively introductions and structured approaches to mental work.
103. The well-planned activities enable pupils to develop their knowledge and understanding of key concepts such as place value and give pupils the opportunity to apply number skills to solve problems. Teachers use appropriate vocabulary and benefit pupils' learning by using suitable resources such as number sticks and cards. Information technology is used to good effect in investigating shapes in Key Stage 1 and data-

handling in Key Stage 2. For example, pupils regularly construct bar charts, pie charts and line graphs. Classroom assistants and ethnic minority support staff are deployed effectively and make a positive contribution to standards. The few weaknesses in teaching are associated with inadequate management of pupils' behaviour and the wasting of time in lessons.

104. Pupils make satisfactory progress throughout the school because of the good planning and teaching and the provision of an interesting and varied curriculum. Pupils thoroughly enjoy their lessons, taking pride in being able to use numbers confidently. They persevere with investigations, working co-operatively and showing concern for accuracy. They consolidate their understanding of number facts, become competent users of decimals and measures, and are able to construct and interpret bar-graphs and line-graphs. They respond well to challenge within lessons and become noticeably excited as questions get more difficult.
105. The subject is very well led and managed. The co-ordinator has made a significant impact on teaching and learning by helping teachers to improve their subject knowledge, planning and use of resources. The curriculum is enriched by the provision of challenging investigations, combined with an emphasis on basic numeracy. The assessment and target-setting arrangements put in place by school management have also helped to raise standards. There is a suitable action plan in place that promises to continue improvements in the subject.

SCIENCE

106. Standards of attainment at the end Key Stage 1, as judged by teachers' assessment in 1999, were in line with the national average for Level 2 or above, but well below average for Level 3. Standards of attainment at the end of Key Stage 2, as judged by Standard Assessment Tests in 1999, were above average for Level 4 or above and well above average for Level 5. Standards of attainment show an overall rising trend from 1996 to 1999 and much improvement since the last inspection.
107. In Key Stage 1, standards in lessons, pupils' work and work on display confirm that picture. Pupils achieve in line with expectations for the end of the key stage in all aspects of the subject. They sort living things from non-living and group materials, depending on their properties and sounds, according to how they are made. Pupils carry out experiments: for example, they find out which materials are waterproof. They make observations and explain what they have found out. Some pupils also try to make their experiments fair and use information technology to write up and display their findings.
108. Current achievement by the end of Key Stage 2 is not as high as in 1999, but is still in line with national expectations for the end of the key stage. Pupils' knowledge and understanding in the subject is better developed than their experimental and investigative skills. Pupils know, for instance, about the parts of the skeleton and flowers and some know their functions. They describe shadow formation and how the pitch and

loudness of a musical instrument can be changed. Pupils carry out experiments in relation to plant growth, sound insulation and shadow formation. They make observations and indicate what they have found out, but do not always make their tests fair, take measurements or give scientific explanations for results. There are no discernible variations in achievement between boys and girls or different ethnic groups in either key stage.

109. The quality of teaching has improved since the last inspection. It is never less than satisfactory and is good in more than half of lessons. Examples of good teaching can be seen throughout both key stages. Teachers are secure in their subject knowledge and plan lessons thoroughly. They set clear goals for learning that will develop both science and related literacy skills. Lessons follow a well-known pattern of introduction, activity and summary. During introductions, teachers challenge pupils to make connections with previous work. They stimulate interest in new ideas by using stories or visual aids and by drawing on pupils' own experience. They prepare pupils to be successful by introducing any important scientific vocabulary or particular grammar that will be helpful. Teachers have good questioning techniques. They encourage pupils to take part, drawing out their knowledge bit by bit, listening carefully to what pupils have to say and responding positively.
110. Activities are well matched to pupils' needs. Teachers support pupils' learning by the use of carefully prepared resources that sometimes include the use of appropriate information technology. Teachers explain tasks clearly and make sure pupils know what a successful piece of work will look like, as in a Key Stage 1 lesson on diet and healthy teeth. Pupils with special educational needs and pupils with English as an additional language are encouraged to take part in introductory discussions and are well supported during activities. Teachers assess pupils' progress through conversations during activities and during the summary. In the summary time teachers encourage pupils to speak clearly, use correct vocabulary and grammar, and bring various ideas together, as was seen in a Key Stage 2 lesson which examined freezing and melting. In the best lessons pupils with special educational needs and pupils with English as an additional language are given a specific opportunity to show what they have learned. Achievements and problems met are shared by all.
111. The impact of this good quality teaching is clearly shown in the fact that pupils' learning is always at least sound and is good in more than half of lessons. Pupils are sure about what they have to do with the result that they work effectively on their tasks. They talk enthusiastically about their work and make clear gains in knowledge and understanding. They develop increased confidence in using appropriate scientific and descriptive vocabulary, and in bringing together different pieces of knowledge in discussion with the teacher. From the end of Key Stage 1 and throughout Key Stage 2 pupils develop an understanding of the relationship between cause and effect. Pupils in the early years of Key Stage 2 acquire the skills of prediction, fair testing and drawing conclusions.
112. Pupils behave well. Their attitude to learning is never less than

satisfactory and is usually good. Pupils relate well to one another and their teachers. They are attentive during introductory and summary phases of lessons and are keen to share experiences. During activities, pupils move on to tasks without fuss and use resources carefully. They concentrate well and persevere, even when tasks are quite challenging.

113. The curriculum described by the scheme of work provides for a sound development of knowledge and skills in the subject. Its implementation in Years 5 and 6, however, occasionally leads to knowledge and understanding being taken beyond Key Stage 2, but at the expense of sufficient development and reinforcement of the higher skills of experimental and investigative science. The subject leader was on long-term leave at the time of the inspection. Despite this, there is evidence of sound leadership and management overall. Appropriate visitors and visits, including use of a residential environmental education centre and participation in a science and technology week, have enriched the curriculum. The subject leader has worked hard to raise the profile of the subject with staff, pupils and parents through organising a science week and a curriculum evening. She has made useful contacts with other schools and external agencies, and has been successful in obtaining support from them for the subject. There is a good action plan in place, but insufficient monitoring and analysis of teaching and standards, as recognised in the school's strategic planning.

ART

114. Standards in the subject are broadly in line with national expectations. By the end of Key Stage 1, pupils record with confidence what they see, experience and imagine, working in two (and sometimes three) dimensions. Through the practical work they undertake, they show their understanding of the artistic elements of pattern, texture, colour, line, tone and shape. Pupils produce a wide variety of colourful, eye-catching work, such as imaginative paintings of multi-coloured snakes, a dramatic display in three dimensions on a seaside theme and many other examples of work that involves printing techniques, collage, textiles, and model-making.
115. The range of work by pupils at the end of Key Stage 2 is more limited, but generally average in quality. Work on display included bold pictures in the style of Matisse, imaginative representations of historical events and intricate pattern work, illustrating the story "The Patchwork Quilt". Drawing and painting are reasonably well executed, with attention given to accuracy and detail.
116. The quality of teaching is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. In Key Stage 1, teachers plan a suitable range of opportunities for developing pupils' knowledge and skills. They teach pupils how to use a wide variety of materials and techniques for drawing, painting, printmaking, collage, and model-making.
117. Overall most teachers in Key Stage 2 enable their pupils to produce at least some work of a satisfactory standard but the approaches to teaching are inconsistent. For example, pupils in one class in Key Stage 2 are

taught the subject regularly and effectively, but some teachers do not plan specifically for art and teach it through other subjects. Other teachers do plan for the subject but do not devote much time to it. The resulting curriculum in Key Stage 2 lacks breadth and depth.

118. Only three lessons were observed during the week of inspection, all of which were well taught and resulted in a sound standard of work from pupils. In one lesson in Key Stage 1, for example, two teachers presented an interesting variety of fruits to pupils and through demonstration, clear explanations and questioning effectively developed pupils' skills of observation in preparation for the subsequent drawing, painting and printing activities.
119. The subject leader, who has specialist expertise and great enthusiasm for the subject, has taken a number of steps that have helped to raise standards and quality. There is now a satisfactory scheme of work. Additional resources to enhance pupils' knowledge of the work of other artists have recently been acquired. Pupils' own work, examples of art from different cultures and pictures by famous artists are attractively displayed. These efforts have enhanced the quality of the learning environment for all pupils and adults in the school. An art club has been set up to extend the learning of a small number of pupils. Current procedures for monitoring teachers' work and for identifying and rectifying weaknesses are, however, inadequate to improve shortcomings in the planning and provision for the subject within and across year groups

DESIGN AND TECHNOLOGY

120. Only one short lesson was seen during the inspection. Evidence from teachers' planning, pupils' work and discussion with the subject leader reveals a similarly unsatisfactory picture to that at the last inspection. Standards seen in the small amount of pupils' work available are in line with expectations for the end of Key Stage 1, but below expectations for the end of Key Stage 2.
121. There is no clear long-term plan to show what is to be covered in each term of each year or a scheme of work to support coherent planning. Teachers' own planning for the subject in Key Stage 1 does provide appropriate opportunities for pupils to develop their skills of making objects. Pupils experience and use a range of materials to produce objects and occasionally link their knowledge to other areas of the curriculum. For example, they use a variety of materials in a texture collage related to work in science. There are, however, no planned opportunities for pupils to experience the more technological elements of the subjects, such as the use of wheels, axles and joints in making objects.
122. There are insufficient planned opportunities for the effective development of the skills of designing and making in Key Stage 2. The range of materials for pupils to experience is limited to framework materials such as wire, to reclaimed materials such as plastic pots, and to mechanical and electrical components. There is little evidence of pupils' skills of planning

and evaluation developing beyond labelled design drawings of a very basic kind and beyond lists of materials. There are planned opportunities for pupils to acquire skills in cutting and joining, but not to develop finishing techniques. Pupils have the opportunity to relate knowledge from mathematics and science to strengthen frameworks, control movement and produce effects through electrical circuitry. The limited range of materials, however, means that pupils do not learn enough about the working characteristics of mouldable materials, food and textiles.

123. The curricular arrangements for the subject remain unsatisfactory. The lack of clear subject guidance produces an unhelpful flexibility and vagueness in planning. The result is an imbalance in the separate aspects of the subject and incomplete experience of the subject for some Key Stage 2 classes. Current provision falls far short of that required from September 2000.

GEOGRAPHY

124. Only two lessons were seen during the inspection, but the evidence from pupils' work and records shows that standards are now in line with national expectations at the end of both key stages. The new scheme of work has helped to improve teaching and learning since the last inspection. Pupils' awareness of places is much stronger than their knowledge of geographical processes. Pupils at the end of Key Stage 1 can describe the main features of places they have learnt about in stories. For example, Year 2 pupils made a pictorial map of the "Island of Struay". They expressed their views readily on the attractive and unattractive features of both the island and their own locality. They ask and answer questions, such as "How will Struay change if a new pier is built?" They can describe hills, rivers and islands and know about the effects of weather on the clothes that people wear.
125. In Key Stage 2, younger pupils use suitable geographical terms, as for example, when discussing transport and tourism, in their study of coastal locations. Many pupils know the names of the continents and of the countries of the British Isles. Older pupils study the physical and human features of places such as mountain environments. They explore the physical effects of rivers on the landscape, as when studying the Severn and Indus River valleys. Older pupils' use of maps of different scales is limited.
126. Teaching was good in both the lessons seen. The strengths of teaching lie in the good structure to lessons, the use of stories and other good quality resources, effective management of behaviour, warm relationships and appropriate feedback to pupils. Pupils are interested in the subject and concentrate and behave well in lessons. They enjoy researching and discovering new information about places. They learn well and make satisfactory progress throughout the school.
127. Only one topic is studied in depth each year; as a result insufficient time is devoted to studying how the pattern of settlements varies, how places change over time and how places are linked, for example, by the supply of

goods. The curriculum is enriched by visits to study the locality and by field studies on school journeys. The use of information technology is growing and useful material is now taken directly from the internet. For example, older pupils have researched information on a variety of rivers including the Mississippi, the Ganges and the Nile.

128. Since the last inspection, the school has adopted a published scheme of work, and this has assisted teachers in their planning. The subject leader does not, however, undertake sufficient monitoring of teaching and learning to ensure that all aspects of the subject are covered appropriately.

HISTORY

129. Standards at the end of both key stages are broadly in line with national expectations but standards vary from class to class. Pupils have sound knowledge and understanding of the history topics studied. They are able to make connections and comparisons across units of work and to make links between visits and work in the classroom. Pupils in Years 5 and 6, for instance, compared sanitary arrangements several thousand years ago in the Indus Valley civilisation with those 400 years ago in Tudor England. Pupils in Year 3 and 4 used their memories of their visit to Sutton House when studying a historical map of the area. By the end of Key Stage 2, pupils have an appropriate understanding of the nature and limitations of historical evidence. Pupils are interested in the subject and willing to answer questions and take part in discussions.
130. Three history lessons were seen, all in Key Stage 2. The quality of teaching, based on this limited sample, is broadly satisfactory. One of the strengths of the teaching is the use of artefacts, pictures, visits and other direct sources of evidence, and the effective use of questioning to help pupils to get the most from these resources. Another good feature is the provision of a wide range of written sources for pupils to learn from. Teachers provide activities suitable matched to the differing abilities of their pupils. One weakness in the teaching is the lack of clear historical objectives, with assessment linked to those objectives. Some teachers lack sufficiently detailed knowledge of the subject matter to secure higher standards from their pupils. Implementation of the school's marking policy is erratic: some work is unmarked or comments focus only on the presentation and completion of work. Such marking does not help pupils to achieve higher standards.
131. Relatively little time is spent on the subject. This leads to a lack of depth of study, in some classes more than others. In some classes, pupils' work is kept loose in folders, so making it hard to track progress. The subject leader organises the resources well, but teachers have insufficient guidance in the use of published schemes of work. The monitoring of teaching is not tight enough to ensure consistency and depth in the teaching of the subject or to gain a detailed overview of its strengths and weaknesses. Work samples are kept, but they are not annotated in a way that would assist in raising standards. There has been little change in the provision for the subject since the last inspection, although the quality of

teaching was then rated as good.

INFORMATION TECHNOLOGY

132. Standards are in line with national expectations for pupils at the end of Key stage 1 and above at the end of Key stage 2. Pupils in Year 1 and 2 use the keyboard confidently to enter and edit text. In Year 3, pupils begin to recognise ways in which a spreadsheet can help them to handle data, for example, to calculate the number of grains of rice which could be placed on a chessboard. The use of IT to communicate beyond the school is growing. Pupils in Year 4, for example, use the internet to send and receive messages. Information technology helps to enrich other subjects: in Year 6 pupils construct different types of graphs, as when after a school visit to a farm pupils made a graph of animals' food preferences.
133. Pupils make satisfactory progress throughout the school. In Key Stage 1 they consolidate their use of mouse, keyboard and commands to save and print their work. They extend their knowledge of using IT to control simple devices. For example, in a Year 1 and 2 lesson, pupils planned a series of movements to navigate towards 'buried treasure'. In Key Stage 2 pupils widen their understanding of the uses of IT and its applications and facilities. They learn to use the 'menus' and become more confident and independent in selecting commands. Pupils' learning in communicating information, in modelling and in data-handling is sound, whereas their experience of control technology is limited by the inadequate range of equipment.
134. Pupils enjoy using the computers and programmable devices. They respond with enthusiasm in lessons and work well in pairs. They concentrate and persevere with tasks and investigations and treat equipment sensibly. All lessons seen during the inspection were at least satisfactorily taught. Teaching is well planned and the use of appropriate vocabulary reflects teachers' sound subject knowledge. As well as being confident users of IT, most teachers make use of the pupils' own expertise to demonstrate techniques. They structure lessons appropriately with whole-class and paired phases. Suitable activities are prepared and taught, using additional support assistants to help pupils with special educational needs. Weaknesses in teaching are associated with the use made of limited resources (one computer per class), and with the large size of groups.
135. Since the last inspection, standards in Key Stage 2 have risen. This is largely due to improvements in teaching and in the availability and accessibility of additional resources. A network of computers is now in place and is well used. The school has appropriate software and an effective scheme of work. The subject makes a good contribution to learning across the curriculum. This is the result of enthusiastic and imaginative subject leadership, which is well supported by the senior management team. A suitable action plan has been devised to improve provision and to continue to raise standards.

MUSIC

136. Standards in music are in line with national expectations by the end of Key Stage 1 but unsatisfactory and below average in Key Stage 2. Except in singing, the attainment of pupils in Key Stage 2 is not significantly higher than those of pupils in Key Stage 1. This represents a decline at Key Stage 2 on the standard reported at the last inspection. Across both key stages, the standard of singing is satisfactory. Pupils sing a variety of songs with confidence and with some awareness of when to sing loudly or softly. Older pupils sing songs and rounds in two parts, reasonably tunefully and with a secure sense of pulse.
137. In both key stages, pupils learn to appreciate a variety of music from different times and cultures, through, for example, identifying the instruments used and discussing the effect intended by the composer. They explore sounds, by clapping out simple musical patterns illustrated by the teacher, create their own and sometimes perform these with other pupils. They use a variety of untuned instruments.
138. Through these activities, all pupils achieve a basic understanding of musical elements such as duration, dynamics and tempo. Some have learned how sounds can be recorded, using symbols, and recreate the sounds by referring to these symbols. Most pupils have had very little experience of working alone or with others to compose simple pieces. The small number of pupils receiving instrumental tuition in piano or recorder makes satisfactory progress.
139. The quality of teaching for music is satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. The school makes good use of the services of a visiting music specialist, who, supported by the headteacher, provides weekly singing assemblies for whole year groups. These sessions are taught to a satisfactory standard. The large number of pupils is managed well. They give pupils opportunities to sing a wide variety of enjoyable songs, through which they develop their singing skills and understanding of musical elements such as dynamics, pulse and tempo.
140. Teaching by class-teachers varies in quality; some teachers lack confidence and expertise in teaching the subject. This issue was identified in the last inspection and the headteacher organised an intensive programme of in-service training. This programme has improved the expertise of a number of teachers who teach music regularly and provide a suitable range of activities in lessons. In one lesson in Key Stage 1, for example, the teacher effectively explored the musical elements of duration and pulse through practical work, using untuned instruments. Other teachers, particularly in Key Stage 2, do not dedicate enough time to the subject and do not provide a sufficiently broad and challenging curriculum for pupils. This prevents pupils making the progress of which they are capable.
141. Following the last inspection, the headteacher assumed responsibility for the subject and has made efforts to develop musical education throughout the school. The use of the visiting specialist and the services of an

external consultant have resulted in a number of improvements in curricular provision. The involvement of pupils in the school's "Talent Show" and in the externally organised "Voices 2000" production has provided valuable, additional opportunities for some pupils to develop their performing skills. The school's systems for monitoring teaching and planning are not, however, wholly effective in ensuring that the subject is taught regularly and in accordance with an agreed timetable, or that further support is appropriately directed.

PHYSICAL EDUCATION

142. Only three lessons of physical education were seen during the inspection. Standards are broadly in line with national expectations at the end of both key stages. Pupils make satisfactory progress throughout the school. In Key Stage 1 pupils plan and perform suitable movements in gymnastics lessons, linking actions together. In Key Stage 2, younger pupils participate in games and swimming. They talk about what they have done and make simple judgements about the quality of their work. They work well with partners and show increasing control in linking actions together. They are aware of the effects of exercise. Older pupils practise and refine aiming, throwing and catching, building the skills needed for an appropriate range of team games.
143. Teaching is satisfactory in both key stages. Teachers plan suitable stages within lessons and ensure that pupils remain active. They give clear explanations and instructions and challenge the pupils to improve by getting them to think about, and evaluate, their own and others' performances. Teachers ensure that a good range of resources is used in lessons and that pupils work co-operatively and safely in lessons.
144. Pupils' behaviour in lessons and their attitudes towards the subject are both satisfactory. They enjoy being physically active and working together, particularly in games lessons. The curriculum is enriched by after-school games sessions and adventurous outdoor activities during school journeys. Since the last inspection, a new scheme of work has been adopted, to good effect. The quality of teaching has benefited from the training and advice to staff provided by an external consultant. As a result of improvements in planning and teaching, under the leadership provided by the headteacher, standards have improved in Key Stage 2 since the last inspection.

RELIGIOUS EDUCATION

145. Four lessons were seen (one in Key Stage 1 and three in Key Stage 2) and samples of pupils' work were scrutinised. Standards in Key Stage 1 are generally in line with the expectations of the local Agreed Syllabus for religious education. They were, however, below expectations in the one lesson seen in Key Stage 1. By the end of Key Stage 2, standards are in line with expectations. Pupils identify the key figures, beliefs and practices of the religions they have studied and show reasonable understanding of their significance. They show an understanding of what

is involved in belonging to a faith community. They make appropriate comparisons between religions. They develop an understanding of right and wrong. Pupils respond thoughtfully and with sensitivity to others' views on religious issues.

146. The quality of teaching was unsatisfactory in the one lesson seen in Key Stage 1, and satisfactory overall in Key Stage 2. There is explicit teaching based on the Agreed Syllabus, enabling pupils to develop a coherent view of the major faiths. Teachers encourage pupils to respect one another, supporting pupils of different faiths and none, to talk freely about their beliefs and customs and to learn from one another. Teachers make effective use of artefacts and pictures. They identify key religious words to support the learning of pupils with English as an additional language. For example, in a Years 3 and 4 lesson, the teacher showed the pupils a *mezuzah* and demonstrated where it would be placed in a Jewish home.
147. Teachers generally lack the depth of subject knowledge to challenge pupils' thinking further. Some of the activities provided are limited to comprehension exercises. A Years 5 and 6 lesson on Buddhism, for instance, became an exercise in note-taking rather than helping pupils to develop their understanding. The lesson seen in Key Stage 1 was general work about food, not based on the objectives of the Agreed Syllabus about the symbolic meaning of food and its role in giving thanks and sharing. Where teaching is satisfactory, pupils are interested. They listen well to the teacher and to one another and are willing to volunteer their ideas and experiences. When lessons lose pace and focus, the pupils become bored and restless.
148. The headteacher is directly responsible for the subject and she has ensured that it has a firm place in the curriculum. The programme of units meets the requirements of the Agreed Syllabus and ensures that pupils learn about Christianity and the other major faiths. The curriculum is enriched by visits to places of worship and by visitors from faith communities. There is no detailed scheme of work and this is a weakness as many teachers lack confidence and expertise in the subject. In practice, the curriculum offered varies from class to class, partly as a result of inadequate monitoring. Weakness in Key Stage 2 was identified at the last inspection.