

INSPECTION REPORT

GREENACRES PRIMARY SCHOOL

Eltham, London

LEA area: Greenwich

Unique reference number: 100128

Headteacher: Gill Clarke

Reporting inspector: Mike Phillips
7704

Dates of inspection: 11th-14th February 2002

Inspection number: 220817

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior, with designated provision for language impairment
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Witherston Way Eltham London
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Appropriate authority:	Governing body
Name of chair of governors:	Philip Arnold
Date of previous inspection:	24 th January 2000

INFORMATION ABOUT THE INSPECTION TEAM

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7704	Mike Phillips	Registered inspector	Geography Religious education Special educational needs	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9457	Gillian Bindoff	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20970	Irene Wakefield	Team inspector	Science Information and communication technology Music Areas of learning for children in the Foundation Stage Equal opportunities	

30033	Malcolm Wright	Team inspector	English Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
27718	Sudarshan Abrol	Team inspector	Mathematics History English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenacres Primary School is in Eltham, part of the London Borough of Greenwich. The 238 pupils in this average size primary school include children in the Foundation Stage and the 27 pupils with speech and language disorders attached to the Language Impairment Unit (LIU). Pupils attached to the LIU are drawn from all the Greenwich area; most other pupils come from the housing estate surrounding the school. Three children of nursery age attend the Foundation Stage LIU class. The attainment of most of the 41 children who join the nursery is well below that expected nationally. By the time the 21 Reception children join the school in Year 1 their standards are below those expected nationally. Pupils from Year 3 to 5 who are attached to the LIU spend most of their time working alongside other pupils in class with specialist support. The 18 per cent of pupils who leave or join the school other than at the usual times is above the national average. The 20 per cent of pupils with special educational needs not attached to the LIU have moderate learning difficulties and just over two per cent of them are in receipt of a statement, all of which is well above the national average. The 40 per cent of pupils entitled to free school meals is also well above the national average, as is the six per cent of pupils who learn in English as an additional language. Seven teachers left the school over the last year to be replaced by six full-time and two temporary appointments.

HOW GOOD THE SCHOOL IS

An outstanding headteacher and her team of highly effective senior managers lead this swiftly improving school. Staff share the headteacher's firm commitment to high standards that contributes to pupils' good achievements and rising standards by Year 6. Standards in English, mathematics, science, and most other subjects match those expected nationally. Standards in music are above national expectations. Good teaching in the nursery provides secure foundations for children's future learning. Some teaching in the Reception class that is not attached to the LIU is unsatisfactory, but it is good throughout the rest of the school. All this good and better practice results in the school providing good value for money.

What the school does well

- The headteacher's leadership of this school is outstanding.
- Standards are rising rapidly.
- There is good teaching in the Nursery and in Years 1 to 6 where it is occasionally excellent.
- Pupils are valued and managed well so that they are eager to learn.
- Provision for pupils' moral and social development is very good.
- The school is very good at gathering assessment information about pupils' achievements and attainment.

What could be improved

- Children's achievements in the Reception need to improve.
- Some teachers' use of assessment when planning needs improving to make sure standards by the end of Year 6 continue to rise.
- By Year 2, standards in geography are below national expectations.
- Planning needs to improve to make sure pupils who learn in English as an additional language, and those with special educational needs who are not attached to the specialist unit, continue to achieve well.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been good improvements since the last inspection in January 2000, and in two areas there have been very good improvements. The school no longer has serious weaknesses. There have been good improvements in teaching in the nursery and in Years 3 and 4 and in teachers' expectations about what pupils can achieve in science. There have been good improvements in the leadership of subjects, although there is still more to do. There have been very good improvements in pupils' information and communication technology (ICT) skills. Although there have been very good improvements in the ways assessment information is gathered and then used to set school priorities, there is room for improvement in the use of assessment by some class teachers to plan consistently challenging work, especially for some pupils with special educational needs who are not attached to the LIU.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E*	E	well above average A above average B average C below average D well below average E
Mathematics	E	E*	E	C	
Science	E	E*	E	C	

The Year 6 2001 national test results for English puts the school in the bottom five per cent nationally and well below the average for similar schools across the country. For mathematics and science, whilst the Year 6 National test results match those for similar schools across the country, the results are well below those expected nationally. The declining trend in standards since 1998 for English has now dramatically reversed. The 'green shoots' of recovery evident in the 2001 test results have blossomed and standards are now broadly in line with national expectations, with the greatest improvement in writing. The downward trend in National Curriculum test results since 1998 for mathematics and science was dramatically reversed in 2001. The rate of improvement in science and mathematics is well above the national average, with 19 per cent more pupils than in 2000 reaching or exceeding national expectations in mathematics and an impressive 37 per cent more than 2000 doing the same in science. This improving trend continues and is reflected in most other subjects. By Year 6, pupils' achievements are good, including those pupils attached to the LIU. By Year 6, standards in most subjects match those expected nationally. For religious education they are in line with those expected by the locally agreed syllabus and for music they exceed national expectations. The school is on course to reach the challenging numeracy and literacy targets agreed with the local education authority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and they are eager to learn.
Behaviour, in and out of classrooms	Good.
Personal development and	Pupils work and play very well together and they like and respect their

relationships	teachers.
Attendance	Below average, despite the school's very good efforts, attendance and punctuality for a few pupils are unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

Most teaching is good, and a high proportion is very good and excellent. Out of 52 lessons seen, two were excellent, 39 were good or better, 10 were satisfactory and one was unsatisfactory. The best teaching uses probing questions and imaginatively chosen and used resources in well-prepared lessons to drive up standards. As a result, pupils are inspired and swept eagerly along in their learning, as seen in an excellent Year 2 religious education lesson and in so much very good teaching of pupils attached to the LIU. English and mathematics are taught well and numeracy and literacy skills are effectively reinforced in other subjects. The reinforcement of pupils' ICT skills is also good. Less successful teaching does not use assessment information to set pupils' consistently challenging work, especially those with special educational needs. This is also true of pupils who learn in English as an additional language. Where teaching is weakest, expectations about what pupils can achieve are not high enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is the full range of well-managed National Curriculum subjects and religious education. Educational visits reinforce pupils' learning well.
Provision for pupils with special educational needs	Good.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, with very good provision for pupils' moral and social development.
How well the school cares for its pupils	Good care for pupils underpins all the school strives to achieve. Some teachers do not use assessment information well enough when planning lessons.

The school works well with parents to help their children learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. Her highly effective senior management team and school staff share her very firm commitment to high standards. Some subject managers do not evaluate subject improvements effectively to ensure continuous improvement.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well through their good knowledge of the school's strengths and areas for improvement.
The school's evaluation of its performance	The school is continuously improving because it evaluates itself very well.
The strategic use of resources	The principles of best value underpin good financial planning to ensure resources are used effectively to drive up standards.

Good accommodation is used very well. There is a good match of teachers and support staff to the demands of the curriculum and the diverse learning needs of pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents say their children like attending this well managed and approachable school where their children behave well and are well taught, work hard and make good progress. They say that the additional classroom support for pupils attached to the LIU benefit all children. They say this is an improving school under the leadership of an enthusiastic headteacher. 	<ul style="list-style-type: none"> A few parents doubted the effectiveness of in-class support for special educational needs pupils not attached to the unit and that pupils attached to the unit have a negative effect on standards. A few parents were concerned about behaviour in the dining hall at lunchtime. A few said the school's partnership with them, and the information they receive about how their children are getting on, need improving. A few say there are too few after-school activities.

Inspectors agree with parents' positive views. They found that pupils' good achievements are not hampered by the presence of pupils attached to the LIU and that pupils with special educational needs are supported well. Behaviour is good in the dining hall. Whilst inspectors found that parents get satisfactory information about how their children are getting on, there is room for improvement. Parents and carers enjoy a good partnership with the school to help their children learn. There is a good range of interesting activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the last four years, results of the National Curriculum test results at the end of Year 2 and Year 6 include pupils attached to the Language Impairment Unit (LIU) who are unlikely to reach nationally expected standards. The numbers of these pupils in each year group change each year, causing test results to vary each time. The decline in national test results in 2000 for mathematics and science, compared to those in 1999, is mainly due to a larger number than previous years of Year 6 pupils attached to LIU taking the tests.
2. Since the last inspection in January 2000, there has been a very good improvement in Year 6 pupils' standards in English, mathematics and science and in most other subjects, including religious education. By Year 2, standards in mathematics, science, reading, writing, and for other subjects for pupils not attached to the LIU, are in line with those expected nationally. Geography standards are below national expectations by Year 2. By Year 6, standards in English, mathematics and science and most other subjects match those expected nationally. Standards in music are above national expectations. Pupils attached to the LIU make good progress, as do other pupils in receipt of a statement for their special educational needs. Other pupils with special educational needs, not in receipt of a statement, also progress well. There is no significant difference in attainment or achievements by Year 6 between boys and girls, between pupils from different ethnic backgrounds and between pupils with special educational needs, including those attached to the LIU.
3. The 2001 Year 6 national test results for English show that the proportion of pupils reaching and exceeding national expectations was in the bottom five per cent nationally and well below the average for similar schools. These results follow the trend of declining standards since 1998. However, a closer examination of the 2001 test results shows that, despite the low results, they were marginally better than the results for 2000. However, even when the results of pupils attached to the Language Impairment Unit (LIU) are separated from the results of other pupils, the proportion of pupils reaching and exceeding standards expected was still well below the national average. The main weakness was in pupils' writing.
4. The 'green shoots' of improvement in English, visible in the Year 6 2001 national test results, have blossomed and pupils' attainment has dramatically improved. The improvement strategies put in place two years ago have had a very good impact on pupils' achievements by Year 6, including those attached to the LIU. The downward trend over the last four years is now reversed.
5. Inspection evidence shows further improvements since the Year 2, 2001 national tests for writing. The declining trend in standards between 1997 and 1999 has been reversed as the result of regularly evaluated improvement strategies. National test results improved steadily since 1999, and in 2001 the proportion of pupils reaching and exceeding standards expected for their age was in line with the national average and well above those for similar schools across the country. Pupils with different learning needs, including those attached to the LIU, now make good progress.

6. In reading, the Year 2 national test results over the past four years show that, after a dip in 1999, standards have improved very little. This is despite the well managed and taught National Literacy Strategy. Examination of the 2001 test results reveal that, whilst 16 per cent of pupils exceeded standards expected nationally for their age, this was still well below the national average. Just over a third of the pupils reached standards that are well below those expected nationally. When the 2001 test results are examined for those pupils not attached to the LIU, the proportion of pupils reaching and exceeding standards expected nationally improves but it was still below the national average.
7. The Year 6 2001 national test results for mathematics show that the proportion of pupils reaching and exceeding standards expected was well below the national average, but in line with similar schools across the country. The test results, which include pupils attached to the LIU, show that the proportion of pupils reaching the level expected nationally for their age was close to the national average. It is the low proportion of pupils in comparison with the national average that reach the higher level that cause the test results to be well below those of most schools nationally.
8. The school has very effectively reversed the downward trend in mathematics since 1997 in Year 6 through its rigorous evaluation of the effectiveness of the National Numeracy Strategies, and analysis of national test results. The sharp fall in the Year 6 2000 test results was dramatically reversed in 2001. Compared to the Year 6 2000 national test results, in 2001 there was a 19 percentage point improvement that resulted in more pupils reaching or exceeding standards expected nationally. This upward trend continues. Pupils now achieve well by Year 6. Over half the pupils reach or exceed standards expected of them nationally.
9. The Year 6 national test results for science have risen and fallen since 1997. National test results dived down in 2000 to be in the bottom five per cent nationally, but they rose steeply in 2001, although they were well below those expected nationally. This rate of improvement continues and standards are now in line with national expectations. Standards are improving because the school uses information gathered from assessments of pupils' learning to put in place improvement strategies.
10. Although there was a sharp upward improvement in Year 6 national test results for science in 2001, the proportion of pupils reaching and exceeding standards expected was well below the national average, but in line with similar schools across the country. The Year 6 2001 national test results showed that there was a 37 percentage point improvement that resulted in more pupils reaching and exceeding standards expected nationally than in 2000. This improvement continues. The deployment of an experienced subject manager has improved pupils' skills to learn from scientific investigations, and so from Year 1 to Year 6 pupils, including those attached to the LIU, achieve well and standards are improving all time.
11. Since 2000, the rate of improvement in Year 6 national test results for English, mathematics and science was above the national trend. This trend continues. The improvements in standards by Year 6 are even more remarkable when taking into account the 18 per cent of pupils who leave and join the school other than at the usual times. Although improvements were apparent at the time of the last inspection

in January 2000, the appointment since then of an assistant headteacher whose task it is to lead on strategies for improvement has coincided with the school's great improvements.

12. Children enter the Foundation Stage with skills well below those expected for their age. The good teaching in the nursery, that has improved since the last inspection, results in good progress for children with different learning needs. By the time they enter the Reception class, children's skills improve satisfactorily, but they are still below those expected. In the Reception class, they do not make enough progress by the time they enter Year 1, so that by the end of the Foundation Stage children's standards are below those expected nationally. This is mainly due to a lack of challenging work that does not consistently match children's diverse learning needs. However, children attached to the LIU make good progress because of the very effective teaching and learning support they receive.
13. Pupils who learn in English as an additional language are competent English language users. Their achievements match those of most other pupils of their age in all areas of their learning, including numeracy and literacy.
14. Pupils attached to the LIU make good progress in their numeracy and literacy skills in particular. This is because measurable learning targets in their education plans are used well by most teachers to plan challenging work that meets their individual learning needs. Some very good teaching of these pupils uses signing expertly to ensure their good progress in spoken and written language in all subjects. This very good practice was seen in a Year 1 and 2 physical education lesson, where lessons learnt in science and in mathematics were expertly and imaginatively reinforced.

Pupils' attitudes, values and personal development

15. Pupils enjoy school. As a result of the school's effective strategies to make sure all pupils are included in all the school offers to help them learn, pupils from different ethnic and cultural backgrounds learn enthusiastically together. They respond well to the orderly environment provided by the school and to the high expectations of their teachers. From the time they join the school the good learning atmosphere and the encouragement they get to learn well means that they accept that they have to work hard all the time. Consequently, they soon have good learning habits so that as they grow older they sustain their concentration and learn to work well independently. Teachers' skilful use of praise, and the ways each pupil is valued, spurs them on to do their best and as a result many of them achieve well by Year 6.
16. Children settle quickly into the nursery. They are happy and enjoy the good range of activities provided. They make good progress in their social skills as they learn to share and to take turns. By Year 1, pupils with different learning needs listen carefully to teachers and their assistants to follow instructions well. In a Year 1 music lesson they treated the instruments with care and did not play them until they were asked to. They made very imaginative 'watery' sounds and were pleased with their work. From Year 3 to Year 6, pupils progress well in taking responsibility for their own learning. They carry out individual research for history, science and religious education and other major projects. This is a good improvement since the last inspection.

17. Pupils behave well in lessons and around the school. They are actively involved in the strategies for promoting good behaviour to which they respond cheerfully. There is a very friendly, relaxed and sociable atmosphere at break times when pupils play well together. Two parents commented that their children, previously attached to the LIU, and who now learn alongside other pupils in main school classes, are sometimes teased about their slowness when talking. The school is dealing with this sensitively and effectively in partnership with parents and pupils respond well when working with former LIU pupils in class. This was seen in a Year 4 literacy lesson, when pupils listened intently to a shy former LIU girl explain her learning, and then spontaneously congratulated her on her fine efforts. Pupils agree that there was some bullying and name calling in school but they are confident to talk to adults should these occur again. No pupils have been excluded from school in the last three years. Pupils are polite and welcoming to visitors.
18. The strong emphasis placed by the school on pupils' personal development ensures they understand that their actions have an impact on others and that each person should be valued as an individual. All pupils sign a 'statement of commitment' that emphasises co-operation, helpfulness and being sensitive to the needs of others. Pupils are encouraged to reflect on concepts such as 'peace' and some describe their feelings very well. A Year 6 pupil wrote, "Peace means to me harmony, quiet, silence, people being kind to each other and no-one lying". Pupils value opportunities provided for them to reflect on personal aspects of their lives. Relationships between the pupils, and between pupils and the adults in the school, are very good and contribute significantly to the supportive learning environment that helps pupils achieve well.
19. Pupils throughout the school are keen to undertake classroom tasks and be helpful. From Year 2, pupils take a leading role in the school council and by Year 5 and 6 they are developing a very good understanding of what being a good citizen means and of the democratic processes. They know they can effect improvements in the school and are very good at organising themselves and raising funds to provide additional resources for their learning. School council members are proud of their achievements.
20. Levels of attendance are below the national average in spite of the school's very good strategies for improving the attendance of a few pupils. All other pupils attend regularly and on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Most teaching is good, and a high proportion is very good and excellent. Out of 52 lessons seen, two were excellent, 14 were very good, 25 were good, 10 were satisfactory and one was unsatisfactory. This represents a very good improvement since the last inspection.
22. Most teaching in the Foundation Stage is satisfactory, with some good teaching in the nursery class. In this class, children's learning needs are identified well so that work challenges and interests them and they make good progress. However, in the Reception class, teaching is weaker because the children's learning needs are not well identified. Work does not consistently build upon their previous learning and so for most children in the Reception class, their progress is unsatisfactory.

23. There are a number of significant features common to all good and better teaching. The most striking are the high expectations teachers have about what pupils with different learning needs can achieve, including pupils attached to the LIU. Throughout the school, pupils achieve well because lessons begin with teachers sharing the lesson's learning objectives before they move onto whole class teaching that uses probing questions to set challenging work that inspires so many pupils. This good practice was seen in a Year 1 literacy lesson, when pupils described the character of an ugly sister from the story of Cinderella. Challenging questions about previous learning meant that pupils understood well what they had to learn before they enthusiastically settled down to work hard. In this and many other lessons, resources were used imaginatively and teaching was conducted at a demanding pace with clear explanations, all achieved with good humour that encouraged pupils to be confident learners. Another striking feature of so many lessons is the time provided for pupils to evaluate their own learning so that they know what to do to improve. This contributes enormously to the good progress of so many pupils. An excellent example of this was seen in a Year 3 design and technology lesson, where pupils thoughtfully wrote evaluations of their learning. All this good practice sweeps pupils eagerly along in their learning.
24. Many of the features of good and better teaching were seen during the teaching of Year 6 pupils and this explains why standards are rising so fast. A challenging, well-prepared literacy lesson for a small group of higher attaining pupils resulted in very thoughtful discussions about the features of descriptive, persuasive and factual texts. The class was full of the murmur of busy people as they worked hard together on their texts. When sharing literacy work with an inspector, a Year 6 pupil said, 'I really like these lessons. She works you hard, but its interesting and I know I am getting better.' In a Year 6 numeracy lesson, pupils responded cheerfully to the fast paced mental mathematics session that began the lesson. Very good understanding of the pupils' prior learning was used to set challenging work for the rest of the lesson for pupils with different levels of attainment so that they learnt well all the time. In this and other Year 6 lessons, well-deployed and experienced learning support assistants work effectively with teachers to help pupils learn. They are good at using praise to maintain high expectations about what pupils can achieve, including those attached to the LIU. In these lessons, pupils not only know what they have to learn, but what they have to do to succeed, with times provided to evaluate their learning with the teacher and to receive advice.
25. The very good use of assessment information about pupils' learning by most teachers, seen in the Year 1 and 2 LIU lessons, is typical of much planning throughout the school, and explains why pupils attached to the LIU and many other pupils achieve so well. This good practice means that most pupils know what they have to do to improve. In a Year 2 ICT lesson, pupils sustained concentration well when working in pairs to learn new word-processing skills that very effectively reinforced their literacy skills. They wrote with care and great interest about going on a bear hunt. An inspirational physical educational lesson for Year 1 and 2 LIU pupils, that drove them eagerly along in their learning, was expertly based on pupils' prior learning, so that they prepared and then performed gymnastic shapes that reinforced their learning about mathematical shapes very well. When LIU pupils learn alongside others in class, the work and the support they receive match their individual learning needs in ways that interest and challenge them, so that they improve all the time. These pupils' progress is measured effectively against their

individual learning targets and this good practice contributes to their successful learning. A Year 5 religious education lesson about a recent school visit to a Hindu Temple is typical of so much good practice. Here, the well-planned lesson and carefully chosen resources were used very effectively by the knowledgeable class teacher and learning support assistant, to make sure these pupils learnt successfully whilst being fully included in the lesson. The ways LIU pupils are included so well in lessons was seen in a Year 5 science lesson, when a high attaining pupil from this unit beamed with pride when he completed his challenging work.

26. The outstanding teaching in Year 2 contributes to rising standards. It inspires pupils to work hard and with enormous interest. For example, in a history lesson the teacher dressed as a friend of Florence Nightingale, and by acting out this role brought history alive. In a religious education lesson, pupils listened wide-eyed, as the teacher reverently handled the Qu'ran and explained the importance of this holy book for Muslims. They sat in silence, eyes closed to think of good things God has created before standing in a circle in the playground listening in silence to the sounds of the world that Muslims believe God has created. Probing questions, excellent use of resources, the valuing of pupils' contributions and explanations that fired the imagination of the pupils made sure they learnt with enthusiasm throughout the lesson.
27. Although there is much good use of assessment to plan, there is room for improvement for a few teachers. Where teaching is unsatisfactory, and even at times when it is satisfactory, planning for some pupils with special educational needs who are not in receipt of a statement is not consistently well informed by assessment information. This is evident in a few teachers' planning files where the progress of special educational needs pupils is not measured consistently or effectively against learning targets in these pupils' individual education plans. In addition, the wealth of good learning information in some teachers' planning files is not used consistently well to plan for each term, then for each half term and each week, so that work constantly matches the individual learning needs of the pupils. For example, in a Year 4 science lesson about the joints in a human body, good use of assessment information resulted in work that matched pupils' individual learning needs. However, when the same year group was learning about symmetrical polygons in a numeracy lesson, assessment was not used well to plan and so many pupils found the work too hard. The reason why, over time, pupils achieve well despite this area for improvement is because teachers' good subject knowledge, experience and the school's very good planning guidance enable them to respond to pupils' learning needs as they emerge. Whilst this practice works well now, it may not do so in the future. The best practice in the use of assessment to plan has yet to spread to all teachers so that there are secure strategies in place to maintain most pupils' good achievements, improve them where necessary and so make sure standards continue to rise.
28. Improvement is needed in planning for pupils who learn in English as an additional language. At the moment these pupils' achievements are the same as other pupils of their age. The school lacks the knowledge about how to teach pupils who learn in English as an additional language and to evaluate how well these pupils learn in order to identify possible obstacles they may prevent them improving further their achievements. The school has too few strategies to make sure that, should pupils in the early stages of learning in English join the school, their learning needs are identified so that they learn well straight away.

29. Throughout the school, pupils' learning is managed well. Teachers organise lessons so that they begin with whole class teaching that reviews previous learning and ensures pupils know what they have to learn. When working in groups, most tasks match the individual needs of pupils well and teachers often use imaginatively a good range of resources to interest pupils and help them to improve. Behaviour is well managed. Praise is used skilfully, with some very good practice in the Year 1 and 2 LIU class. The good, consistent management of behaviour strategies contributes significantly to pupils working hard, wanting to do well and to the school's good, calm learning atmosphere.
30. English standards are rising swiftly by Year 6, and pupils' numeracy skills continue to improve so well, because the school rigorously evaluates the effectiveness of reinforcing pupils' literacy and numeracy skills in other lessons. Very good practice was seen in Year 4 history projects, where pupils produced well-organised, attractive work that was well punctuated, had good spelling and language that frequently captured the imagination of the reader. Year 6 pupils are required to write concise and accurate explanations of their science experiments. Year 3 pupils in design and technology lessons write carefully in sentences to evaluate their learning. In history, Year 6 pupils write paragraphs to reinforce learning about passive and active sentences when explaining learning about the Olympic Games. Numeracy skills are reinforced well in Years 1 and 2 when pupils do simple addition and subtraction at registration times to calculate the numbers present, and in science lessons from Years 3 to 6 when pupils calculate and construct charts and diagrams to record investigations.

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

31. The school meets its statutory responsibility to provide the full range of National Curriculum subjects and religious education and to hold a daily act of worship.
32. The school provides a good range of well-planned and interesting learning opportunities that meet the needs, interests and aptitudes of all pupils, including those with special educational needs and pupils attached to the LIU. The school's priority to improve pupils' numeracy and literacy skills is raising standards.
33. One of the reasons why standards are rising is because the school makes good use of national planning guidance to provide a curriculum that meets the diverse learning needs of pupils. There is a good, clear sex education policy and another dealing with the misuse of drugs, about which parents have been consulted and governors have approved. Good planning leads to good progress in pupils' knowledge of personal, social and health issues through learning that is relevant to their needs. For example, Year 2 pupils learnt about the safe use of household products that could be harmful if not carefully handled. Good planning provides time each week for every class to sit in a circle to think about their own feelings, the needs of others and how they can help each other. In these sessions throughout the school, good listening and speaking skills were seen.
34. The provision for equality of access and opportunity is good with very good practice for pupils attached to the LIU. The school meets its aim to include all pupils in the full range of learning it provides. It is good at making sure pupils with different learning

needs and levels of attainment learn successfully and with increasing independence, as they grow older. This is because provision is regularly evaluated, and for pupils with special educational needs, it is reviewed well in partnership with parents, carers, outside agencies and with the pupils themselves.

35. Good use is made of communication and information technology to help pupils learn. Computers in each class are often used to operate projectors, sometimes with the assistance of pupils, to explain and to reinforce learning. This was seen in a Year 3 mathematics class, where a number function program captured and held pupils' concentration and promoted learning in a colourful and interesting way.
36. Provision for pupils with special educational needs is good, although improvements are needed by some teachers in the use of assessment to plan work that is consistently challenging. There are good procedures for monitoring pupils' progress. Good use is made of visiting music and art therapists whose provision supports pupils with social and emotional difficulties. These additional opportunities have a beneficial impact on their learning.
37. The school provides a good range of extra-curricular activities. These include music, drama, dance and football. There is also an Early Bird club before school that is open to all pupils who wish to read or need help with homework. Educational visits, that include a Hindu temple, support pupils' learning well. The school makes good use of school visitors. The community policeman visits the school to work with pupils and people from the community take part in assemblies. Pupils from a local independent secondary work alongside teachers each week in art lessons.
38. The provision for spiritual development is good. Daily acts of worship meet statutory requirements and are well planned. Pupils have many opportunities to join in reflection and prayer and to sing hymns. A place in the school Reception area is provided for pupils who need a quiet time. It is a peaceful, comfortable place that also has a good collection of books that are appropriate for promoting reflection. Year 6 pupils keep diaries of reflection that record their thoughts and feelings.
39. Provision for moral development is very good, underpinned by good provision for pupils' personal, social and health education. Principles that distinguish right from wrong behaviour are actively promoted throughout the life and work of the school. Behaviour is good and teachers have high expectations to which most pupils respond well. Good behaviour in and out of class is frequently noted and commented as good example to others. Numerous notices around the school emphasise the school's Golden Rules that encourage them to behave responsibly. Pupils write their regularly reviewed class rules based on these Golden Rules. Mutual self-respect and understanding the feelings of others is consistently and effectively reinforced.
40. Provision for social development is very good. The school promotes a sense of community. For example, during the Millennium Year, numerous local people spoke in assemblies about their own childhood school experiences and left a message for the school in a special book. The school has plans to invite a wider range of people from outside the local community to assemblies. As they grow older, pupils learn to accept and appreciate the qualities, experiences and differences in other people.

Assemblies also provide a “hot seat” experience where pupils pretend to be someone else in order to help them and others understand the feelings, lives and aspirations of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school’s strong emphasis on its care for pupils underpins all its work. The safe and caring environment boosts pupils’ self esteem and self-confidence so that they learn well. This good care begins when children enter the nursery and continues throughout the school. Pupils and their families are well known in the school and this contributes to the good relationships parents say they enjoy with the school. There are also very good relationships between pupils and all adults who work in the school that contribute to the school’s very good and supportive learning atmosphere. There is a particular strength in provision and support for vulnerable pupils and those going through traumas in their personal lives. Very good support is provided by a range of visiting therapists who work with these pupils through the medium of art and music.
42. The time allocated each week to pupils’ personal development is well spent. It raises pupils’ awareness of the impact their actions have on others, of the need to care for one another and gives them some strategies for protecting themselves. Very good arrangements are in place to monitor pupils’ personal development through pupils’ personal profiles.
43. There is good provision to ‘boost’ the numeracy and literacy skills of under-achieving pupils. The Early Bird homework club provides an excellent start to the morning for a large number of pupils. A friendly and welcoming atmosphere is created in the library for this club, where teachers provide help and advice. Pupils with special educational needs and those who learn in English as an additional language are well supported, enabling them to make good progress.
44. There is a thorough approach to aspects of health and safety. Risk assessments are in place for many school activities, but improvement is needed in the provision of risk assessments for all out of school visits. Provision for the treatment of injuries is good. There are five teachers with current first aid qualifications so that each area of the school is provided for, as well as lunch and break times. All injuries are correctly recorded and parents and carers are contacted when necessary.
45. Procedures for child protection are good and meet locally agreed arrangements. The school’s emphasis on health education and involvement in the healthy schools initiative raise pupils’ awareness of health and safety issues. This provision is well supported by visitors to the school, including the community police officer and the school nurse.
46. Strategies for promoting good behaviour are very good. The behaviour policy is used consistently well throughout the school and is well understood by staff, pupils and parents. Clear guidelines are in place to deal with oppressive behaviour and racist incidents should they arise, strongly supported by a now well-established school culture that values each pupil.
47. The school works very hard to improve levels of pupil attendance and has established good links with parents and carers to reduce patterns of absence. Very

good strategies are in place to record and monitor attendance and data is analysed to provide information about the impact of frequent absences on learning. There are still small pockets of poor attendance that are proving very difficult to reduce.

48. The assessment manager works well with colleagues to gather information about pupils' learning and set improvement targets. Information is expertly analysed to provide information about the attainment and progress of pupils that are summarised for each year group and then for the school as a whole. The learning strengths of each class are identified along with areas for improvement, all of which inform the school's improvement plan. All this provides very good planning information for teachers to set individual learning targets for pupils. However, a few teachers' use of assessment information is unsatisfactory so to ensure work consistently challenges pupils with different learning needs. Nevertheless, assessment information is used very well to set school targets for science, literacy and numeracy that have helped drive up standards. For example, writing standards have improved dramatically over the last year.
49. Provision is very good for pupils in receipt of a statement for special educational needs, including those attached to the LIU. Whilst provision for most other pupils with special educational needs is good, planning is not always well informed by measuring these pupils' progress against learning targets in their education plans. However, well-deployed learning support assistants support these pupils well and the special educational needs co-ordinator ensures teachers know about these pupils' learning needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents have positive views of the school. They say that their children like school, that they behave well and are expected to work hard. They have a high regard for the leadership of the headteacher and find the school very approachable. They think that the teaching is good. Inspectors confirm these positive views. A small number of parents have concerns about the amount of homework expected and the range of activities provided outside lessons. They do not feel very well informed about their children's progress and do not feel that the school works closely with them. Inspectors found that there was good use of homework to help pupils learn and that there is a good range of activities provided outside lessons. The school works hard to support and develop good links between home and school and does provide some good information about pupils' achievements. However, the end of year written reports could be further improved by the inclusion of more precise details of what pupils have achieved and what they need to do to improve. Parents are confused about National Curriculum levels of attainment, which is an area for school improvement.
51. Very good information is provided for parents before their children enter the nursery. They help their child to settle in well and to support their learning, all of which establishes a good partnership with parents. Good opportunities are available for informal contact with the nursery teacher and there is a friendly, relaxed atmosphere in the classroom. The school maintains this good partnership by ensuring parents of pupils throughout the school know what their children will be learning each half term and by providing good advice about how parents can help their children learn. There is a good partnership with parents of pupils with special educational needs and those attached to the LIU, which is highly beneficial to pupils' learning.

52. Good arrangements are in place to take parents' views into account and to respond to their suggestions. Responses to questionnaires sent out about twice each year are analysed and acted upon. The school does its best to keep parents well informed about staff changes. There are very good opportunities for parents and carers to learn about the work of the school through regular, highly appreciated and well-attended 'finding out' sessions. Recently parents have learnt about the use of assessment and future sessions are planned to look at the teaching of reading, writing and ways ICT can help pupils learn. The school has exciting plans for enriching the partnership with parents through a central government fund for Neighbourhood Renewal.
53. Parents are actively involved in the life of the school. Parents of children in the nursery use school advice, and resources their children take home, to help them learn. Parents at their meeting before the inspection thought the amount of homework their children do is satisfactory. Pupils read to their parents and carers who also support their children to complete homework. Several parents help as volunteers, especially with out of school visits. The very strong home/school association organises good range of activities that raise significant extra funds for the school and provide good social opportunities for the school community to come together.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The outstanding leadership of the headteacher is leading the school successfully through a time of considerable change with the support of a highly effective team of senior colleagues. The headteacher sets high expectations for herself and expects others to do the same. She and her team are unafraid to take decisive actions to improve the school whilst giving generously of their time to support and advise colleagues. Governors, senior managers and school staff share the very strong commitment of the headteacher and senior managers to raising standards. All this has resulted in standards rising dramatically in English, mathematics and science over the last two years, despite so many teachers leaving and joining the school.
55. The key to this school's very good improvement over the last two years is the very good strategies to evaluate school effectiveness. The headteacher, supported by senior colleagues, reviews with teachers their strengths and areas to improve in order to agree targets for improvement. Information gathered is used to inform the school's improvement plan. Rigorous and frequent assessments are made of pupils' achievements and attainment to identify improvements. For example, the impact on the learning of the few pupils who are often late to school, or who do not attend frequently, is analysed in order to decide, with the Education Welfare Service, the most effective actions to improve these pupils' attendance and punctuality. The effectiveness of the curriculum is also constantly evaluated and has led to greater staff involvement in planning, and the highly successful management of flexible systems that respond to the emergent learning needs of pupils. Governors work in partnership with the school to make sure that the principles of best value are followed so that financial decisions are measured against targets to improve teaching and learning.
56. One of the reasons why this school is very good at evaluating itself is because the headteacher very effectively delegates responsibilities. Senior teachers have clearly defined responsibilities that are well understood by school staff that enables them to

lead decisively on school improvements. Subject managers have equally good job descriptions with targets linked to the school improvement plan. They understand their subject management financial responsibilities well. However, subject managers of some subjects have too few skills to evaluate improvements and to take decisive action to ensure good standards are maintained and improved where necessary. The headteacher appoints colleagues with the right skills to drive up standards and who share her vision, and that of senior colleagues, of this school being regarded by the community in the near future as highly successful. This is seen in the appointment to the senior management team of an assistant headteacher responsible for school improvement that has resulted in swiftly rising standards. The appointment at the beginning of term of a senior teacher responsible for inclusion is in response to the school's aim that all pupils are fully included in the school at a time when LIU pupils are spending more time learning in class alongside other pupils. This appointment makes sure that not only pupils attached to the LIU make at least good progress, but also other pupils, including higher attaining pupils and those from minority ethnic backgrounds. All this very good practice contributes greatly to the commitment of teaching and non-teaching staff to teamwork and high standards.

57. The school improvement plan is a working document that provides very effective strategies for school improvement. Staff are consulted by senior colleagues and governors very well when reviewing school priorities. There are excellent financially costed priorities, many of which are based on issues identified in the last inspection report. All priorities have success criteria to measure effectiveness. There are times set to complete each priority and teachers and governors are identified to lead on improvements. Strategies are referred to by the headteacher, governors and senior managers when planning, so that improvements are evaluated and amended when necessary to take account of emerging needs. The success of all this very good practice is seen in the good improvement in areas identified as weak in the last report and in the ways standards have risen sharply over the last two years. It is also seen in the successful inclusion of LIU pupils, all of whom achieve well.
58. There is very good induction of eight teachers new to the school since September. Despite so many teachers leaving and joining the school, with two temporary teachers in post at the time of inspection, pupils continue to achieve well and standards are rising. The headteacher, senior colleagues, and other staff with delegated responsibilities, support and advise new colleagues very effectively. The staff handbook is packed with good advice and is a very good source of information for teachers and learning support staff who join the school. The school also works well with teacher training institutions to provide times when trainee teachers work under supervision in the school.
59. There is a good match of most teachers to the demands of the curriculum and the different learning needs of pupils, including those attached to the LIU. The exception to this is in the Reception class for children not attached to the LIU. Action taken just before the inspection to raise the standards of children in the non-LIU Reception class had not had the time to take effect by the time of inspection. Well-deployed, experienced and trained learning support assistants work as effective members of a teaching team in classes throughout the school.
60. The school has good and secure financial monitoring and evaluation procedures, with satisfactory use of computers, to ensure the smooth day-to-day running of the

school. Some financial accounting is done by hand and this is time consuming. All recommendations for improvement in the auditor's report are completed. Teachers and other staff understand and use well the financial procedures, all of which are overseen by the headteacher and governors. The school budget is updated each month to show the current state of the school's finances.

61. Governors are ably led by an experienced chairperson to ensure that they have a good understanding of the school's strengths and areas for improvement. They share the vision and commitment of the headteacher to raise standards whilst holding the school to account for the quality of education it provides. They are organised into committees that reflect priorities in the school improvement plan well, and this enables them to ask searching questions about the school's performance, especially when prudently arriving at spending decisions. Governors work well with the school to ensure specific grants are correctly spent, for example on special educational needs provision and ICT. The effectiveness of the use of these grants is evaluated as rigorously as all other spending. Governors make good use of their skills and knowledge acquired in industry, commerce and as parents with children at the school, to shape the school's future. Whilst governors fulfil most of their statutory responsibilities very well, there is room for improvement in a few areas. The arrangements to assess the possible risks to health and safety of pupils during educational visits need improving. Inspectors agree with parents who say that more information is needed for them to understand more clearly how their children's achievements compare with national standards, especially in the annual reports they receive.
62. The school's very good use of its accommodation and resources meet the demands of the National Curriculum and pupils' diverse learning needs well. The two school halls are used for assemblies and physical education, with very good use of the playgrounds' hard surfaces and school hall to compensate for lack of green space to teach team games and athletics. There is a very good range of equipment provided during very well supervised break and lunch times that contribute hugely to pupils playing together well. In the school, they make origami animals, they garden with teachers and learning support assistants, and they listen to and make music. A school hall is used each week for pupils to work with a professional dancer who inspires groups of pupils each week. The pupils look forward to their dance sessions with great anticipation and they say it helps them work hard in class and makes the school exciting. Very good use is made of rooms refurbished over the last two years to provide times for vulnerable pupils and those attached to the LIU to work with outside agencies. These outside agents work in rooms that meet their professional requirements, for example by having a one-way window in a therapy room so that pupil assessments are unobtrusively carried out. This and other very good provision respects the professional needs of others and contributes hugely to the good, productive working relationships the school enjoys with outside agencies.
63. The way the very good use of learning resources helps pupils learn is seen, for example, in the pupils' use of computers and in the ways literacy and numeracy resources are used to raise standards. The school's continuous evaluation of its effectiveness means that it has identified and planned for improvements to curriculum resources. For example, the school has secure plans in place to improve the range of books in the library and to improve geography resources. Very good use is made of the School's Library Service to provide books for each classroom.

64. All this very good practice is reflected very well in the school's aims and values that are highly appreciated by parents. The aims to value, care and include pupils in all the school offers, irrespective of their gender, attainment and ethnicity, and to do so by working in partnership with parents and the community to raise standards, is achieved very well.
65. The many strengths of this rapidly improving school contribute to its very good learning atmosphere and rising standards so that it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The headteacher, governors of the school and teachers need to:

- (1) raise children's standards in the Reception class by the end of the Foundation Stage by:
 - making sure the good and better practice in the nursery in the use of assessment to plan and in teaching spreads throughout the Foundation Stage. (Paragraphs 22, 97, 99, 100, 101)
- (2) make sure pupils' achievements by Year 6 continue to be good and improve where necessary so that standards continue to rise by:
 - improving the effectiveness of some curriculum managers to evaluate the effectiveness of teaching, learning and the curriculum to take decisive actions; (Paragraphs 56, 137, 141, 146, 150)
 - making sure the best practice in the use of assessment to plan is used consistently throughout the school, particularly when planning for pupils with special educational needs who are not attached to the LIU; (Paragraphs 27, 36, 48, 49)
 - identifying the learning needs of pupils who learn in English as an additional language and providing individual learning targets for these pupils against which their progress is measured. (Paragraph 28)

The school improvement plan identifies most of these areas for improvement, apart from the need to identify more effectively the learning needs of pupils who learn in English as an additional language.

67. Besides the issues identified above, the school governors, headteacher, senior managers and teachers need to improve the following minor areas for school improvements:

- Make sure risk assessments are completed for educational visits. (Paragraph 44, 61)
- Improve geography standards by Year 2. (Paragraphs 2, 129, 130)
- Provide more information about National Curriculum levels for parents in the annual reports they receive about how well their children are getting on. (Paragraphs 50, 61)

THE WORK OF THE LANGUAGE IMPAIRMENT UNIT

Introduction

68. The school's Language Impairment Unit (LIU) has the capacity to provide for 30 pupils from the age of three to 11 from all parts of the Greenwich Local Education Authority who have language disorders. All pupils are in receipt of a statement for their special educational needs. Twenty-seven pupils are attached to the school's LIU. One child of nursery age and nine other children attend the LIU Foundation Stage class full-time.
69. The purpose of the LIU is to provide specialist provision for language disordered pupils so that they acquire the skills to return to their own school, or this school here, to work in class with pupils of their own age, sometimes with some learning support. To achieve this, pupils from Year 3 to Year 6 spend much of their time working alongside other pupils of their age in class with special learning support.
70. The school makes sure that children in the LIU Foundation Stage class follow the nationally recommended Foundation Stage curriculum as outlined in the Foundation Stage section of the report. Whilst in most of the six areas of learning children do not reach the standards expected for their age by the time they enter Year 1 of the national Curriculum, they achieve well. Their achievements are very good for their creative development where they reach standards expected nationally at the end of the Foundation Stage.
71. Many pupils join the school other than at the usual times. Before joining the school the pupils' learning needs are assessed so that provision is tailored to their individual needs. Parents and carers are carefully consulted before and during their children's time at the school and they are encouraged to work as partners with the school to help their children learn. Parents are highly appreciative of this partnership and the progress their children make. There is unit provision for pupils in Years 1 and 2 that prepares them to work later on in the main school classes with other pupils. Throughout their time at the school, the pupils receive speech and language therapy. This school works with other schools and outside agencies to introduce pupils back to their schools, phasing the process over a period of time if required to suit their needs. This school also provides advice and support for up to one year to schools who receive former LIU pupils.

PUPILS' ACHIEVEMENTS

72. There are no LIU pupils in Year 6. By Year 5, pupils' achievements are good, although standards are below those expected nationally in English, mathematics and science and all other subjects. Throughout the school, pupils achieve well because of the good support they receive. They improve their communication and language skills all the time as they grow older and become increasingly better as independent learners. Very good learning foundations are laid as soon as pupils join the school that contribute significantly to these pupils good achievements by Year 6, or sooner if they leave the school to join another. This is because in the LIU Reception class, and in Years 1 and 2, very effective planning and teaching is based on continuous assessments of these pupils' learning so that challenging work constantly matches their individual learning needs.

73. Another reason why pupils achieve so well is because the school works closely and sensitively with parents and their children as they gradually move from having a lot of learning support to working more independently with other pupils of their age. The school works well in partnership with outside agencies during this time of transition which, for a few children and their parents, can be an emotionally challenging time.

The Foundation Stage

74. The children achieve well in their **personal, social and emotional development** by the time they enter Year 1 of the National Curriculum. Throughout their time in the Foundation Stage they receive careful and sensitive guidance to choose tasks that support their learning, such as constructing toys to learn about the world around them. They progress well when learning to share and to respond to the needs of others. All this good practice is very well reinforced when the children eat together at lunchtime with staff, where very good progress is made in responding to each other and adults in a more formal setting.
75. The children also achieve well in their **communication, language and literacy** development by the time they leave the Foundation Stage. This is because all learning is underpinned by the teacher's and nursery nurse's meticulously planned and expert teaching of language and communication skills where signing is used to improve pupils' language very well. When taking the attendance register, eating together at break and lunch times, playing outside or listening to and reading stories together, great attention is paid to communication skills through the teaching of other skills. For example, when counting pieces of fruit to improve numeracy skills and when learning to recognise letters and write their name, children are expected to explain their learning clearly. By the time they enter Year 1 of the National Curriculum, the children recognise and sound out most letters of the alphabet. They form letters, copy written words carefully and explain what they are attempting to write. They know how a book is organised and, with help, retell parts of stories they hear.
76. Well-taught and constantly reinforced mathematical skills contribute to the children's good achievements in their **mathematical development** by the time they enter Year 1 of the National Curriculum. Their enjoyment when learning about mathematics is typical of their attitudes to all other areas of learning, where they respond enthusiastically to challenging work. They learn about different shapes well when making them out of pieces of plastic. They progress well when counting forwards and backwards in ones and twos, and when learning about common shapes such as circles, squares and triangles. They are good at sharing out pieces of fruit equally amongst themselves.
77. Good teaching also contributes to the children's good achievements by the end of the Foundation Stage in their **physical development**. There are numerous well planned times when the children make good progress, and grow in confidence, when they climb and when they use wheeled toys in the effectively supervised and safe play area. Physical education lessons are taught well, building upon their prior learning, so that they progress well when jumping, skipping and learning to control a ball with hands or feet.
78. Achievement is very good in the children's **creative development** by the time they enter Year 1 of the National Curriculum, reaching standards expected nationally for

their age. Very good progress was seen when they cut paper shapes to make flowers and when using brushes of different sizes to paint. Their physical development is very well reinforced when they move imaginatively and well to music to develop their sense of rhythm.

The Year 1 and 2 class

79. Good and sometimes very good teaching in the class for pupils in Years 1 and 2 ensure that the good progress begun in the Foundation Stage is maintained. Mathematics and English lessons are taught well, and sometimes they are taught very well. Numeracy and literacy skills are constantly reinforced through well-planned lessons that set high expectations about what these pupils can achieve. Teaching expertly improves pupils' language and communication skills and gives them the confidence to learn well and independently. A well-planned ICT lesson for the Year 1 and 2 class taught them new word-processing skills as they worked with great interest in pairs writing about a bear hunt to reinforce their literacy skills. The very good teaching of a physical education lesson set challenging tasks to which pupils responded with cheerful determination. Through the expert use of signing and the safe management of equipment, pupils devised a series of gymnastic movements that reinforced learning about shape begun in the mathematics lesson. When talking about why their bodies need to be 'warmed up', their literacy skills were also reinforced well, as was their previous learning in science.

HOW WELL ARE PUPILS' TAUGHT?

80. Most teaching is good and sometimes it is very good. There is very good teaching in the LIU Year 1 and 2 classes. Planning is very well informed by assessments of pupils' learning needs.
81. Teachers work well together, using their good subject knowledge effectively to plan challenging work that interests these pupils. This was seen when an LIU teacher taught Year 4 history and when a Year 5 class discussed, in a religious education lesson, their recent visit to a Hindu Temple. These lessons are typical of all others where LIU pupils are included in the lesson successfully so that they eagerly learn with confidence and increasing independence.
82. Well-deployed and qualified nursery nurses and learning support assistants work well with teachers to help pupils learn. This was seen in a Year 5 science lesson where a high attaining pupil received very effective support when learning about the climate. When he completed his challenging work he beamed with pride. On numerous occasions very good practice was seen when learning support assistants recorded how pupils were learning in order to share the information with teachers when planning, as was seen in Year 6 literacy lessons.
83. Teachers work well with speech and language therapists, with very good planning to ensure that pupils do not regularly miss the same lesson or parts of lessons each week when having therapy. Teachers welcome therapists into their classes to observe pupils working and they work well together to build upon each other's provision for the benefit of the pupils. This was seen when a speech therapist observed a Year 5 pupil in class before his therapy session.

HOW WELL IS THE LEARNING IMPAIRMENT UNIT LED AND MANAGED?

84. A significant feature of the school's good improvement since the last inspection is the successful move from the LIU being provision that is *attached to* the school to one that is now *part of* the school. The school has entered into another phase of development by extending the responsibilities of the teacher in charge of the unit to include the development of inclusion strategies that are to benefit all pupils. The head of the LIU has held the post of Inclusion Manager since January 2002.
85. The Inclusion Manager provides a very good sense of educational direction for provision for language disordered pupils. She provides very good leadership and provides good advice and support to colleagues. Her firm commitment to high standards is shared by staff and firmly supported by the headteacher, her fellow senior colleagues and school governors. There are very good arrangements to work in partnership with outside agencies for the benefit of LIU pupils. Speech therapists, art and music therapists, as well as the educational psychologist, are welcomed and have rooms dedicated for their use, one with a 'two-way window' to discreetly assess pupils learning.
86. A significant strength that contributes to pupils' successful learning is the skill with which the Inclusion Manager evaluates the effectiveness of teaching, learning, the curriculum, and the use of resources and outside agencies to help pupils learn. All this is achieved very successfully in partnership with the other senior colleagues. The manager and her colleagues make very good use of information they gather to set improvement targets and to plan for the ever improving inclusion practices.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	25	10	1	0	0
Percentage	4	27	48	19	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point

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)	23.5	187
Number of full-time pupils known to be eligible for free school meals	24.5	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	34
Number of pupils on the school's special educational needs register	13	95

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	7.4

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	24	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	5	3
	Girls	17	23	20
	Total	20	28	23
Percentage of pupils at NC level 2 or above	School	65 (63)	90 (70)	74 (74)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	7
	Girls	18	19	22
	Total	21	22	29
Percentage of pupils at NC level 2 or above	School	68 (63)	71 (70)	94 (70)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	10
	Girls	6	8	12
	Total	12	16	22
Percentage of pupils at NC level 4 or above	School	43 (42)	57 (38)	79 (42)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	9	9	10
	Total	18	18	21
Percentage of pupils at NC level 4 or above	School	64 (58)	64 (50)	75 (58)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	5
Black – other	8
Indian	3
Pakistani	0
Bangladeshi	2
Chinese	5
White	141
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.0
Number of pupils per qualified teacher	13.31
Average class size	18.9

Education support staff: YR – Y6

Total number of education support staff	14.0
Total aggregate hours worked per week	191.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	23.5
Total number of education support staff	4
Total aggregate hours worked per week	128
Number of pupils per FTE adult	4.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8.4
Number of teachers appointed to the school during the last two years	6.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	963,500
Total expenditure	953,586
Expenditure per pupil	4,435
Balance brought forward from previous year	48,662
Balance carried forward to next year	58,576

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	0	1	0
My child is making good progress in school.	50	44	3	1	1
Behaviour in the school is good.	35	60	0	0	4
My child gets the right amount of work to do at home.	37	44	10	0	9
The teaching is good.	57	40	0	0	3
I am kept well informed about how my child is getting on.	41	35	18	0	6
I would feel comfortable about approaching the school with questions or a problem.	60	32	0	4	3
The school expects my child to work hard and achieve his or her best.	60	37	1	0	1
The school works closely with parents.	44	38	12	4	1
The school is well led and managed.	62	31	0	4	3
The school is helping my child become mature and responsible.	49	41	3	1	6
The school provides an interesting range of activities outside lessons.	56	28	9	3	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Introduction

87. Since the last inspection, there has been a change nationally to the education of children of nursery and Reception age. The newly established Foundation Stage provides for children in the nursery and Reception classes and replaces the previous curriculum. Children now follow the Foundation Stage curriculum that prepares them for the National Curriculum in Year 1. The school follows the six areas for learning that comprise the early learning goals of the Foundation Stage. Each area of learning is made up of four stages, or '*stepping stones*', by which progress and standards are measured.
88. The Foundation Stage at this school is organised into three groups to meet the different learning needs of the children: the nursery; the Reception class and the LIU Foundation Stage Class.
89. Children are admitted to the nursery class in the year in which they are four and may transfer to the Reception class the following year. The school works well in partnership with parents and carers and provides them with much useful advice, some of it in the form of an attractive brochure, to induct children into the nursery and Reception classes well.
90. There are 41 children who attend the nursery part time, and three who do so full-time. Twenty-one children attend the Reception class full-time. The LIU Foundation Stage class has three children of nursery age attending full-time. This class also has one pupil of Year 1 age and seven other children. These nine children in the LIU Foundation class make good progress in acquiring the language and communication skills that enable some of them to return to their normal classes. Although by the end of the Foundation Stage most of them have skills that are well below those expected nationally, their achievements are good. However, their achievements in creative development are very good and most of these children reach standards expected nationally.
91. Children enter the nursery with skills well below those expected for their age and make satisfactory progress in most areas of the Foundation Stage curriculum. The children work hard and respond happily to the work they are given. They make satisfactory progress from the time they enter the nursery, but their progress in the Reception class is unsatisfactory. Children enter the Reception class with standards below national expectations in communication, language and literacy and in their mathematical development. Planning for the children's physical development lacks challenge at times to ensure that their progress is consistently good. Teachers observe all children carefully in order to identify those with special educational needs. The involvement of the co-ordinator for special educational needs at an early stage contributes to the children's good progress. Just over half the children in the Foundation Stage are on course to reach the early learning goals by the time they leave the Foundation Stage and enter Year 1 of the National Curriculum.

92. Most teaching in the nursery class is good and at times it is very good. Whilst there is some good teaching in the Reception there is also unsatisfactory teaching. The best teaching is in the nursery and in the LIU Foundation Stage class. Improvements to teaching in the nursery represent a good improvement since the last inspection. The last inspection report said teaching in Reception was better than in the nursery. Now the reverse is true. In the nursery class the teacher and her assistant work and plan together well as a team. Here, children's learning is assessed daily to plan challenging work that meets their learning needs and interests them. This good planning teaches children to get better all the time as independent learners when they choose from a range of stimulating activities linked to their areas of learning. However, an area for improvement is in the advice children get to improve their learning during these activities. The good planning practice in the Foundation Stage LIU class that has yet to spread throughout the Foundation Stage, is in the way children's learning is assessed and then managed with high expectations about what they can achieve.

Personal, social and emotional development

93. The good relationships pupils enjoy with one another and adults, contribute greatly to their eagerness to learn. They soon learn to take turns to work and when they play together. They take a great interest in their learning when working as a group, for example when learning about the Chinese New Year or working alongside a visiting dentist to improve their knowledge about 'people who help us' and oral hygiene. When nursery children play outdoors safely under supervision, they share wheeled and other toys well. Good progress in the nursery in this area of learning means that, despite their occasional unsatisfactory progress in the Reception class, they are near to achieving this early learning goal by finishing all their '*stepping stones*' by the time they enter Year 1 of the National Curriculum. Children attached to the LIU make good progress and achieve well by the time they leave the Foundation Stage.

Communication, language and literacy

94. In the nursery, and in the LIU Foundation Stage class, children listen carefully to their teachers and other staff so that they build well upon the ideas of others when talking and working together. This was seen when four of the older nursery children made a class newspaper with their teacher. Good teaching at a challenging pace enabled the children to finish the newspaper by the end of the lesson. When interviewed about their work by the teacher, they spoke into the microphone confidently to explain their learning clearly. They identified the letter 'h' well and suggested other words with that letter. The standard of most children's spoken language skills is in line with national expectations by the time they leave the nursery. This was seen when the whole class talked with great interest to a visiting dentist and asked questions they had prepared earlier. Children talk freely to one another during play sessions about events in their own lives as well as the activities they are engaged in. However, a few children do not have the confidence to improve their spoken language skills as quickly as the others and they often play on their own, reluctant to talk to adults. Good teaching helps these children achieve well by the time they enter the Reception class, although their standards are well below those of most other children. In the Reception class, despite the good previous progress of most children in the nursery, progress is unsatisfactory. This was seen on numerous

occasions when they called out to their teacher in an uncontrolled way. However, planning did ensure literacy skills were satisfactorily reinforced in a numeracy lesson when children wrote their names, paying good attention to letter formation and spelling.

95. Most children not attached to the LIU are unlikely to complete the final '*stepping stone*' of this area of learning. Their communication, language and literacy standards are likely to be below those expected nationally by the time they enter Year 1 of the National Curriculum.

Mathematical development

96. Children in the nursery make satisfactory progress in this area of learning. They count to 10 and match numbers to objects. When playing, they handle and talk about parcels of different sizes and weights, making good progress in their mathematical language. Too often children in the Reception class do not receive consistently challenging work that meets their learning needs to build upon their good learning in the nursery. In this class, most children count to 10. The oldest children, who add on in ones easily and calculate simple sums in their heads, are not given other more challenging work often enough to improve their skills. The youngest children do not always get the support they need to improve their learning. Children do simple calculations, using mathematical language satisfactorily. They use plastic click-together resources to construct different shapes, explaining the different characteristics of each one so that they make good progress in their language skills and mathematical understanding. They share pieces of fruit equally, matching one bowl to each child that reinforced their mathematical skills well. They are good at counting forwards and backwards in ones and twos.
97. Most children in the Reception class not attached to the LIU make unsatisfactory progress and may not complete the '*final stepping stone*' to complete this early learning goal. Consequently, these children are likely to reach standards below those expected nationally by the time they enter Year 1 of the National Curriculum.

Knowledge and understanding of the world

98. Teaching in the nursery is better than that in the Reception, although in both classes there is room for improvement. Good planning for nursery children prepared them well for the visit of a dentist, which they enjoyed and they learnt a great deal from. However, planning is not always as good as this. This was seen when younger children's learning was not extended when they selected plastic insects from an indoor garden to classify them into two groups. Teaching in the Reception class misses too many opportunities to challenge the children. Expectations about what they can achieve are not consistently high enough and so most children's progress by the end of the Foundation Stage is unsatisfactory. For example, despite the children's curiosity, opportunities for talking about how the cooking mixture would change when they made 'cookie' biscuits were missed.
99. Whilst the achievements of children attached to the LIU Foundation Stage class are good, they are unsatisfactory for other children who are unlikely to complete the final '*stepping stone*' in their learning in this early learning goal. These children's standards are, therefore, likely to be below national expectations by the time they enter Year 1 of the National Curriculum.

Physical development

100. Throughout the Foundation Stage, most children make satisfactory progress, although over half of them do not reach the national standards expected by the time they leave the Reception class. Children enter the nursery with skills below those expected for their age. Planning in the nursery does not provide enough physical education teaching time for the children to improve their skills. In the Reception class, planning identifies opportunities for children to improve their running, jumping, balancing and climbing skills through the use of a good range of outdoor equipment in a safely enclosed and well-supervised area. Although in the Reception class children move confidently from one piece of apparatus to another when playing outside and when using equipment in the hall, planning does not identify well enough the specific skills the children need to improve to reach standards expected for their age, and so teaching often lacks challenge. However, children's progress is satisfactory by the end of the Foundation Stage in their skills to hold pencils, crayons and paintbrushes and to use simple tools to make models. They satisfactorily use technical equipment independently, such as tape recorders and computers. It is in the Reception class in particular that too often children receive unchallenging work.
101. By the end of the Foundation Stage, LIU Foundation Stage class pupils achieve well but other children do not make enough progress through their '*stepping stones*' to complete this area of learning. Consequently, their standards are likely to be below those expected nationally by the time they enter Year 1 of the National Curriculum.

Creative development

102. Children make satisfactory progress in their creative development. Materials for painting and experimenting with textures are available throughout the day in the Nursery so that children learn quickly to identify primary colours when painting. Analysis of pupils' work shows a good range of planned activities, including those for LIU Foundation Stage class children, for example for paper weaving and work with fabric to dress a figure. In a music lesson, nursery children made good progress when they clapped and tapped repeated rhythms in time with the music. They learnt a new song that they enjoyed singing with actions so much that they were disappointed when the lesson ended. Children in the Reception class cut paper shapes to make flowers and they make good progress when painting with different sized brushes. Many Foundation Stage children enjoy singing in the Infant choir that significantly increases their singing skills and enjoyment of music. Most children, including those with language disorders, achieve very well and are likely to complete the last '*stepping stone*' in this area of learning and so reach the level expected nationally by the time they enter Year 1 of the National Curriculum.

ENGLISH

103. The Year 6 2001 national test results show that the proportion of pupils reaching and exceeding national expectations was low. It is also in the bottom 5 percent nationally and well below that of similar schools across the country. Whilst reading was in line with the national average, writing was well below standards expected nationally. Throughout the school, pupils with different learning needs make good progress and they achieve well by the end of Year 6, including those pupils attached to the LIU. Year 6 national test results show that between 1998 and 2000 standards steadily

declined. The school took decisive action to improve standards so that there are dramatic improvements since the 2001 Year 6 national test results. Standards now match those expected nationally. This represents a very good improvement since the last inspection. Most pupils are achieving well, and for a few their achievements are very good. Throughout the school, there is no significant difference between the achievements of boys and girls, between pupils from different ethnic backgrounds, between pupils who learn in English as an additional language and between pupils with special educational needs, including those pupils attached to the LIU.

104. By Year 6, pupils speaking and listening skills are satisfactory, as they are at the end of Year 2. By Year 2, pupils listen carefully to each other and the teacher and they eagerly contribute to class discussions, for example when talking about a flow chart that explained a process. Year 6 pupils speak confidently about books they read or work they are researching. Their speaking and listening skills are satisfactory in class when speaking informally, but they are not so good when speaking formally in assembly or as school council members.
105. By Year 6, reading standards are now broadly in line with national expectations. Parents appreciate the encouragement their children receive to improve, particularly the opportunities they have to read most evenings with their children from books they take home. Good use is made of reading records to let parents know how their children are getting on and what needs to be done to help them improve. Most pupils progress well using a variety of strategies to make sense of unfamiliar words or phrases, for example by sounding out parts of words or re-reading text to find clues to meanings. Teachers make good use of the library to teach research skills that are effectively reinforced in other lessons, for example for pupils to complete history projects in Year 4. Year 6 pupils use the Internet and CD-Rom to do research. By Year 6, higher attaining pupils read fluently and with good understanding from different types of text and play scripts. These pupils and those of average attainment refer to the text well when offering opinions, explaining events or information they have researched and to describe characters. They make logical, and often imaginative, predictions about what might happen next in a story they are reading. Lower attaining pupils enjoy reading and they retell stories they have read well.
106. By Year 6, writing standards match those expected nationally. Well-taught and often challenging literacy lessons are raising standards throughout the school, with skills consistently well reinforced in other lessons. From Year 1, pupils make good progress using a joined up style of writing when writing factually, stories and poetry so that by Year 6 their achievements are good. Throughout the school, additional time is provided for pupils to practise handwriting, with good effects on their presentation of written work. There are many well-written displays of pupils' work around the school to spread best practice and raise standards. These include topics of work completed in religious education, history, geography and science, as well as work about word origins, stories and poetry. Pupils feel valued by this wide spread display of their work that helps them appreciate the efforts of other pupils. Pupils write clearly and succinctly about their scientific experiments. Year 2 pupils complete well punctuated and spelt work when learning about Islam and Year 4 pupils write at length, with well chosen vocabulary, to explain clearly their research findings in history. Higher and average attaining Year 6 pupils use a variety of writing styles in well-organised work that uses vocabulary imaginatively in paragraphs to engage the

interest of the reader. Others spell frequently used words well and their punctuation is satisfactory. The use of books to plan and draft their writing before making a final copy has contributed greatly, throughout the school, to the clarity of so many pupils' well-organised, neat writing and swiftly rising standards.

107. Most teaching is good. It is occasionally excellent and never unsatisfactory. Teachers' good subject knowledge contributes to well-planned and often challenging lessons. Particular strengths common to most teaching are the ways teachers make sure pupils with different learning needs and levels of attainment know what they have to learn at the start of lessons, high expectations about what pupils with different learning needs can achieve, the use of resources and the skilful management of pupils' behaviour. Another good feature is the good deployment of experienced learning support assistants who work as valued partners with teachers. All this good, and sometimes very good, practice ensures pupils work hard all the time and are fully included in lessons. Where teaching is very good or excellent, pupils respond eagerly to lessons conducted at a challenging pace that use probing questions to test their knowledge and understanding. This was seen in a Year 3 lesson about differences between play and story texts, when pupils worked enthusiastically on tasks that matched their different learning needs, often making good use of computers to word-process their work. They sighed with disappointment at the end of the lesson. An equally inspirational lesson was seen when Year 5 pupils improved upon the writing of play scripts and then read them very dramatically to each other. In this and the Year 3 lesson, pupils evaluated their learning very well. The Year 3 teacher valued pupils' contributions to his challenging questions that made them eager to learn. He weaved pupils' responses into the flow of the lesson so that the pupils were carried enthusiastically along in their learning. Throughout the school, planning is good and teachers use a variety of teaching methods well, including hand puppets in Year 2, to ensure pupils learn with interest and make good progress as they grow older. Teachers' good marking that uses a code that pupils understand and good advice about what needs to be done to improve, contributes to the very good improvements in pupils' use of grammar and punctuation. Teachers' advice about how to improve imaginative writing is not as consistently good, although planning to improve pupils' skills to sustain and develop ideas is improving this aspect of their learning.
108. Planning is often informed very well by teachers' effectively assessing pupils' learning in order to set individual learning targets. However, some teachers do not measure the progress of pupils with special educational needs, who are not attached to the LIU, against targets in these pupils' education plans. Consequently, they do not have enough information about learning when planning to make sure these pupils learn well all the time and improve where necessary. Although at the moment pupils who learn in English as an additional language are competent English users, teachers have too few skills to be sure these pupils are learning as well as they can, or to identify obstacles to these pupils learning, should they arise.
109. The leadership of the subject provides very good advice and support to colleagues. The subject leader's very good skills in evaluating the effectiveness of teaching, learning, the curriculum and the use of resources to help pupils learn have driven up standards.

MATHEMATICS

110. The Year 6, 2001 national test results for mathematics show that the proportion of pupils reaching and exceeding national standards was well below the national average but in line with that of similar schools. Between 1997 and 1999, there was a steady decline in the standards of Year 6 pupils. These fell steeply in 2000, only to rise more steeply in 2001 to be broadly in line with the average for similar schools across the country. This rise in standards was due to careful planning and good teaching of the National Numeracy Strategy and the analysis of national test results, and other tests the school sets, to place Years 5 and 6 pupils in classes according to their prior attainment. The school is likely to achieve the challenging target agreed with the local education authority a year ago for 63 per cent of Year 6 pupils to reach the national standards expected by the time of the 2002 national tests. There is no significant difference in attainment or achievement between boys and girls, between pupils from different minority ethnic and cultural backgrounds, between those who learn in English as an additional language and between pupils with special educational needs. Pupils with special educational needs make good progress and achieve well by the end of Year 6, including those attached to the LIU, as do those pupils who learn in English as an additional language.
111. Throughout the school, pupils make good progress in their mental mathematics skills and by Year 6 they use a good range of strategies to solve problems well. This is because mental mathematics skills are well taught at a challenging pace to teach pupils to use mental strategies confidently. This was seen in a Year 3 lesson, when pupils made good progress in understanding the relationship between multiplication and division to solve problems mentally. Whilst mental mathematics sessions match the different learning needs of pupils, this is not consistently so in the practical work that follows on from these sessions. Higher attaining pupils do not always receive work that challenges them, as was seen in a Year 4 lesson about shape.
112. By Year 6, pupils make good progress in their number work, understanding place values when solving problems using five digit numbers. They understand the relationship between fractions, decimals and percentages well when accurately calculating using negative numbers. Year 1 pupils satisfactorily order numbers to 20 and beyond. Year 2 pupils count sides and corners of various shapes accurately and higher and average attaining pupils know most of their two, five and 10 times tables. As pupils become more confident in their use of numbers, and more familiar with their times tables, their progress improves. As a result, good progress was seen in a Year 3 lesson when pupils made effective use of an overhead projector and computers to use multiplication and division to establish number patterns. By Year 6, pupils achieve well when making estimates for possible answers to problems involving money and measures and then checking answers using a good variety of methods that include using a calculator sparingly.
113. By Year 6, pupils also achieve well in shape, space and measures. In Year 1, pupils identify squares, rectangles, circles and triangles. By Year 2, pupils with different learning needs, including LIU pupils, use plastic materials to make shapes and learn about their properties. Good use of computers and practical activities improves pupils' learning so that they make good progress from Year 3 in their use of mathematical language to explain their learning. This was seen in a Year 5 lesson about estimating and measuring angles when pupils with different learning needs

meticulously measured angles of shapes they cut from card to solve problems. By Year 6, pupils satisfactorily visualise and describe shapes and movement, recognise geometrical shapes and features with higher attaining pupils transforming 2-D shapes by translation, reflection and rotation. An area for improvement is in pupils' understanding and use of co-ordinates so that learning in geography improves when they apply three or more digit grid references to locate features on a map.

114. Throughout the school, teachers plan well to improve pupils' skills and knowledge of handling data. From Year 2 in science lessons, pupils gather and analyse information satisfactorily by using graphs and pie charts they first learnt about in mathematics lessons, often with the use of computers. In Year 6, pupils learn to use spread sheets well to organise mathematical information and do calculations. From Year 4, pupils progress well in understanding and using measures of average and by Year 6 higher and average attaining pupils have a satisfactory understanding of probability.
115. Most teaching is good and it is sometimes very good. There is no unsatisfactory teaching. One of the reasons why pupils with different learning needs achieve well, including pupils attached to the LIU, is because teachers use their good subject knowledge to plan lessons that teach pupils the relevance of their learning. Well-deployed and experienced learning support assistants work in partnership with teachers to help pupils learn. Mental mathematics sessions use real life problems to make learning relevant, and explanations in other parts of the lessons often use probing questions that draw upon the pupils' experiences to improve their understanding. There is good practice throughout the school in beginning lessons by sharing learning objectives with the pupils in ways that ensure they know what they have to learn. In a Year 1 and 2 LIU lesson, the teacher questioned each pupil to make sure they knew what to learn before they used plastic materials to construct shapes. In a very good Year 3 lesson about creating and describing number sequences, the lesson's objectives were introduced by referring to the pupils' prior learning so that pupils with different levels of attainment knew what they had to improve. This lesson was typical of good and better teaching where planning was well informed by assessments of pupils' learning to set challenging work that met their individual learning needs and interested them. At the end of many lessons, good practice is seen in reviewing pupils' learning, with responses often based on evaluations pupils had already done about their own learning. Where teaching is satisfactory, work does not always match the pupils' learning needs well enough, and some pupils with different levels of attainment do not fully understand the relevance of their learning. This was seen in a Year 4 lesson when pupils were required to explain their learning when solving problems using shapes.
116. A very knowledgeable leader, who advises and supports colleagues well, enthusiastically leads the subject. Audits have led to improvements in resources and teachers' knowledge and skills. The subject leader is very good at evaluating the effectiveness of teaching, learning, the curriculum and the use of resources to help pupils learn. All this very good practice is driving up standards.

SCIENCE

117. The 2001 Year 6 national test results show that the proportion of pupils reaching and exceeding national expectations was well below the national average, and average

in comparison with similar schools. There have been very good improvements since the last inspection in standards by Year 6. By Year 2 and Year 6, standards match those expected nationally. Throughout the school, pupils with different learning needs make good progress and achieve satisfactorily, including those attached to the LIU. At the time of inspection, standards had risen since the 2001 national tests. Throughout the school, there is no significant difference between the achievements of boys and girls and between pupils from different ethnic backgrounds or with different learning, including those pupils attached to the LIU. All these different groups of pupils achieve well by the end of Year 6.

118. Throughout the school, pupils make good progress and achieve well by Year 2 and Year 6. From Year 2, pupils progress well in learning how to work independently in groups and on their own. This was seen when Year 2 pupils with different levels of attainment understood well how an electrical circuit worked when they devised ways of experimenting with batteries, wires and bulbs. Pupils with special educational needs learn well because of the good support they get from learning support assistants. In Year 3, whilst most pupils have a satisfactory understanding of the principles of a fair test, higher attaining pupils understand these principles very well. Pupils make good progress when conducting their own investigations of magnetism. By Year 6 they predict experimental outcomes and explain physical phenomena, such as light and shadows. Since September 2001, most pupils' learning has improved because they are better at making predictions when experimenting that are based on more precise observations, and they are also better at analysing experimental outcomes and explaining their learning, often by writing their results independently. These improvements have been achieved through teachers' good use of a planning format for scientific investigations that teaches pupils the different stages of experiments. When presenting their learning their well-presented and organised work pays good attention to the accurate use of charts and diagrams. All this good practice improves their scientific understanding and raises standards by Year 6.
119. Most teaching is good and it is never unsatisfactory. The best teaching is conducted at a lively pace that carries pupils eagerly along in their learning. Teachers use their satisfactory subject knowledge with good support from the subject manager to plan their work thoroughly. Good practice is seen throughout the school when lessons begin by making sure pupils with different levels of attainment know what they have to learn. However, when teaching is satisfactory higher attaining pupils do not receive consistently challenging work, although in common with all other pupils they are very productive. A Year 2 lesson about electrical circuits was typical of so much teaching that used resources well to help pupils learn through scientific investigation. In this and other lessons the pupils' use of computers to record and analyse work contributed significantly to their good achievements. Teachers manage pupils' learning and behaviour well through skilful use of praise and a variety of teaching methods that use questions, computers, flip charts and clear explanations. All this good practice means pupils sustain their concentration well and work hard all the time. For example, in a Year 2 class at the end of the day, pupils were still interested and working hard when testing an electrical circuit they had made in one and a half hours. In this very well taught lesson the teacher reviewed learning by using a computer very effectively. In another lesson in Year 4 lesson, pupils used a CD-ROM to research the human skeleton.

120. Teachers are good at using assessments of pupils' learning when planning. They mark pupils' work frequently, providing good advice on how they can improve. However, whilst they know pupils with special educational needs well, planning is not always well informed by assessment information gathered by measuring these pupils' progress against learning targets in their education plans. Similarly, teachers have too few skills and knowledge to identify possible obstacles to learning for pupils who learn in English as an additional language.
121. The two subject managers work well together. One is about to hand on the subject responsibility. The new, knowledgeable subject manager has secure plans in place to improve the use of assessment that include portfolios of pupils' work. There is very good practice in evaluating the effectiveness of teaching, learning, the curriculum and the use of resources to ensure standards continue to rise.

ART AND DESIGN

122. Standards were good at the time of the last inspection. By Year 6, they are now satisfactory, with standards matching those expected nationally for their age. This represents unsatisfactory improvement since the last inspection. However, improvements over the last year are evident in teachers' planning and their use of resources to help pupils learn and to raise standards. These improvements contribute to there being no significant differences in the progress and achievements between boys and girls and between pupils from different minority ethnic and cultural backgrounds. Pupils with special educational needs, including those attached to the LIU, make satisfactory progress, as do pupils who learn in English as an additional language.
123. By Year 6, satisfactorily planned learning experiences over time, including the use of different techniques with paint to interpret the style of famous artists such as Monet, lead to pupils' knowledge of different European and British artists being in line with that expected nationally. By Year 2, whilst there is unsatisfactory use of sketchbooks for pupils to improve their skills and understanding, they do use a satisfactory range of techniques, including paints and different materials, to produce pictures and collages. However, the good practice seen in a Year 2 class, when pupils sketched part of a display, resulted in them achieving well. In this lesson, resources were used well to challenge pupils whilst they compared their observational drawing with photographs of their subjects to evaluate their efforts to improve. Well-planned and effectively used mirrors, crayons and pencils to draw self-portraits also contribute to these pupils' good achievements. As pupils grow older, they make satisfactory progress learning about the varied effects created through the use of different techniques and tools on a range of materials. An example of this was seen in paper printing by a Year 3 class, where they used combinations of colour and shape to create imaginative effects. It is when, from Year 3 that pupils use sketchbooks to experiment with techniques and improve their skills and understanding, that progress for some pupils improves. However, for most of them the impact on their learning of using sketchbooks has yet to be seen in the form of rising standards by Year 6.
124. Most teaching is good and has improved over the last year at least, along with improvements in planning. A good feature, common to all teaching, are lessons that begin with teachers sharing learning objectives with the pupils through challenging discussions that build upon their prior learning. This makes sure pupils know what

they have to learn. From Year 2 to Year 6, pupils evaluate their learning well and discuss with each other and the teacher how to improve. Throughout the school, the teachers' good subject knowledge and the effective deployment of experienced learning support staff, ensure most pupils with different learning needs are constantly challenged, including those attached to the LIU. Well chosen learning resources and tasks that match the individual learning needs of pupils, plus the ways staff value the work and efforts of the pupils, result in pupils behaving well and being included in all aspects of the lesson.

125. Planning to reinforce numeracy skills is not yet good enough, for example when learning about perspective. However, whilst literacy skills are reinforced satisfactorily, planning does not consistently identify times when these skills are reinforced, for example when writing and reading about different artists and when recording evaluations of their own work. The very good ways the school evaluates the effectiveness of provision to improve learning, that includes the curriculum, pupils' achievements and standards by Year 6, are clearly seen in identified actions for improvement for the subject manager who has just joined the school.

DESIGN AND TECHNOLOGY

126. By Year 6, standards match those expected nationally and this represents a satisfactory improvement since the last inspection. From Year 1 to Year 6, pupils with different learning needs and levels of attainment make satisfactory progress. There is no difference in attainment or achievement between pupils from minority ethnic backgrounds, between boys and girls, between pupils who learn in English as an additional language, and between pupils with special educational needs, including those attached to the LIU.
127. Most teaching is satisfactory and sometimes it is good. Teachers make good use of their satisfactory subject knowledge to improve pupils' skills and knowledge satisfactorily as they grow older. Throughout the school, there is good practice in the ways lessons begin with teachers sharing with the class the lesson's learning objectives. This practice contributes to pupils with different levels of attainment and learning needs continuously improving their skills and knowledge. From Year 1, planning ensures pupils learn to use different materials to make products. For example, in Year 1 they test fabrics to see which is most suitable to make an umbrella. In Years 3 and 4, pupils investigate the different properties of materials when thoughtfully designing musical instruments. This careful and thoughtful work was also seen in Year 5 when pupils discussed the properties of various types of bread before designing and then making a picnic, which they evaluated in order to improve their learning. By Year 6, pupils design, make, test and then satisfactorily evaluate products that use simple battery operated engines. Whilst all teachers provide times when pupils evaluate their learning and practise skills, the best teaching consistently challenges pupils with different learning needs through probing questions. This was seen in a well-planned Year 3 lesson, where good teaching reinforced learning in science when pupils designed and made simple meals as part of a series of lessons on food technology and healthy diets. Throughout the school, teachers make sure literacy skills are reinforced well when designing and evaluating products. Teachers also make sure numeracy skills are effectively reinforced, for example when measuring and calculating areas.

128. The subject manager had been in post for little more than a term at the time of inspection. She advises and supports colleagues satisfactorily, but has yet to acquire the skills to evaluate subject improvements to make sure standards continue to rise.

GEOGRAPHY

129. By Year 6, standards match those expected nationally, although there are areas in need of improvement. By Year 2, standards do not match those expected nationally. However, the standards reached by Year 6 represent a satisfactory improvement since the last inspection. Throughout the school, pupils with different learning needs make satisfactory progress, including those attached to the LIU and others who learn in English as an additional language. There are no significant differences in achievement between boys and girls, between pupils with different learning needs and between pupils from different ethnic groups.
130. By Year 6, pupils with different levels of attainment compare and contrast satisfactorily landscapes, climates and natural resources from different locations in this country and others around the world. By Year 2, pupils do not reach nationally expected standards, although their progress from Year 1 is satisfactory. In some areas their learning matches, or is close to, that expected nationally. For example, they use and understand geographical terms correctly, such as towns, rivers and mountains. However, most of them do not have the language skills to express views well enough on the attractive and unattractive features of the environment using geographical language. They also do not explain well enough how the environment is changing or how it can be improved. However, these skills improve over time so that by Year 6 most pupils express these views satisfactorily, demonstrating an adequate range of accurately used geographical terms. One of the reasons for this improvement is partly due to the Year 5 educational visit to East Sussex. Here, pupils with different levels of attainment make good progress when comparing and contrasting their area of London with that of Shoreham. The well-organised and colourful accounts of their field research during their stay show that pupils' progress well in understanding how the landscape and rivers were formed and in the use of Ordnance Survey maps to identify and locate geographical features. Higher attaining pupils are good at expressing opinions about what they like and dislike about their own neighbourhood and the area around Shoreham. Teachers good planning and satisfactory subject knowledge ensures that pupils' knowledge and skills continue to improve so that by Year 6 they have satisfactory knowledge about rivers and how land is used in different ways, for example for housing, industry and transport. Teaching in history reinforces learning about how land settlements have changed over time, for example market towns turning into industrial cities. There are good links with science lessons to reinforce learning about the climate; for example, the part rain plays in the water cycle.
131. There are areas to improve by Year 6 in pupils' learning. One is for them to improve their understanding about the affects on peoples' lives around the world of climate, physical activity, as well as human activity. Another is to use a variety of maps to locate and to understand geographical features. The pupils also do not draw well enough upon learning achieved during field work to undertake research into places and themes, such as volcanoes, the changing landscape and seasonal patterns around the world.

132. Literacy skills are reinforced well and this contributes to the swiftly rising standards by Year 6 in English. Whilst numeracy skills are reinforced through the good links with science when gathering data about the climate, planning does not identify as well as it does for literacy, times when numeracy skills are to be reinforced.
133. The subject manager satisfactorily advises and supports colleagues. An area to improve is the use of the school's good planning guidance and flexible systems to make sure all aspects of this subject are taught. Another area for improvement is the manager's evaluation of teaching, learning and the curriculum to help pupils learn, as well as an evaluation of the range and use of resources.

HISTORY

134. By Year 6, standards match those expected nationally, as they did at the time of the last inspection. Throughout the school, pupils with different learning needs and levels of attainment make satisfactory progress, including those attached to the LIU. There is no significant difference in attainment or achievement between boys and girls, between pupils from different ethnic or cultural backgrounds, those who learn in English as an additional language or between pupils with special educational needs, including those attached to the LIU.
135. Most teaching is satisfactory and it is good in Year 6 and Year 2. Teachers make good use of the school's planning guidance to plan work for each term then each week to make sure that pupils with different learning needs progress satisfactorily as they grow older. Imaginative and well-planned teaching in Year 2, that makes very good use of computers to help pupils learn, interests pupils so that they want to work hard all the time. Consequently, by Year 2 most pupils' knowledge about famous historical characters and events, such as Florence Nightingale and the Crimean War, is good. The pupils have satisfactory knowledge about how people in Victorian times dressed, and the difference between the lives for the poor and the rich. They also have satisfactory knowledge of the Great Fire of London and its impact on the lives of ordinary people. Year 2 teaching brings history alive for the pupils, as seen when the teacher dressed up as 'Charlotte, a friend of Florence Nightingale'. By Year 6, pupils have satisfactory knowledge of The Tudors, Ancient Egyptians, The Romans and the Greek Civilisation. They use CD-Rom and the Internet to do research for the well designed and written history projects they do at home. They compare lives lived in the past with those of today with interest. During a Year 6 discussion, pupils expressed amazement at the Greek's great engineering and construction skills to build such magnificent buildings without the aid of the machinery we take for granted today. Throughout the school, numerous educational visits to museums and places of historical interest satisfactorily improve pupils' learning, particularly their knowledge about how historians gather evidence.
136. Literacy skills are very well reinforced when pupils read, research and write, with very good practice seen in the advice pupils receive when doing historical projects. Planning to reinforce numeracy skills is not as good, although satisfactory, with opportunities missed at times, for example for pupils to calculate the number of years between events or to investigate the mathematics the Greeks used when building.

137. The management of the subject is satisfactory. The experienced subject manager has yet to make best use of her skills to evaluate subject improvements, for example to evaluate the use of assessment to make sure pupils throughout the school are consistently challenged so that standards rise.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. By Year 6, pupils' standards match those expected nationally. From Year 1 to Year 6 pupils make satisfactory progress. Year 6 pupils with special educational needs reach the same standards as most other pupils. All this is a good improvement since the last inspection, when progress and standards were unsatisfactory. There is no significant difference in attainment or achievement between boys and girls, pupils who learn in English as an additional language, between pupils from different ethnic backgrounds or between pupils with special educational needs, including those who are attached to the LIU.
139. Good teaching of the Year 1 and 2 LIU class results in these pupils' good progress. The very good deployment of the nursery nurse, and the effective use of computers, improves these pupils' language and communication skills.
140. Most teaching is good. Teachers' use their good and improving subject knowledge well to plan for the term, and then for each lesson, to provide challenging work that makes good use of resources and interests the pupils. Teachers make good use of the training and advice they receive to improve their skills and knowledge, which they use to teach with confidence and enthusiasm. Pupils' learning and behaviour are managed well. Good planning is informed skilfully by assessments of pupils' learning so that pupils with different learning needs progress well from Year 2, for example in their use of art and graphics to illustrate text and word processing skills. By Year 6, pupils know how to use with good effect a variety of fonts and colours. They create and use spreadsheets, highlight, move and import text and pictures. They add and remove rows and columns. They explain their learning using technical vocabulary and discuss knowledgeably features such as font size, tables and split cells. They know how to save their work before exiting. Pupils' progress is also good in constructing pictograms and making databases. Good ICT skills were seen when Year 4 pupils made patterns and a logo, and when they researched and produced history projects, and when Year 6 pupils wrote poems. Year 5 LIU pupils made good progress and improved their communication skills when they word-processed a record of a church visit. Teachers use digital photography and projection well throughout the school during lessons, for example in a Year 3 mathematics lesson, and to record pupils' achievements.
141. The two knowledgeable and enthusiastic subject managers provide very good advice for colleagues. Although some improvements are needed in evaluating subject improvements, there is good practice in the use of assessment when planning to raise standards. Good standards by Year 6 continue to improve because teachers' skills are increasing all the time, especially in the use of computers in other subjects where pupils confidently undertake research independently. The school knows that to ensure standards continue to rise, the number of computers in some classrooms has to increase.

MUSIC

142. By Year 6, standards exceed those expected nationally. Since September 2002 when the part-time music teacher was appointed, pupils' progress throughout the school has improved and is now good. All this represents a good improvement since the last inspection. There is no significant difference in attainment or achievement between boys and girls, pupils who learn in English as an additional language, between pupils from different ethnic backgrounds or between pupils with special educational needs, including those who are attached to the LIU.
143. A guitar teacher visits weekly. Seven Year 5 pupils, who started learning in November, make good progress, as was seen when they played in the Chinese New Year assembly.
144. Throughout the school, pupils' progress in singing is good. They enjoy singing in class, in choirs and in assembly. This was seen when a whole school assembly was held and classes took turns to sing tunefully and with appropriate breath control. The choir in the upper school encompasses all pupils from in Year 3 to Year 6. They make good progress in their diction, phrasing and pitch control. This seen when they performed well a well-known song with actions. There is a well-planned balance between pupil learning to sing and to use instruments that contributes to the pupils' good progress in skills and knowledge as they grow older. In Year 1, pupils' progress is good when reading symbols to make sounds and silences as they learn notation. From Year 2, progress is good when they use graphic notation with symbols to perform short pieces on percussion instruments. By Year 5 pupils skilfully compose their own music. Throughout the school, pupils use musical language and have a good understanding of unpitched and pitched percussion instruments and how to play them, although progress is not as good when learning the correct techniques to play xylophones, met-allophones and chime bars. By Year 6 pupils know about and name many well-known composers.
145. Pupils learn well because most teaching is good, with some very good teaching of the choir and in Year 1. An experienced and knowledgeable part-time music specialist does most of the teaching. This teacher makes sure pupils know what they have to learn and what they need to do to succeed. She trusts them and gives them responsibilities. Probing questions assesses pupils learning very during lessons, so that learning needs are effectively met. She works well with class teachers to plan challenging work that interests the pupils and which contributes to school events, such as the school assembly to celebrate the Chinese New Year, when pupils in Year 5 composed music for the occasion. The teacher's enthusiasm is infectious and inspires the pupils. When teaching the choir a new song she swept them along in their learning so that soon they were singing with good pitch, confidence and joy. The very good management of pupils' behaviour ensures no time is wasted in the well-organised lessons. For example, pupils know they must not play instruments until they have permission to do so. She works well with supporting class teachers who, through their involvement, increase their knowledge, skills and confidence.
146. Satisfactory resources are used well to help pupils learn. There is a good range of well cared for and accessible instruments and songbooks, although these books are old. The accommodation is very good. There is a music room with good storage for

resources and adequate display areas. The school has a few links with the community, for example the choir visits an old people's home at Christmas and takes part in a concert with other schools in the summer term. Although there are very good improvements in attainment and progress since September, improvements are needed in the evaluation of teaching, learning and the curriculum to ensure pupils continue to achieve well and good standards are maintained and improved where necessary.

PHYSICAL EDUCATION

147. By Year 6, standards match those expected nationally. Standards by Year 2 are also in line with national expectations. These judgements are similar to those at the time of the last inspection. Well-planned provision ensures Year 6 pupils reach the required standard in swimming. Throughout the school, pupils with different learning needs and levels of attainment make satisfactory progress, as do those pupils attached to the LIU most of the time, where their progress is good in the LIU Year 1 and 2 class. By Year 6, there is no difference in attainment or progress between boys and girls, pupils with special educational needs, pupils from ethnic minority backgrounds and between pupils who learn in English as an additional language.
148. Most teaching is satisfactory and it is occasionally very good. Teachers make good use of the school's planning guidance and their satisfactory subject knowledge to make sure pupils improve satisfactorily as they grow older. Throughout the school, teachers share the lessons' learning objectives with the class. This good practice, that is used alongside well-organised lessons that pay effective attention to safety, and the good behaviour management of pupils, make sure pupils with diverse learning needs are fully included in lessons. Teachers value the contributions and efforts of pupils and this contributes to the good learning atmosphere in lessons. This was seen in a Year 2 lesson, when pupils moved confidently with good discipline and control from one position of stillness to another. It was also seen in a very good dance lesson for Year 3 pupils taken by a visiting instructor, a professional dancer, who inspired the pupils. Pupils responded cheerfully to his high expectations as they worked at a challenging pace to produce thoughtful, sensitive work of a high standard. Very good teaching of Year 1 and 2 LIU pupils deployed the nursery nurse well and used signing very effectively to improve pupils' gymnastic skills whilst improving their language and communication skills. The shapes pupils made reinforced their learning in numeracy lessons well. From Year 1, pupils understand the need for warming up and cooling down at the beginning and the end of lessons, and as they grow older their understanding improves because satisfactory links are made to learning in science. Throughout the school, pupils evaluate their performance to improve and in the most effective lessons this is achieved through probing questions. For example, in a Year 6 lesson, pupils worked hard all the time in groups to improve a dance sequence by evaluating each stage of their learning. In this lesson, progress was good because of the advice pupils received. By Year 6, pupils control a ball satisfactorily with hands or feet and are able to pass it to one another with adequate control. Good relationships result in pupils having the confidence to try out new movements and in all lessons seen, teachers respected and valued pupils' efforts.
149. Lessons learnt in literacy lessons are reinforced well because pupils are required to explain and evaluate their learning using technical vocabulary in sentences. Whilst

time is not so well provided for to reinforce numeracy, pupils do discuss shapes in dance lessons, with very good practice seen in the teaching of Year 1 and 2 LIU pupils.

150. The subject manager provides good advice and support to colleagues. Teachers' planning is monitored and areas for improvement identified. Whilst this good practice is raising standards, the manager has yet to acquire other skills to evaluate subject improvements so that standards continue to improve. The good range of activities outside lessons has a good effect on pupils' learning, and these include dance, hockey and football.

RELIGIOUS EDUCATION

151. By Year 6, pupils' achievements are good and their standards of attainment match those expected by the locally agreed syllabus. This represents a good improvement since the last inspection. Throughout the school, there are no differences in attainment or achievements between boys and girls, between pupils with different learning needs, including pupils attached to the LIU, between pupils from different ethnic backgrounds and between pupils who learn in English as an additional language.
152. By Year 6, pupils have satisfactory knowledge about the main world faiths, including Christianity and Islam. Planning makes sure that the requirements of the locally agreed syllabus are met, with good practice in ensuring that pupils not only learn about Christianity and other faiths, but learn from them so that they understand how different beliefs influence the ways people live and behave. Good foundations to achieve this are laid in Year 1 so that by Year 2 pupils make very good progress in understanding the key ideas that define some faiths and the signs, symbols and artefacts that are special to them, for example the importance to Muslims of the Qu'ran. Satisfactory progress from Year 3 means that by Year 6 pupils know about and understand the significance of different religious festivals and special times, such as the Christian Christmas, the Jewish celebration of Hanukkah and the importance of Diwali to Hindus. A Year 5 visit to a Hindu temple increased pupils' knowledge about the ways different faiths worship and they were good at comparing what they saw with what they find in mosques, churches and other places of worship.
153. Most teaching is good and occasionally it is excellent. Pupils with different levels of attainment and learning needs throughout the school make good progress and the satisfactory standards by Year 6 are improving all the time. Where the teaching is very good or excellent, high expectations about what pupils can achieve, imaginative planning and use of resources and the often very effective use of different teaching methods interest and inspire pupils. There is also good practice throughout the school in ensuring pupils understand what they have to learn. All this very good practice was seen in the LIU Year 1 and 2 class, when pupils learnt that Muslims believe Allah made all creatures. The lesson began with the teacher reviewing the pupils' previous learning whilst sharing with them their learning objectives. The very well deployed and knowledgeable nursery nurse worked in partnership with the class teacher to challenge the pupils through signing so that they learnt very well all the time and made good progress in their language and communication skills. They listened intently as the teacher used origami animals to explain the beliefs of

Muslims, and they eagerly thrust their arms in the air to answer questions. In an excellent Year 2 lesson about the same subject, pupils sat spellbound as the teacher explained Islamic beliefs. They closed their eyes to think about the good things Muslims believe Allah creates, only to gasp in surprise when they opened their eyes to find the teacher standing before them reverently carrying on a wooden support, arms outstretched, the Muslims holy book, the Qu'ran. This lesson was typical of much good and better practice seen in the ways literacy skills are reinforced through writing, talking and signing. Although opportunities to reinforce numeracy skills are not as well planned, times are provided to improve these skills, for example for pupils to solve problems mentally when working out how long ago events occurred. The results of good planning and teaching was seen in a Year 5 lesson that discussed what they had learnt during an educational visit to a Hindu temple. Here, pupils with different learning needs, including those attached to the LIU, thoughtfully talked about their experiences by drawing upon their satisfactory knowledge of places of worship of other faiths and how beliefs influence the ways people dress and the food they eat. A Year 6 teacher's good subject knowledge made sure pupils progressed well when the class discussed the 'nature of God', drawing upon their satisfactory knowledge of the main world faiths. This led later on to pupils writing about how beliefs and a commitment to a better society could lead to caring communities and respect for the environment.

154. School assemblies reinforce learning very well. References are made to different faiths, their similarities and the need for pupils to respect beliefs and ideas different to their own. This was seen when every class participated in celebrating the Chinese New Year through dance, poetry and music where pupils made references to the beliefs of different faiths.
155. The subject's excellent leadership has resulted in improvements to teaching, learning and the curriculum that is driving up standards. Provision is skilfully evaluated for continuous improvement.