

INSPECTION REPORT

**WHITTINGHAM COMMUNITY PRIMARY
SCHOOL**

Walthamstow

LEA area: Waltham Forest

Unique reference number: 131011

Headteacher: Ms C Barry

Reporting inspector: Helen Ranger
(OFSTED No: 22223)

Dates of inspection: 25 – 28 September 2000

Inspection number: 224204

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 and nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	340 Higham Hill Road Walthamstow London
Postcode:	E17 5QX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Carter
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Ranger (OFSTED No: 22223)	Registered inspector	Music	How high are standards? a) The school's results and achievements
		English as an additional language	How well are pupils taught?
			How well is the school led and managed?
Ron Elam (OFSTED No: 9092)	Lay inspector		How high are standards? b) 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?
Carol Slade (OFSTED No: 23812)	Team inspector	English	
		French	
		Special educational needs	
James Howard (OFSTED No: 20875)	Team inspector	Science	
		Physical education	
Helen Mundy (OFSTED No: 26292)	Team inspector	Under fives and the foundation stage	
		Art and design	
		Design and technology	
John Stevens (OFSTED No: 14806)	Team inspector	Information and communication technology	
		Geography	
		History	
Peter Thrussell (OFSTED No: 31029)	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Religious education	
		Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whittingham School is an above average sized community school with 370 full-time pupils between the ages of four and eleven and 80 children in its nursery, who attend part-time. It was opened in 1996 and serves a densely populated area of north-east London. Over half the pupils (56%) come from ethnic minority groups and, of these, 123 have English as an additional language. The main languages spoken at home by these pupils are Urdu, Turkish and Punjabi; twenty languages are represented in the school. The number of pupils eligible for free school meals (38%) is twice the national average. A quarter of full-time pupils have special educational needs. Five pupils are drawn from across the local authority and have access to places for emotional and behavioural support; these pupils are fully included in mainstream classes. When children enter the nursery their attainment levels are well below the levels expected for their age, especially in English.

The school has grown very rapidly and opened its first Year 6 classes this term. Many of the pupils, particularly at the upper end of Key Stage 2, have been admitted with special learning needs or had difficulty settling into their previous schools. Their levels of attainment on entry have often been very low.

HOW GOOD THE SCHOOL IS

This is a good school. It is managed well and provides an effective environment for learning. The teaching is good in both key stages. Pupils achieve well in their work in relation to their attainment on admission and develop well personally. Adults are caring and have high expectations for the pupils. The school is regarded well by parents. It gives good value for money.

What the school does well

- The commitment to raising standards for pupils.
- The good teaching in both key stages, which enables pupils to achieve well in many aspects of their development.
- The very good provision for special educational needs, including the provision for pupils with emotional and behavioural difficulties.
- The good support for pupils who have English as an additional language.
- Pupils' enthusiasm for school, their good behaviour and relationships.
- The well respected headteacher's effective leadership and her hard working and committed staff team.
- The very good provision for moral development and good social provision.
- High levels of care and support for pupils and their welfare.
- The close and effective partnership with parents.

What could be improved

- Pupils' attainment in key curriculum areas, especially literacy and numeracy.
- The curriculum and teaching for the foundation stage.
- The time allocated to subjects.
- The governors' role in shaping the direction of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996, shortly after it opened. At that time there were only 12 pupils on roll in the reception class and they were housed in temporary accommodation. The inspection was very short and covered the basic provision at the time. It is neither possible nor relevant to comment on how far the school has improved since then in relation to that report in most areas of its development. However, several key issues were specified in the areas of management and curriculum development and these have been acted on well. Pupils' attainment and the quality of teaching are now monitored regularly. Curriculum planning is sound although, in common with schools nationally, it has been subject to yet more changes recently. Planning for the school's overall development is detailed

and careful, has enabled sensible growth up to the present and shows clearly how the school wishes to improve in future. The governors have developed an appropriate committee structure, received training and are increasingly involved in the school. Several are still inexperienced and the governing body has rightly identified the need for further development to enable it to act in a full management and monitoring role for the school.

STANDARDS

The school has had no pupils in Year 6 in previous years, so information is not available for its oldest pupils compared with other schools. The school has set itself challenging targets for Year 6 over the next two years, which reflect its commitment to raising achievement.

Pupils' levels of attainment on admission are often very low. A very high proportion have English as an additional language or have special learning or behavioural needs. Inspection findings are that pupils' achievements are at least satisfactory in relation to their attainment on entry in all age groups. In the foundation stage, they make at least satisfactory progress in all areas of learning and their progress in their personal and social development is very good. In Key Stage 1 and Key Stage 2, pupils often achieve well for their capabilities. The results in national assessments for pupils at the end of Key Stage 1 show significant improvements in English, mathematics and science over the past two years. Pupils currently beginning Year 2 attain well below average standards in English and below average in mathematics, science and information and communication technology. Their progress, however, is at least sound and often good. They achieve expected levels in religious education. Those who are now starting the final year of Key Stage 2 attain well below average standards in English and below average in mathematics, science, information and communication technology and religious education but are making at least sound, and often good, progress. In other subjects, pupils' achievements are generally satisfactory. They are good in art in Key Stage 2 but unsatisfactory in design and technology in both key stages because of the limited time given to the subject and a lack of continuity in learning across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school and show interest in their work.
Behaviour, in and out of classrooms	Good in lessons, in the playground and around the school generally.
Personal development and relationships	Good. Pupils develop initiative and independence. They get on well with each other and with adults.
Attendance	Attendance and punctuality are improving but overall attendance levels fall below the national average.

The school functions well as a friendly and orderly community. Pupils show respect for each other. The school's initiatives to encourage better attendance and punctuality are very good.

TEACHING AND LEARNING

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

The teaching seen was satisfactory in the foundation stage and good in Key Stages 1 and 2. In 97 per cent of lessons observed it was at least satisfactory. In 46 per cent it was good and in a further 12 per cent very good. The key skills of literacy and numeracy were taught well in both key stages but showed some weaknesses in the foundation stage. Teachers in general plan interesting and wide-ranging activities and have clear objectives for their work, which are communicated well to pupils. There are, however, not enough opportunities for pupils to practise their skills in information and communication technology. Teachers generally cater well for the needs of the full range of pupils in each class, including those with special learning and language needs. Teachers vary considerably in how effective their marking of work is and in their expectations of how pupils will present their written work. Pupils understand their work and respond well. They feel confident and valued and this aids efficient learning. A strength of the school is the way adults manage pupils' behaviour. They are calm and consistent and promote a positive, orderly atmosphere. Ancillary staff and support teachers play an important and effective role in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory curriculum is in place and is supplemented well by additional activities.
Provision for pupils with special educational needs	Very good, based on detailed Individual Education Plans and regular assessments of progress. Provision is outstanding for pupils who have supported places for emotional and behavioural reasons.
Provision for pupils with English as an additional language	Good provision is built into the teaching in each classroom. Pupils' language needs are identified and supported well by teachers and ancillary staff.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Very good provision for pupils' moral development is a strength of the school. There is good promotion of pupils' social development and satisfactory spiritual and cultural provision.
How well the school cares for its pupils	Procedures for monitoring and promoting pupils' overall development are good. The staff are caring. The site is maintained well but systematic risk assessments are not carried out.

The curriculum for the foundation stage has recently been revised and is not yet effectively in place for all areas of learning. The curriculum in both key stages is enhanced by activities such as French, personal and social education and signing. There is a satisfactory range of extra-curricular activities. The school works well in partnership with parents and their opinions are very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher is a very effective leader, who has established the new school well. She is supported well by senior staff in the smooth running of the school.

How well the governors fulfil their responsibilities	The governors are capable and supportive and question sensibly what the school does. Several are inexperienced and have yet to participate fully in effective management and monitoring.
The school's evaluation of its performance	The school analyses its results, teaching and the curriculum well and consults widely on future development. The written development plans outline current and future priorities well. Staff and governors show a shared commitment to improvement.
The strategic use of resources	Good. Funds are directed to priority areas and their use is monitored well.

Strengths in leadership and management include the able and respected headteacher and good relationships at all levels. Responsibilities are generally delegated well but a few experienced staff have not been given additional duties as appropriate. The school is effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring that funds are spent wisely. Levels of staffing are high and are appropriate for those pupils who have special educational needs. There are sufficient, good quality resources for learning and good use is made of the extensive facilities offered by the building and outdoor site.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects children to do their best. • Teaching is good and enables children to make good progress. • Staff are approachable. • The school is led and managed well. • Children are helped to become mature and responsible. • Behaviour is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • The amounts and type of homework. • The range of activities outside lessons. • Information about pupils' progress.

The inspection team agrees with parents' positive views. The number of parents who disagreed with the school's arrangements for homework was high. Inspectors consider homework to be generally satisfactory and support its efforts to encourage parents to become more effectively involved with their children's learning in the widest sense. The school intends to review its homework policy in the light of parents' views and to take account of the inclusion of Year 6 pupils on the roll from this term. Inspectors consider that the range and quality of extra activities in the school are satisfactory and note the recent extension of musical instrument tuition for the older pupils. Information about pupils' progress is considered by the inspectors to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

The core curriculum – English, mathematics, science, information and communication technology and religious education.

1. The school has only opened its Year 6 classes this term and, therefore, there are no comparative results in national tests for this key stage. The pupils who are now in Years 5 and 6 have not been admitted into Key Stage 1 under the usual arrangements but have joined the school for a wide variety of reasons and from very varied backgrounds. A high proportion have special educational needs, especially emotional and behavioural, and many found it difficult to thrive in their previous schools. For many of these the school has been a fresh start. A significant number of pupils have English as an additional language or have been refugees. This age group, therefore, has had an unusually complex background and has brought to the school very different educational experiences. Their levels of attainment overall on admission to this school have been low and the judgements which follow should be viewed in this context.
2. Inspection findings are that the oldest pupils generally settle well and make good progress in relation to their prior attainment. For many it is a considerable achievement that they can apply themselves to their academic work in an organised and positive way. However, their standards in English, while improving, are currently still well below average. Standards in reading and writing are not as well developed as those in speaking and listening. In mathematics, many pupils are making rapid progress and often reaching expected levels in number work but overall their standards are below average. In both subjects, there are very few high attainers.
3. In science, pupils are often making good progress but standards remain below average. Pupils lack experience of the investigative and recording aspects of science as well as factual knowledge in some key areas. Attainment in information and communication technology is below average, particularly in the aspects of computer control and modelling. In religious education, pupils' progress is satisfactory but their knowledge of the range of faiths required by the Locally Agreed Syllabus is below expectations.
4. The school has set targets for its pupils in the end of key stage tests for the next two years which are below recent national averages but which aim for steady improvements and are challenging for the current intake.
5. In Key Stage 1 in 1999, pupils' results in the first national tests taken in the school showed that they were well below the national average in reading, writing and mathematics. Compared with schools with similar intakes (based on the levels of free school meals), scores were well below average in writing and mathematics but average in reading. Teachers' assessments of standards in science showed performance to be well below the national average and below the average for similar schools. This group of pupils contained a large proportion who had birthdays late in the school year and, as a result, had spent less time in a more formal educational setting. This finding led the school to set up its 'booster term' for its youngest pupils in Year 1. The assessments in 2000, for which national comparisons are not yet available, showed significant improvements in results. More pupils achieved the expected Level 2 in reading and writing, mathematics and science, bringing them into line with the previous national average, although the proportion who achieved the highest levels remained low.
6. Inspection findings for the current Year 2 are that pupils make good progress in spoken English but, at the time of the inspection (very near the beginning of the school year), had not made similar gains in reading and writing. Their attainment overall is well below average; that is due in part to the large number who speak languages other than English at home and need to master the spoken language before they can improve their standards in reading and writing. Attainment

in mathematics is below average overall but is strongest in the key area of number, where progress is good. Pupils calculate satisfactorily and are beginning to explain their approach to solving problems.

7. In science, attainment is below average. Progress is sound and there is evidence of recent improvement. Performance is limited by pupils' lack of language skills and poor general knowledge and there are too few opportunities for experimental and investigative work; these opportunities are now being extended but have not yet had time to have a full impact on attainment. In information and communication technology, pupils' progress is satisfactory but standards are below expectations. Pupils have basic keyboard skills and use programs appropriately in lessons such as mathematics and geography but have little experience of controlling actions or of exploring real and imaginary situations using a computer. In religious education, pupils make at least sound progress and achieve standards in line with the expectations of the Locally Agreed Syllabus. They recall well information about the work they have covered and begin to understand about a variety of faiths but they record their work too rarely.

The non-core subjects: art and design, design and technology, French, geography, history, music and physical education.

8. At the time of the inspection, the school had very recently begun to implement the revised National Curriculum. For the previous two years, the non-core subjects had been taught on a 'slimmed down' basis. It would not have been appropriate to judge pupils' attainments against the newly expected levels. Therefore, judgements are given according to how well pupils achieved in the lessons seen during the inspection and on work they completed during the previous year.
9. Achievements are satisfactory overall in art and design in Key Stage 1 and often good in Key Stage 2. In French, geography, music and physical education, pupils make sound progress in both key stages and achieve satisfactory standards. This is also the case in history in Key Stage 2 but there was insufficient evidence to make a judgement in Key Stage 1. In design and technology, progress in both key stages is unsatisfactory. This is because of insufficient time allocated to the subject and to a lack of continuity across the school.

Children in the foundation stage

10. Children are admitted to the nursery with levels of attainment in all areas of learning which are significantly below average for their age. Their speaking skills and personal and social skills are particularly weak. Inspection evidence indicates very good progress in personal, social and emotional development. In this area of learning, attainment at the end of the foundation stage is in line with the early learning goals. Children make at least sound progress in all other areas of learning in relation to the low baseline from which they start. However, attainment at five is below average in creative and physical development and well below average in communication, language and literacy, mathematical development and knowledge and understanding of the world.

A summary of pupils' progress

11. In general, pupils achieve at least satisfactory progress over time in relation to their attainment on entry to the school. Often their progress is good in both key stages. At the time of the inspection, eight of the teaching staff (that is half of the class teachers) were new in post and evidence from lessons overall was that good teaching was enabling pupils to make good progress. Pupils with special educational needs are achieving very well according to their abilities and in line with the targets set for them in their Individual Education Plans. This includes those in supported places for emotional and behavioural needs. The progress of pupils with English as an additional language is good and enables them to have access to the full curriculum as quickly as possible. The school has identified a few very able pupils, especially in Key Stage 1. In the lessons seen, these pupils were usually appropriately challenged by well-targeted work and enabled to make good progress. During the inspection, there was no significant variation in the progress made by boys compared with girls or of any particular ethnic groups. The school is vigilant in monitoring

pupils' achievements by gender and ethnicity.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school and make a good contribution towards promoting their attainment and progress. This conclusion reflects the widespread views of parents, who also state that their children enjoy school.
13. Throughout the school the pupils' attitudes towards learning are good. This includes those of pupils with special educational needs. They often concentrate well and show interest in what they are doing at all ages. A particular example of this was seen in the nursery when a group of children were successfully comparing lengths and heights. Pupils in Year 1 showed they had the confidence to offer their ideas in front of their classmates when producing a rhyming poem. Reception year pupils showed great enthusiasm when singing as part of a large group in the hall. Pupils in all year groups generally settle down to work very quickly; this is particularly noticeable at the start of the day when the great majority are working within a couple of minutes of coming into the classroom.
14. Pupils generally behave well in the classroom, at play and lunch times. They are well mannered, polite to adults and to each other, courteous and welcoming to visitors. They generally move around the school in an orderly way, even when not supervised, though they do sometimes run in the corridors. They show respect for property - for example, when using the computers - and take care when collecting and putting away equipment during physical education lessons. However, in some classes at the top end of the school, the teachers have to work very hard with a number of pupils, often boys, to overcome their lack of self-discipline and to ensure that they listen and do not disrupt the lesson for others. Around the school, bullying or racist name-calling are rare and the school has appropriate procedures to act immediately should any such behaviour take place. There were three fixed period exclusions in the last school year.
15. Relationships between pupils and with adults are also good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, the youngest respect each other's space when sitting closely together on the carpet. Nursery children worked well as a group when looking at how to keep themselves clean. Good co-operation was seen in an art lesson in Year 4 when pupils helped each other find appropriate colours in magazines in order to develop a range of shades. Year 1 pupils were respectful of each other's efforts when playing a game to help them understand tempo in music. The pupils' personal development is also good. During lessons the pupils use their initiative in the many open-ended activities and in others where they are expected to organise their own work. They often work well in teams and small groups. Pupils respond well when undertaking various tasks both within the classroom and outside. For example, older pupils act responsibly as lunchtime monitors when overseeing and supporting other pupils in the dining hall and in the playground. The pupils benefit themselves and others by collecting for charities during the year.
16. Attendance has steadily improved each year over the past three years but is still below the national average. Absences are mainly due to the usual childhood illnesses, though a number of parents insist on taking their children on holiday in term time. Some of these holidays are longer than two weeks. The level of attendance in the nursery classes is below 90 per cent but improves when the pupils join the reception class. The level of unauthorised absence is in line with national figures. Pupils are generally keen to come to school but a few pupils arrive late each week in most classes, though usually only by a few minutes. The excellent procedures at the start of the day ensure that all late arrivals are properly recorded and do not disrupt lessons.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is satisfactory in the foundation stage and good in both Key Stage 1 and Key Stage 2. During the inspection, teaching was at least satisfactory in 97 per cent of the lessons seen. In 46 per cent it was good and in a further 12 per cent very good. Inspectors' overall judgements about

teaching are based on evidence from the lessons seen, pupils' previous work and conversations with pupils and teachers about what they do. It is acknowledged that the inspection took place very early in the school year when classes were still settling with their new teachers and when half of the teachers were new to the school. It was also the first time that the school had pupils in Year 6. The teaching seen was most consistently of high quality at the upper end of Key Stage 2 where in a high proportion of lessons it was good or very good. This indicates a good capacity for the school to enable those pupils who have more varied and unsettled backgrounds than in the rest of the school to make rapid progress.

18. The teaching in the foundation stage is generally sound. Two of the three teachers in this team are newly-qualified and the third has only recently taken over the management of the department. A fourth teacher in the team, who is new to the school, takes the Year 1 booster class, which works alongside the reception class for this term. This is a useful initiative to give these youngest pupils in Year 1 experiences which are most suited to their current stage of development. Teachers' own knowledge of the early learning goals is still developing; they are sometimes uncertain of how to achieve their objectives and insecure when teaching basic skills of phonics, writing and numeracy, which has a negative impact on children's progress. The written planning is satisfactory and long-term plans are very detailed. However, the nursery and reception teams do not plan together and daily planning is insufficiently linked to the early learning goals. In the nursery, too much time is allocated to free play, especially for the oldest children at the beginning of sessions. The management of children's behaviour is very good and a strength of the provision for this stage. It effectively promotes children's very good progress in personal and social skills.
19. Literacy and numeracy are given a high priority in both key stages. They are taught well and there are particular strengths in mathematics teaching in upper Key Stage 2. The school has implemented the National Strategy for Literacy effectively. Key skills are taught regularly and well. However, the school has not explored how the structure of literacy sessions could be used to make further cross-curricular links. This would ease the pressure on the time allocated for some other subjects, where there is often little opportunity for pupils to record their work in writing. It would give opportunities for the further development of language skills across the curriculum, especially in subject-specific vocabulary and written recording. Useful opportunities are given in all age groups for extended writing. There has been a successful introduction of the National Numeracy Strategy and this has started to show an improvement in pupils' achievements, with provision of well-structured and progressive lessons for all age groups.
20. Teaching in science in the lessons observed was good and is judged to be improving over time, especially in the provision for the practical and investigative aspects of the subject. The teaching seen in information and communication technology was sound in Key Stage 1 and good in Key Stage 2 but currently pupils do not have enough of these good teaching experiences to enable them to reach expected levels of attainment. Teaching is satisfactory in religious education in both key stages.
21. Teaching is at least satisfactory in art and design, French, geography, history in Key Stage 2, music and physical education. It was often good in the lessons seen, especially in Key Stage 2. Teaching in music benefits from the additional key stage singing sessions, which are held weekly, and religious education lessons are enhanced by the planned links with the content of assemblies. There was insufficient evidence to judge the teaching of history in Key Stage 1. While the lessons seen in design and technology were considered to be at least satisfactory, wider evidence indicates that, over time, not enough time has been given to the subject and that activities have lacked continuity.
22. Teachers' subject knowledge in both key stages is generally good and underpins successful teaching. However, there are some relative weaknesses in aspects of their knowledge in information and communication technology, music and French. These subjects have able co-ordinators in place, whose plans for future development include work to improve their colleagues' abilities and confidence.

23. In general, teachers plan well. They clearly define learning objectives for each lesson and often share these productively with their pupils. This enables pupils to understand what they are to learn and helps them and their teachers to judge progress by the end of the lesson. Teachers work hard to meet the needs of pupils with special educational needs. Very good, practical Individual Education Plans are in place for pupils who need them. Broad targets are broken down into realistic, achievable short-term strategies. However, at present pupils do not contribute to their own Individual Education Plans and are not participants in their own target setting. Learning support assistants are involved very well in planning and fully understand what is to be achieved and their own role in a lesson. They are able and experienced and have undergone relevant training. They provide sensitive, informed support for pupils' needs. They keep clear records of their assigned pupils' progress and have a mutually respectful, communicative relationship with teachers. At times planning does not fully meet the needs of more able pupils. This was seen particularly in some lessons in mathematics. Too few structured opportunities are planned for pupils to practise their skills in information and communication technology. Planning caters well for the needs of pupils with English as an additional language. Lesson plans include appropriate provision and support for these pupils. A strength of the planning process is the close collaboration of teachers and ancillary staff in year group teams. Most lessons have a clear and progressive structure.
24. Teachers generally have high but realistic expectations of what pupils will achieve, especially of desired behaviour and pupils' effort. In some classes, most notably in Years 5 and 6, these high expectations are often conveyed through detailed and constructive marking which gives pupils clear feedback on their work, identifies the next stage of development and gives advice on how pupils may improve. However, there are inconsistencies in the quality of marking, especially in mathematics and science. A weakness in several classes is insufficient insistence that pupils' work be presented well and general encouragement to take a pride in results. Teachers generally give pupils good oral feedback on their work and their records show that they are knowledgeable about their pupils' achievements. They monitor pupils' progress efficiently. They usually circulate well during lessons, assessing learning progress through observation and probing questioning. Assessment is used effectively to place pupils in ability groups, to provide work well matched to learning needs and to mark progress against Individual Education Plans.
25. Teachers' methods are generally good. Explanations are clear and activities usually structured to balance adults' input and pupils' activity and initiative well. However, in a few of the weaker lessons seen, too much responsibility was given to pupils to plan their own learning and they had insufficient input or guidance to make good progress in a given activity. Many lessons benefit from an introduction to review previous learning and to present new work followed by group or individual practice and a summary session to review what has been learnt. Pupils usually understand what to do. Investigations and problem-solving activities are used increasingly in science and mathematics. Teachers and other adults interact well with pupils during lessons and most use questions well to extend understanding.
26. A significant strength of the school is the high quality of behaviour management and relationships which permeates all activities. All adults promote these well by a calm, friendly and consistent approach. They treat pupils with care and respect and manage their behaviour well. This results in pupils feeling valued and wanting to work. Adults handle any lack of confidence or mistakes by pupils well, making them feel that their contributions are important. Pupils respond well by observing high standards of behaviour and co-operation in most lessons. The headteacher, deputy head, special needs co-ordinator, support teacher and pupil support worker all play valuable roles in the consistent approach to the management of behaviour. The school is to be congratulated on the success it achieves with all its pupils and especially with those who have profound emotional and behavioural needs. Most of these pupils are able to make good progress within their abilities and are successfully achieving targets set for them in their Individual Education Plans.
27. Time is used well in most lessons. The first few minutes of the day are used well for individual activities which settle pupils into working routines and set the tone for the day. Some lessons, most notably in religious education, art and design and design and technology, are short or do not

occur regularly enough to fit in the required content. This does not always result in good quality learning and particularly restricts the time available to pupils for written recording of their work. Valuable time is sometimes lost by pupils moving between the various working areas in their part of the school. While this can be useful, it sometimes appears to be done unnecessarily and unsettles the pupils. Ancillary staff and support teachers are deployed well and give regular, useful attention to pupils. This is beneficial for pupils of all capabilities, who enjoy their interaction with adults and whose progress is enhanced by their presence.

28. Satisfactory homework is given in all classes in different forms. It sometimes consists of structured activities or practice of basic literacy and numeracy skills. The school also gives well-considered guidance to parents on how they can support their children's learning in the widest sense and gives regular information about the topics which will be studied in school so that parents may support these.

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

The curriculum

29. The school provides a broad and balanced curriculum to which all pupils have equal access. It meets all the statutory requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. It includes French and signing to encourage a language learning ethos for all pupils. It caters well from the earliest stages in the nursery for those with English as an additional language and equally well for pupils who join the school with limited English at any age. It has very effective provision for pupils with special educational needs in all age groups. The school is dedicated to the full inclusion of all of its pupils into all activities, including those who take up the supported places for emotional and behavioural difficulties.
30. The previous brief inspection identified curricular planning as a main area for development. Since then procedures for curricular planning have developed well and policies and schemes of work for most areas of the curriculum are now in place. The policy and scheme of work for personal, social and health education are still being developed but good provision is, nevertheless, made for this area through timetabled lessons and the extra time that staff take to discuss issues with pupils, for example when concerns arise over behaviour or relationships. Pupils' questions on sex and drugs are answered appropriately. More time than in most schools is given to drama and dance and these lessons give pupils valuable experiences. The curriculum for the foundation stage is satisfactory and is being revised in line with recent national guidance. Learning for these youngest children develops through practical experiences, although at times activities do not give children enough opportunities to develop their vocabularies.
31. Although all subjects are catered for, the time allocations for different areas of the curriculum do not always allow enough time for all aspects to be covered in sufficient depth. For example, in art and design and religious education pupils are only allocated an hour and a half-hour respectively. Time given to design and technology is too low. The times are less than is recommended nationally and by the Locally Agreed Syllabus. Timetabling does not always provide long enough sessions for effective teaching and learning, as in science where, for some classes, time is split into three sessions throughout the week. A short time is set aside at the beginning of each day for independent study skills, which provides a purposeful start to the day. Opportunities are not often taken to make the most effective use of time by exploiting the potential for cross-curricular links, for example in literacy sessions.
32. There are effective strategies for teaching literacy and numeracy, as shown by the improving results in Key Stage 1 national test results, with all classes having daily literacy and numeracy hours. In addition, a further hour each week is provided for extended writing. Although good opportunities are provided in all subjects to develop speaking and listening skills through the introductions to lessons, plenary sessions and paired and group work, the time and opportunity

for written work are not always sufficient. For example, in religious education lessons, where the focus is often on discussion, there is very little recorded, written evidence to support pupils' learning. Despite the full range of skills in information and communication technology beginning to be taught, there are too few opportunities to use these to support learning in other areas of the curriculum.

33. The provision for equal opportunities is good. The school encourages all pupils to give of their best and ensures that they have every opportunity to do well. Pupils' results are monitored by gender and other factors, such as ethnicity, month of birth and length of time in the school, in order to improve opportunities for all. In most lessons, teachers aim to match classroom opportunities to the aptitudes of pupils.
34. There is an appropriate range of extra-curricular activities, including sport and music. Girls and boys play competitive football, a mixed team has taken part in a national korfbal tournament and the school choir has performed out of school. There have been few visits and visitors to the school to support the curriculum. However, opportunities for a residential visit have been provided for pupils in Year 5. An after school 'Tea Time Club' is organised, for which there is a charge.
35. Currently, there are few links with the wider community to contribute to pupils' learning and the considerable physical facilities for community activities which the school has to offer are underused. There are satisfactory links with other nurseries and playgroups and links with secondary schools are starting to be developed as the school now has pupils in Year 6.

Pupils' personal development

36. The provision for pupils' personal development is good. The headteacher, staff and governors consistently promote the school's vision, which sets high standards of performance, values teamwork and celebrates success.
37. Provision for pupils' spiritual development is satisfactory. It is promoted through daily, well-planned and appropriate acts of worship, which are of sound quality. The understanding of Christianity and Christian values is promoted throughout the school in assemblies. In addition, respect is shown for those children of different faiths or who hold no religious belief. The school provides some knowledge of, and insights into, the different values and religious beliefs held by others, through the religious education curriculum and through assemblies. The acknowledgement of other cultures is developed through celebrations of festivals such as Diwali and Eid. The school celebrates Harvest, Easter, Christmas and Remembrance Day with services taken by a local vicar. The four saints' days of the respective countries in the United Kingdom are also celebrated. On St Patrick's Day this year, four girls from a Roman Catholic school talked to the school's assembly. Time for reflection is given in the daily act of worship. In a Key Stage 2 assembly seen, reflection time was given on how to be a better team player. In a Key Stage 1 assembly, pupils were asked to reflect quietly about special occasions. While these quiet times happen regularly, they are not developed as well as they could be in all assemblies and the occasion is sometimes not made a 'special time' in keeping with the spirit of daily worship.
38. The provision for moral development is very good. The school has a positive ethos of encouraging pupils to think about and care for others. The pupils are led to understand the difference between right and wrong. There is a commitment to honesty, fairness and respect for truth. Equal opportunities are to the fore. Teachers and their assistants manage pupils' behaviour consistently well throughout the school by rewarding and encouraging best behaviour. An excellent example of this is the positive and active involvement of pupils in lunchtime arrangements. There is a behaviour policy and an anti-bullying strategy in which it is emphasised that no child has the right to intimidate. The policy is to investigate incidents, which are referred to parents and carers as appropriate. All known incidents of racism are recorded and followed up well. Pupils develop a sense of social justice fostered by adults' willingness to listen to them talk about incidents or problems.
39. Provision for social education is good overall. The school gives many opportunities for pupils to

take responsibility, show initiative and understand the school as a community; this aspect of provision for their social development is very good and is reflected in the very good quality of relationships. There is a yellow badge system for those who behave well, do not bully and try hard. Pupils are given responsibility as lunch patrols, librarians and classroom monitors. There is a quiet playground where the older pupils nurture the younger ones. There is 'circle time' to discuss personal and social issues with Years 5 and 6 and each class has a set time each week for personal, social and health education and citizenship. Adults are good role models. There is no School Council but this is being considered. Education for health, sex and drugs awareness are at early stages, following the departure of the previous post holder. Pupils are frequently encouraged to work together. This teamwork underpins many activities both in and out of the classroom. Pupils are encouraged by adults to have respect for each other and to talk courteously to each other. The school fosters a sense of citizenship by supporting such charities as Shelter, the National Children's Home and the Poppy Day Appeal.

40. The provision for the schools' cultural development is satisfactory. There is respect for other cultures and the art displayed around the school is culturally diverse. The music curriculum encourages an understanding of music from a wide range of traditions and periods. Carefully chosen music is played in assembly. An appropriate piece by Buddhist musicians was played during the inspection but there was a noticeable difference in how well this was used by different teachers during assemblies. In the best example, pupils' attention was drawn to features of the music and they were encouraged to listen carefully. The history and geography curricula broaden pupils' understanding of different places and times. Religious education makes a significant contribution to pupils' knowledge of other cultures through teaching about the traditions and beliefs of different religions. The school ensures that its pupils are comfortable in wearing clothes appropriate to their culture and this also makes their parents and guardians comfortable. A few local visits to such places as the London Museum and the William Morris Gallery take place but the range of outside visits is currently fairly restricted.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Staff show appropriate concern for the needs of the pupils and provide very good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community. The procedures for assessing and monitoring pupils' attainment, progress and personal development are good.
42. Overall, the school has good procedures for child protection and makes satisfactory provision for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. Several members of staff have received training in this area and all have an appropriate understanding of how to deal with any situations that may arise and know the person to report to in the school if necessary. The provision for first aid is good; several staff have been trained, records are kept of any treatment and letters are sent home to parents as appropriate. A health and safety policy is in place, fire precautions and electrical appliances are checked regularly and staff new to the school are reminded of their responsibilities. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and personal and social education. This is enhanced with contributions from visitors such as the police and speakers on water safety. Nevertheless, not all staff have received recent health and safety training related to their areas of responsibility. In addition, though no problems were identified during the inspection, the school has not carried out a formal risk assessment.
43. The school has effective procedures for assessing pupils' attainment and progress. The analysis and subsequent use of information from the assessments of pupils on admission, from the national end-of-key stage tests and from optional mid-key stage tests is good. This information is used well by senior staff to assess current performance, set targets for the future and monitor the success of initiatives. In the foundation stage, home visits are used for all children in the nursery to assess key skills and define future targets. Assessments on entry to full-time education are used in the reception classes in the children's first six weeks of school. These are used to aid

individual targets and planning. Teachers in the foundation stage make satisfactory on-going assessments of children's progress but much nursery assessment takes place too early in daily sessions and restricts the time available for teaching and learning. Assessments are not yet linked to the early learning goals or used fully to help planning when children enter the reception class. Written reports to parents from the nursery are informative but do not include comments on all areas of learning. It is acknowledged by the inspection team that several of the staff who teach the youngest children are either new to the school or have recently taken on new areas of responsibility. They are currently getting to know the school and are aware of the need to develop procedures in line with recent national changes for the foundation stage of education.

44. In both key stages, day-to-day procedures for assessing pupils' attainment and progress are satisfactory overall. In the three core subjects of English, mathematics and science, individual pupils' progress is tracked well. Targets are set and reviewed for individuals and for year groups. These are challenging targets based on raising achievement rather than predictions based on current performance. There is little structured assessment of the non-core subjects but teachers use informal assessments and are aware of the need to incorporate the revised requirements of Curriculum 2000 into their practice. The school complies with the national assessment requirements for seven-year-olds.
45. Pupils for whom English is an additional language are assessed well, in line with the school's 'staged' approach to language learning. All teachers liaise with specialist staff and keep appropriate records of individual progress and needs.
46. The assessment of pupils with special needs is very good. It includes provision for those with emotional and behavioural needs. The special needs co-ordinator observes and assesses pupils regularly as they work in classrooms and shares her findings with teachers. Her support often enables pupils with special educational needs to be identified early and support to be targeted with a minimum of delay. She also teaches classes so that the usual class teachers can make observational assessments of pupils with special needs.
47. Procedures to ensure the accuracy of teachers' assessments of pupils' work are at an early stage of development, although some sampling exercises have taken place in mathematics and English. Checklists to aid accurate record keeping have also been developed in these subjects. The use of assessment information to guide curricular planning is good, particularly in the core subjects. The monitoring of achievement by gender, ethnic grouping and age is increasingly effective and has led to initiatives such as the 'booster term' in Year 1 for summer born pupils and the moves to improve the attainment of black boys at the upper end of Key Stage 2.
48. The procedures for monitoring and supporting the personal development of the pupils are very good. Detailed records are kept in the nursery. The relevant staff liaise well and some bilingual support is available from the earliest stages. In the rest of the school, procedures are less structured but both the teaching and support staff have a good understanding of the needs of the pupils and discuss them informally. The teachers produce good records each term - in the annual report on progress that is sent to parents and also in the notes of the meetings held with parents in the autumn and spring terms which set and review individual targets. Observation during the inspection shows that the staff work hard to improve the pupils' social awareness and their emotional well being. Assemblies and personal, social and health education lessons are particular times when the school encourages and assesses personal development with discussions about feelings and how to help others. Good care is provided to pupils by both the home support and pupil support workers, who work closely and effectively as part of the school team.
49. Arrangements for monitoring and promoting discipline and good behaviour are very good. The behaviour policy is explained to parents. Teachers and classroom assistants treat all pupils in a consistent way and it was apparent during the inspection that the school's approach is effective. Procedures for dealing with the rare instances of aggressive or racist behaviour are also dealt with very effectively. Pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system. This is very effective for those who take up the

supported places for pupils with special emotional and behavioural needs. Provision for this group and for others with similar needs includes the excellent use of a 'calming room' if pupils are temporarily unable to cope in their regular classroom. The highly experienced and sensitive pupil support worker is on hand to help to defuse difficult situations such as this.

50. The procedures for monitoring and promoting attendance and punctuality are very good. The headteacher regularly checks the registers to decide whether any action needs to be taken with pupils who are absent. This includes sending letters, meeting parents and involving the Education Welfare Officer, who may visit parents at home if necessary. Through the newsletters, parents are regularly reminded of the need for good attendance and arriving on time. The pupils have the incentive of their class being awarded a certificate and individually receiving badges (which they were proud to show the inspectors) for no lateness. The governing body is actively involved in monitoring statistics for each class each term. The procedures for registration at the beginning of the day are excellent. The classroom doors are opened when the bell rings and locked within a couple of minutes, resulting in any late pupils having to enter via the main entrance and receiving a late card. This prevents any disruption to the start of the day and pupils start work within a few minutes of arriving at school. The result has been a steady improvement in attendance, though some parents are still taking extended holidays.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. In their responses to the questionnaire and at the pre-inspection meeting, parents showed that they are generally very pleased with what the school does. The inspection team supports their positive views. Parents say their children like school, make good progress and the school helps them to become mature and responsible. They feel that the school works closely with parents and they are comfortable approaching the school if they have questions or problems. Doubts were expressed about the amounts and types of homework but the inspectors concluded that, overall, the school's approach is satisfactory. The school has already identified the need to review its homework policy. A few parents commented that the range of activities outside the classroom was limited but the inspection team considered that the number and variety of clubs are appropriate and generally typical of most schools. Though a small number of parents also felt they were not well informed about the progress of their children, the inspectors found that the school provides very good opportunities for parents to find out how well their children are doing.
52. The school has established very good links with the parents and these contacts are very effective. The quality of information provided is very good. Regular newsletters go home, providing general administrative information and, for example, emphasising the need for good attendance and punctuality. Other letters refer to more specific matters as needed. The prospectus and the governors' annual report to parents are attractively produced but omit a few of the details required by law. The school invites parents to curriculum evenings and to see their children's class assembly. The homework diary provides excellent information each term, outlining what the pupils will be studying in each subject together with very useful suggestions on how parents can help at home. An early years communication book provides useful two-way contacts between the teachers and parents of the youngest children, particularly highlighting any achievements which are made at home so that teachers are aware of these. In the autumn and spring terms the teachers formally meet parents to discuss progress. A written summary of the parents' and teachers' comments, together with the child's targets for improvement, is sent home. The school also provides the annual report on progress. This is excellent, providing a detailed summary of what the pupils know and can do in each subject, again with targets. For several year groups, the report is issued mid-year so that parents and pupils may support the teachers' efforts to address any areas defined for further improvement. In addition, as was seen during the inspection, parents are welcome to, and do, speak to teachers at the end of the day (and, if necessary, in the morning). Translation and interpreting facilities are available, though not for the very wide range of languages spoken at home. Parents of pupils with special educational needs are appropriately involved in the provision for their children. Parents of such pupils seen during the inspection were very happy with this provision. They sign the Individual Education Plans for their children and

attend annual reviews of progress.

53. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Several parents help in the classroom, both regularly and occasionally, and the training provided for them by the school enhances their contribution. The teachers notice that the information provided in the homework diary results in many parents providing useful support for their children at home. In the nursery parents are welcome to stay and sit with their children while they get used to being in the school and to come in to help on a more regular basis. The active school association arranges both social and fund-raising activities. Pupils are very happy to be in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and the education process. Many parents have responded well to the recent initiatives to improve attendance and punctuality and have played their part in ensuring that children attend regularly and arrive on time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is led and managed successfully. The headteacher is an experienced, able and well respected leader who has established the new school well and has a clear vision for its continuing development. She has put in place relevant policies and planning procedures which reflect an agreed ethos and an effective approach to how children learn. She has been particularly successful in establishing a climate which provides equal opportunities for all pupils irrespective of their educational background, capabilities, gender or culture. She is supported well by an able deputy head and, increasingly, by senior staff who have gradually been appointed as the school has grown. Inevitably in a new school, there have been frequent changes in staffing and the pattern of responsibilities. Now that the school is reaching its full number on roll, these are beginning to stabilise and provide the school with a solid basis for the future. There is a shared commitment to improvement, a drive to raise standards for all pupils and evidence that the current staff team has the capacity to succeed. This is typified by the establishment of a management group to address the Raising Achievement Issues. The school's logo, which is often drawn to pupils' attention, is very appropriate, showing a figure 'reaching for the stars'.
55. Subject and management responsibilities are delegated widely and many staff are effectively contributing to the continued development of the school. Many co-ordinators have impressive action plans although several are new in post and their impact has not yet been fully felt. One area of delegation is not fully exploited: although all teachers contribute well to joint efforts to raise standards, not all experienced teaching staff are expected to take on an area of responsibility in addition to teaching a class. This has led to an uneven distribution of work and to some staff facing a larger workload than necessary. It does not ensure fairness in how responsibilities are allocated or encourage efficiency in the overall efforts to raise standards across the whole school.

56. Special educational needs rightly have a high priority. The leadership and management qualities of the mainstream special needs co-ordinator are very good. She is a senior teacher in the school and part of the Raising Achievement Group and works flexibly to meet the needs of a variety of situations. She builds good relationships with staff. As line manager for the team of learning support assistants, she makes a significant contribution to the very good quality of their work. She regularly monitors their role in the classroom and provides feedback to them on her observations. She also provides training and ensures that they have access to appropriate training provided by the local education authority. She makes good use of outside agencies when necessary, to ensure that pupils' needs are met in fulfilment of their planned educational provision. The leadership and management of the unit for pupils with emotional and behavioural difficulties, by the special needs co-ordinator and headteacher is outstanding. Excellent use is made of specific grants for this purpose. Pupils are very well supported in coming to terms with their difficulties and in minimising the effects of problematic behaviour on other pupils.
57. The recently appointed foundation stage co-ordinator is enthusiastic and is keen to learn. In a short time she has developed the roles of nursery nurses by delegating responsibilities. She monitors teaching and reports back to teachers and has written a satisfactory draft policy for the foundation stage.
58. The school monitors its performance well. It responded appropriately to the key issues from the previous inspection to carry out regular assessments of pupils' achievements and to monitor teaching. It increasingly uses the information from its own tests of pupils and from national assessments to track individuals and year groups and to question its performance against national averages and that of similar schools. The headteacher and deputy head personally monitor standards of teaching and the quality of the curriculum. They provide feedback to staff and plan for improvement. They enable co-ordinators to monitor their own areas of responsibility by observing lessons, working alongside colleagues, sampling planning and pupils' work and by providing training for staff. Monitoring has led to well-focused initiatives - for example, to give a 'booster term' for the youngest pupils in Key Stage 1 and to target the attainment of black boys in Key Stage 2.
59. The School Development Plan and Curriculum Development Plan set out priorities for the coming year in detail and outline the vision for a five-year period. These plans have been essential tools in the establishment of the new school and are effective working documents. They have built well on the action plan from the previous inspection, as required in the key issue. They include links to the budget and clear criteria by which the success of initiatives will be judged. The governors are fully consulted and increasingly involved at the various stages of the planning process.
60. The governing body is taking an ever fuller part in the life of the school. Good progress has been made on a key issue of the previous inspection to establish a committee structure and to provide training for governors. The full governing body meets regularly but some committees work more effectively than others. The school has experienced frequent changes of governor and several governors are inexperienced. While most vacancies have now been filled, a few have not, for reasons outside the school's control, and this is not helpful in the drive for increased involvement. The Chair of Governors works closely and effectively with the headteacher and other governors are beginning to establish good working practices. Relationships are good and governors visit the school when possible to find out about its day-to-day working. Several governors are members of the school's staff and know it well. Overall, the governors do not yet take a full and independent part in managing the school. However, they question sensibly what it does and are beginning to be aware of its strengths and weaknesses. They are becoming more involved in determining how the school could improve. A member of the governing body who is employed by the school has also acted as the monitor of special needs on behalf of the governing body and this is inappropriate; the school is aware of this and plans to change the situation when it is possible. Governors ensure that most statutory requirements are met but there are a few omissions from the prospectus and from the annual report to parents. Governors also need to ensure that they take on an appropriate monitoring role with regard to health and safety, including checks that regular risk assessments are carried out satisfactorily.

61. The school manages its resources effectively through carefully costed forward planning. Appropriate priorities are set for curriculum spending to reflect identified needs and to support school improvement. Since its opening, the school has built up a considerable carry-forward figure in its budget because much of the money for its continuing development was allocated at the outset. While the amounts in hand are very high, the school has suitable plans for their use. For example, it is conscious of the need to develop facilities for information and communication technology and this will entail considerable expenditure. It also intends to invest in increased music tuition. The recommendations of the last full audit of the school's finances have been fully implemented. Funds earmarked for areas such as special needs, support for speakers of English as an additional language and staff training are spent wisely.
62. The quality of day-to day school administration and financial control is good. The administrative staff are friendly and efficient and support the management of the school well. Detailed records are kept and all expenditure is accounted for. The quality of the work in this area makes a valuable contribution to the smooth running of the school. The principles of obtaining the best value for money are adhered to. The school increasingly compares its performance with other schools, questions the effectiveness of what it does, consults on its further development and carefully compares prices and contracts in its spending.
63. There is a generous allocation of suitably qualified teachers with a range of experience to meet the needs of the curriculum. They bring a range of interests and expertise to the school. Teachers are conscientious and work together particularly well as a team. This ensures that pupils in parallel classes cover the same ground and that everyone involved in the work of the school is working with a common purpose. In view of the many staff changes that have occurred in the recent past, this is particularly praiseworthy. In addition to the class teachers, there is good support for pupils for whom English is an additional language and for those with special educational needs, including those with supported places. The ancillary staff, including midday, maintenance and cleaning staff, make an important contribution to the day-to-day running and success of the school.
64. Although the formal arrangements for staff appraisal have lapsed, in common with many schools nationally, the school has developed its own system of on-going professional development for staff. It is anxious to re-establish appraisal as part of a programme of performance management. While the commitment is clear, the school has some way to go in this area. There are good arrangements to support those new to the school, whether experienced or newly qualified teachers or support staff.
65. The school building is new and allows a broad curriculum to be taught effectively. There are several specialist rooms available and the accommodation lends itself well to small group teaching. However, many of the teaching bays are comparatively small, particularly for older pupils. The site is large, spacious and well developed. It includes a purpose-built nursery and secure outdoor play areas for the youngest children. It benefits from two halls, which provide good facilities for gymnastics, games and dance, but does not have a field area.
66. The quality of resources for learning is good overall. However, they could usefully be extended in several subjects. The school has adopted a prudent approach to the provision of resources, only purchasing items when confident they will be fully used. With the current funds available, further expenditure in key areas would be beneficial. For science a wider range of containers and lenses would allow pupils to study in greater detail. The range of learning resources for the foundation stage is generally satisfactory and accessible. However, clothes and equipment for role play in the nursery and reception classes are in an unsatisfactory condition and are too few in number.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The school has many strengths. In order to build on these and improve the overall quality of provision and raise standards further, the headteacher, staff and governors should:

- raise standards in English, mathematics and science with particular reference to the following areas:
 - continuing to implement the strategies for literacy and numeracy;
 - ensuring that the initiative to improve writing gives sufficient opportunities for pupils to record their work in purposeful settings and includes extended narratives when appropriate;
 - exploring how pupils' vocabulary, reading and writing skills can be further developed across all subjects where appropriate;
 - continuing to increase and monitor activities which develop pupils' skills in scientific enquiry.

(paragraphs 2,3,5-7,19,23,31-32,90-111)

- raise standards in information and communication technology by:
 - continuing to implement the subject development plan;
 - ensuring that pupils have access to sufficient regular opportunities to use computers;
 - ensuring that all aspects of the programmes of study are taught;
 - encouraging the application of information and communication technology across the curriculum.

(paragraphs 3,7,20,23,32,140-145)

- improve the provision for children in the foundation stage by:
 - ensuring that children have planned opportunities each day to develop their early reading, writing and numeracy skills;
 - ensuring that time is fully used at the start of morning and afternoon sessions;
 - enabling all adults working in this age group to have up-to-date training on the foundation stage curriculum and good practice for this age group;
 - making explicit links between teachers' planning and assessment and the recently revised curriculum.

(paragraphs 18,30,43,68-89)

- review the balance of time allocated to all subjects and particularly to ensure that:
 - standards are raised in religious education by lessons which are long enough for pupils to achieve sufficient learning and to record their work in writing where appropriate;
 - standards are raised in design and technology by progression in the skills, knowledge and understanding needed for activities and that sufficient time is given in lessons to improve the quality of pupils' work.

(paragraphs 3,7,9,21,27,31,118,119-125,156-159)

- continue to develop the management and monitoring role of the governing body by:
 - a structured programme of induction, training and information about the school for governors which is appropriate to their experience and needs.
 - effective procedures to monitor health and safety matters.

(paragraphs 42,60)

Other issues which should be considered by the school:

- a review of the roles and responsibilities of teaching staff to ensure an equitable balance in delegation; (*paragraph 55*)
- a full health and safety risk assessment and ensuring that all staff receive training in good practice and agreed procedures; (*paragraph 42*)
- continuing efforts to improve attendance and punctuality by maintaining existing initiatives; (*paragraphs 16,50*)
- in discussion with the local authority, exploring all possible ways to achieve the community links which the school wishes to establish; (*paragraph 35*)
- reviewing the homework policy as planned to take into account the existing good practice, parents' views and the most effective provision for pupils. (*paragraphs 28, 51-53*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	46	39	2	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	370
Number of full-time pupils eligible for free school meals		140

FTE means full-time equivalent.

Special educational needs (SEN)	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	2	92

This includes the SEN supported places

English as an additional language	No of pupils
Number of pupils with English as an additional language	123

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence	%
School data	6.9
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	32	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	28
	Girls	25	27	26
	Total	44	46	54
Percentage of pupils at NC level 2 or above	School	75 (68)	78 (60)	92 (75)
	National	- (82)	- (83)	- (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	28	26
	Girls	26	26	26
	Total	46	54	52
Percentage of pupils at NC level 2 or above	School	78 (60)	92 (73)	88 (71)
	National	- (82)	- (86)	- (87)

Percentages in brackets refer to the year before the latest reporting year. National comparisons for 2000 were not available at the time of the inspection.

Attainment at the end of Key Stage 2

No results are available for this key stage as there have been no Year 6 pupils in the school until the current term.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	15
Black – other	73
Indian	1
Pakistani	49
Bangladeshi	5
Chinese	1
White	149
Any other minority ethnic group	54

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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)	18.2
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	318

This includes staffing for the SEN supported places

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher (FTE)	20

Total number of education support staff	2
Total aggregate hours worked per week	65

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

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

Financial information

Financial year	1999/2000
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	£
Total income	865,889
Total expenditure	885,311
Expenditure per pupil	2,380
Balance brought forward from previous year	184,411
Balance carried forward to next year	164,989

This includes aspects of the funding for the SEN supported places

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	456
Number of questionnaires returned	165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	1	1
My child is making good progress in school.	57	37	5	0	1
Behaviour in the school is good.	62	29	4	1	4
My child gets the right amount of work to do at home.	29	24	20	13	15
The teaching is good.	54	40	1	1	4
I am kept well informed about how my child is getting on.	46	39	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	73	21	2	1	2
The school expects my child to work hard and achieve his or her best.	65	29	2	1	2
The school works closely with parents.	50	38	6	1	4
The school is well led and managed.	64	29	1	0	6
The school is helping my child become mature and responsible.	55	37	2	0	7
The school provides an interesting range of activities outside lessons.	30	37	12	4	18

Figures may not total 100% owing to rounding

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

68. Children join the nursery at the age of three and have either a morning or afternoon session before joining the reception class during the year they reach their fifth birthday. Many enter the nursery with poorly developed skills in speaking and personal independence. In recent years the school has conducted informal initial assessments which confirm this. Many children are at the early stages of learning English, which is not their first language. By the time they are ready to start Year 1, most children achieve very well in their personal, social and emotional development and reach the early learning goals. This is due to very good teaching in this area of the curriculum. Across the foundation stage the children also make at least sound progress in all other areas of learning. The assessments carried out with five-year-olds, however, broadly confirm that standards remain considerably lower than is expected nationally on entry to Key Stage 1. The school has not yet received information from the local authority to enable it to compare the results for its five-year-olds with other schools locally.

Personal, social and emotional development

69. Children entering the nursery have personal and social skills significantly below the standard expected for their age. During the foundation stage, very good teaching in this area of learning enables them to make very rapid progress and achieve the early learning goals. They are consistently stimulated and encouraged and they learn positive attitudes by observing the good relationships between their parents, carers and teachers. They enjoy meeting other children, adults and visitors and are confident and secure in classroom and school routines. They relate well to adults and listen to them attentively. They are very well behaved.
70. In the nursery and in the reception class, children are keen to learn. All adults give them confidence in activities by encouraging participation and communication of ideas. Very often children's speech is inadequately developed to enable them to communicate effectively.
71. On entry to the nursery, children's attention spans are very brief. For example, they quickly become restless when listening to a story. Within a few weeks their concentration improves and they learn to complete activities they start. The oldest children in the nursery can sit quietly for extended periods. For example, they participate in foundation stage assemblies where they learn a sense of belonging to the school. In the reception class, children quickly become fully involved in extended literacy and numeracy sessions.
72. All relationships are very good. Children understand the rules of the nursery and the reception class. They amicably share equipment and, when arguments do occur, adults quickly and effectively intervene. At all times, the management of children's behaviour is very good. Older nursery children can select their own activities and work independently. They dress in suitable clothes for role-play in the home corner. Children make very good progress in all aspects of this area of learning. Those with special educational needs and those with English as an additional language participate fully. Consequently they quickly learn established routines and make good progress.

Communication, language and literacy

73. On entry to the nursery, children's attainment in this area of learning is significantly below the average for children of a similar age. Evidence indicates that, while their progress is sound, children's achievements remain well below the early learning goals by the end of reception year. This evidence includes limited observation during the inspection, scrutiny of the limited amount of work completed last year in the reception class and observation of children currently in Year 1. A significant factor in children's attainment is the very high proportion who do not speak English as their first language.

74. Most children have very poor vocabulary and speech when they enter the nursery. A few of the oldest children progress to converse with each other and adults. Average children who have recently moved from reception to Year 1 have very limited understanding of everyday concepts. For example, during the inspection, a Year 1 reader of average attainment did not know the meaning of the word 'library'. All children respond enthusiastically to stories. The few higher attaining children in the nursery and reception classes can recall some elements of a story previously heard. All adults speak clearly to the children, listen carefully to them and correct their pronunciation gently and effectively. However, teachers in the nursery and reception classes do not encourage children to explain their activities often enough, although some are clearly capable of doing so and others would develop the skills.
75. Although a few older children in the nursery can identify the initial sounds of words, they sometimes confuse the name and sound of a letter. When writing, a few of the oldest children at the end of reception year can follow the instruction to change a simple word such as 'dog' into 'log'. Teachers in the foundation stage currently give too little attention to the teaching of phonics. Most children in the age group understand that the printed word conveys meaning. When reading to children, all adults make good use of voice and gesture to create dramatic effects. During the inspection, in a brief and stimulating story session, a teacher used toys to demonstrate words and bring the story to life. Children quickly learned the sequence of events and accurately predicted these when the story was repeated. Older children in the nursery recognise their first names but most cannot recognise familiar words. Year 1 children who were recently in the reception class can read a few words in context. Teachers do not regularly teach words in familiar situations. For example, children are neither taught their surnames, nor asked to identify days of the week or read simple sentences about the weather.
76. Children have too few opportunities for early writing and mark making. They are not taught consistently to form letters correctly or to discriminate between capitals and small letters. A few older children in the nursery can accurately write their first names and copy short sentences. In the reception class, work available from last year's children shows some independent writing although, overall, the work is of poor quality. Teachers' expectations are too low. For example, they assess generously work which has deteriorated over a short period.

Mathematical development

77. On entry to the nursery, children's attainment in this area of learning is significantly below expectations for children of similar age. By the end of the foundation stage, evidence indicates that, while progress is satisfactory, children achieve well below the early learning goals by the end of reception year. Evidence includes observations of children during their third week in the reception class, scrutiny of the limited amount of work completed last year in the reception class and observation of summer-born children currently in Year 1, following a single term in reception class.
78. Children in the nursery and in the reception class sing and understand simple number rhymes. A few older children in the nursery count spontaneously when looking at illustrations of a story and count objects accurately to fifteen. They recognise figures from 1 to 10. A few older children in the reception class understand language such as 'more' and 'take away' but do not understand 'less than'. They calculate accurately, to a maximum of 15, the total number of items in two groups. They position numbers in descending order from 10 to 0 and can identify missing pieces in a numerical jigsaw. However, many children have not yet reached this standard and, in general, skills in mental calculation, problem solving and recording are below expected levels. Teaching is satisfactory but teachers do not promote wider awareness of number. They do not use mathematical games, such as snakes and ladders, and they miss opportunities for everyday counting. For example, children do not count the number of chairs required for a group and do not count the number in class when lining up.
79. Children in the nursery begin to understand the meanings of 'smaller' and 'taller'. They respond sensibly to questions such as 'Who is taller than...?' and 'Who is smaller than...?' During the inspection, nursery children were measuring themselves and marking the results on a length of

paper to show the smallest and tallest. Those in the reception class had begun to identify simple two-dimensional shapes, such as triangle, square, circle. They understand terms of location, such as 'between' and 'behind'. Teachers in the foundation stage too rarely use opportunities to demonstrate how mathematics occurs in other areas of the curriculum. Consequently, children fail to develop an interest in pattern, repetition and number as rapidly as they could. Children in the reception class are beginning to participate in the school's numeracy strategy but this area is currently underdeveloped. For example, children are not recording their work sufficiently.

Knowledge and understanding of the world

80. By the end of the foundation stage, children achieve below the level expected by the early learning goals. While their progress is sound, many still have limited vocabulary and general knowledge. During the inspection, children in the nursery were learning how wet washing differs from dry washing but could often not describe their activities and were not asked sufficient questions by adults to stimulate thinking and response. The oldest children understand that some types of metal will 'stick' to a magnet, but their vocabulary is limited when describing this effect. For example, they do not understand the word 'attract'. Children in the reception class know the names and characteristics of different types of fruit. They can sort fruit by skin texture and describe the touch sensations of 'hard', 'furry' and 'smooth'. The oldest children in the nursery use gardening tools purposefully to maintain a small garden area. They build simple structures with blocks but the activities are too often unplanned.
81. The oldest children in the nursery are interested in the computer but have not learned keyboard skills. They make limited use of the mouse. Adults do not check their work or question them constructively and do not notice when they leave work incomplete. Children in Year 1, who have recently completed a single term in reception class, are quickly learning screen-based geography skills. These skills are not evident in any age group in reception class.
82. The oldest children in the nursery refer to photographs of themselves on a recent visit to the post office. They know that stamps may be purchased in a supermarket. Children in the reception class have a little understanding of how to tell the time. Children of all ages in the nursery can identify pictures of 'people who help us'. For example, they recognise a postman and a milkman and can describe some basic aspects of their work.
83. Although children in the foundation stage are valued equally, they have little experience of shared multicultural or multi-ethnic activities. Some multicultural books, artefacts and dressing up clothes are available but are uninviting. Teaching in this area of learning is satisfactory overall. However, teachers rarely demonstrate that books contain information relevant to activities.

Physical development

84. On entry to the nursery, children's attainment in this area of learning is significantly below average for children of similar age. Progress is rapid but they do not achieve expected levels by the age of five. Evidence from pupils who have recently started Key Stage 1 confirms this good progress. They can perform complex sequences of gymnastics for their age. They move confidently and the highest attainers demonstrate techniques to the class. In a good lesson observed, where progress was good, the teacher had high expectations and moved the lesson ahead at a good pace. Older children in the nursery and in the reception class climb confidently on playground equipment and move with good control. These activities, largely free play, are not formally taught but are adequately supervised by adults.
85. All children in the nursery have good awareness of space when riding bicycles and scooters. They understand traffic lights and the meaning of the road markings painted on the playground. Older children in the nursery are learning the importance of keeping themselves clean and healthy. They enthusiastically wash their dolls but teachers do not extend activities by providing towels for drying or clean clothes for dressing or asking, for example, 'Why is it important to keep babies clean?'

86. The oldest children in the nursery know that catching a ball is easiest when the hands are cupped. They learn to throw accurately but the activities of higher attainers are not extended. For example, children who can bounce, throw and catch with two hands are not encouraged to repeat the activities using one hand.
87. Children in the nursery can roll play-dough and cut it accurately with plastic knives. They paint large outdoor areas with water, using decorators' sized paintbrushes. Children who have recently moved from reception to Year 1 confidently use metal knives to cut fruit in preparation for fruit salad.

Creative development

88. By the end of the foundation stage, attainment is below expected levels. On entry to the nursery most children do not know the names of colours. They make rapid progress in this area of learning and, after one term, can differentiate, for example, between red and pink. They enthusiastically paint and make collages, although their drawings are very immature. Reception class children fold their wet paintings to experiment with mirror image and symmetry. Teachers in the nursery ensure that a wide variety of materials is available each day and that the children experiment with varied media. A weakness in foundation stage teaching is the omission from daily planning of time for children to discuss their finished work. Consequently, opportunities are missed to practise the language skills which encourage creative development.
89. Older children in the nursery have a small repertoire of songs. They know a French song but do not understand any of the words. In the reception class, children can interpret music as suitable for ballet or tap dancing. In nursery role-play, although children understand the functions of a range of telephones on a table, their speaking activities are limited because additional resources are unavailable. For example, the telephone table does not resemble a real life situation and does not include simple writing materials for the children to 'make notes' of their conversations.

ENGLISH

90. Standards of attainment in English by the end of Key Stages 1 and 2 are below the national averages in speaking and listening and are well below the averages in reading and writing. While inspection evidence shows an improving picture in overall standards in English, attainment remains well below the national level. This is mainly because the proportion of pupils attaining above average levels is very low in both key stages and a high proportion attain below average levels, especially in writing. These findings reflect the fact that a very high number of pupils come from homes in which pupils do not speak English as their first language. Also, the classes in Years 5 and 6 are made up of pupils who have joined the school for a wide variety of reasons. Many have experienced instability in their prior education, a significant number have special behavioural needs and have not settled in their previous schools and some are refugees or recent immigrants whose educational and language backgrounds have been very varied.
91. Inspection judgements are largely in accord with the limited national test statistics so far available for the school. Information on how tests compare with schools nationally in 1999 is only available for Key Stage 1. It shows that attainment was well below the national picture in both reading and writing. However, when results were compared with those of schools with a similar social context, reading results were broadly in line with the average for these schools, though writing was well below average. The results in 2000 show some improvement in Key Stage 1, particularly in writing.
92. A large majority of pupils enter Key Stage 1 with well below average levels of attainment in speaking and listening, reading and writing. Pupils' personal and social skills have developed well in the nursery and in reception. Combined with good teaching of the literacy strategy, these enable pupils to benefit from their language learning opportunities as they progress through the school. Work is usually well targeted to raising the attainment of pupils with special educational needs, who often make very good progress within their capabilities. Pupils for whom English is

not the mother tongue make good progress in their acquisition of their knowledge, skills and understanding of English. Class teachers cater well for the individual needs of this group by, for example, repetition and practice of common vocabulary and sentence structure. Additional specialist language support to meet the particular needs of these pupils in learning English is planned for the near future. The school is ambitious for its pupils and, given the good quality of its provision now and its increasing stability, is well placed to raise further the attainment of its pupils.

93. A justifiably high priority is made for speaking and listening and the school has effective strategies for raising the attainment of all of its pupils, irrespective of prior ability and English language experience. Consistent training in the skills and conventions of speaking and listening forms strong foundations for effective learning. Pupils learn politeness in listening to adults and in raising hands and taking turns to speak clearly when invited to do so. They generally listen respectfully to other points of view and usually learn well with and from each other. Drama is a regular part of the English curriculum but in all subjects, age groups and situations around the school, interactive social learning skills and cross-curricular uses of language are structured and promoted to good effect. A fine example of this was shown in a well-managed Key Stage 2 assembly about Hinduism during which pupils were able to discuss quietly in small groups a pertinent issue raised by the teacher. Some pupils then shared collective thoughts willingly and confidently with the whole gathering, who mostly listened with interest to the ideas expressed. Speaking and listening activities are also a sensitively managed element of all daily literacy lessons. Towards the conclusion of most of these, pupils celebrate one another's achievements by carefully articulating their learning. Every class has a useful electronic audio tape listening machine, with earphones and stocks of good quality audio taped stories. However, there are not always books to hand so that pupils can read as well as listen to these stories. There are too few regular opportunities for pupils to enjoy extended stories read to them by their teachers.
94. During the Literacy Hour there is effective teaching of all the required reading strands in the national literacy programme and provision for reading is generally good. In Key Stage 1, pupils extend their understanding of book conventions through many motivating, whole-class, 'big book' reading experiences. However, the effectiveness of these experiences is diminished where books are inappropriately placed for young readers. Pupils know that, while every book has its own context and sequence, all English writing and pages are orientated from left to right. Phonics are very well taught at Key Stage 1 through a highly enjoyable published scheme which promotes the physical gesturing of sounds in addition to their phonics. Combined, these make an outstanding contribution to pupils' learning of letter and phonic relationships. Effective teaching of increasingly complex letter patterns as an aid to spelling continues progressively through the school. The same is true for grammar and punctuation as aids to comprehension. While much of the reading is taught through structured scheme books, some more able pupils, particularly at Key Stage 2, are developing preferences for particular genres and characterisation in their reading. Many pupils are gaining a sound understanding of the differing reading skills required, for example, in researching information in a non-fiction book compared with the more detailed sequenced reading required to appreciate a story fully. Many use dictionaries efficiently to find out about the spelling of unknown words. While some pupils are keen readers there is a significant minority of pupils who have yet to be 'hooked on books'.
95. The school has identified its need to raise the quality of writing. A good start is being made in Year 1 where, for example, pupils make rich use of their 'big book' reading experience from 'The Bear and the Picnic Lunch'. In their group writing, they perceptively use their memory of the rhyming text to invent their own class poem on a similar theme. Although the teacher acts as scribe, much of the choice and spelling of words is provided by pupils as they combine phonics and signing to spell accurately a range of simple, frequently used words. These emerge as a result of judicious questioning from the teacher as she skilfully draws on pupils' already well-established phonic knowledge. By Year 5, pupils are able to write independently with an understanding of writing for a defined audience, purpose or point of view. For example, they have a mature understanding of the impact of opening sentences in maintaining interest in story writing and their punctuation and spelling are more consistently accurate. While some purposeful writing is represented in pupils' work samples generally, this aspect of writing for everyday situations

across the curriculum is underdeveloped. For example, recordings of scientific experiments do not usually contain a narrative explanation. Opportunities for extended story writing are too limited and there are few contrived chances for work to be 'published'. Generally, there is some inconsistency in the quantity and quality of writing. Standards of handwriting and presentation sometimes show a lack of pride and do not always do justice to pupils' ideas. The limited use of written recording in some subjects, such as science, religious education and history, does not encourage pupils to apply and practise their writing skills in purposeful settings as much as it might. Information technology is underused in the presentation of pupils' work.

96. Most teachers have a good understanding of the requirements of the National Literacy Strategy and teach English well. The quality of teaching in both key stages is good overall and about a third of all teaching observed was very good. Generally, there is a strong match between the quality of teaching and learning. The pace of lessons is usually sufficiently brisk to maintain pupils' interest and motivation for the duration. They usually work with good levels of concentration and effort. Teachers frequently use inventive resources to raise the quality of pupils' learning. A fine example of this was in a Key Stage 2 class where every pupil had his or her own set of opening and closing speech marks which were raised and lowered with excitement as they alertly listened for dialogue in a story sequence. Teachers circulate their classes effectively during independent work periods. They assess pupils' progress sensitively, probing their understanding with carefully crafted open and closed questions. Information gathered is then put to good use in planning for different ability groups. Although some marking is of a high quality and helps pupils to understand fully how they can improve, this is not consistently the case. The generous provision of well-trained, efficient learning support assistants makes a major contribution to the good quality of learning achieved. There was only one lesson where a significant mismatch between the quality of teaching and learning occurred. In this instance, despite the teacher's very interesting, stimulating approach and her good planning, timing and use of resources, a determined minority of pupils with challenging behaviour undermined their own learning. Teachers have not yet fully considered how far cross-curricular links between literacy sessions and other subject lessons could make the most effective use of time and give pupils good opportunities to apply their literacy skills across the curriculum. Homework gives pupils satisfactory practice of basic skills and consolidates the work done in school, especially in reading.
97. Although the present co-ordinator is an interim appointment, she is very interested in and committed to her new role and is herself a fine exemplar for the teaching of English. As the library co-ordinator she already has a strong influence on English provision for this new school. The library has a broad selection of good quality reference books to meet the requirements of the National Curriculum. Some books in other languages are already available for the many pupils who are learning English as a second language. There is scope for further development of this provision but it is acknowledged that the school has difficulty providing for the diverse range of first languages which are now represented in the school. A progressive scheme of work for the acquisition of library skills is in place and every class is timetabled to make regular use of the library. The school has an extensive collection of good quality published reading schemes suitable for Key Stage 1 and Key Stage 2 readers. They meet a wide range of learning abilities and interests and include a varied selection of books with stories written to meet the needs of boys requiring particular motivation to read. There is a well-used library of picture books in the Key Stage 1 area. A well stocked library of 'big books' successfully meets the need for whole-class reading during the Literacy Hour.

MATHEMATICS

98. Pupils' attainment in the 1999 National Curriculum tests at the end of Key Stage 1 was, overall, well below the national average and the average for similar schools, both for those achieving the expected Level 2 and those achieving the higher Level 3. In 2000, although few pupils reached Level 3, the proportion of pupils who achieved at least Level 2 was much improved. This improvement in overall standards during the last year has been due to the effective introduction of the National Numeracy Strategy and the very good provision for pupils with special educational needs. Considering the overall very low attainment of pupils entering the school, with a significant number having English as an additional language, good progress has been made to reach the standards achieved at the end of Key Stage 1.
99. This is the first year in which the school has had classes in Year 6. From an analysis of their work in Year 5, the work they are currently doing, test results and interviews with pupils, many are performing at an expected level for this stage of their education and one which will enable them to achieve Level 4 by the end of the year. A significant minority, however, are attaining below this standard and a lower than average number attain above expected levels. This is due in part to the number of pupils joining Key Stage 2 from other schools, often with learning and behavioural difficulties, and to the large number with restricted language skills. Those who have been at the school for several years have made steady overall progress to achieve these levels of attainment.
100. By the end of Key Stage 1, pupils have developed sound number concepts. They have some understanding of gathering information and showing it on a block graph and they are able to explain strategies for working out simple problems. From discussions with pupils, it was clear that they were unsure about standard measures and shape. By Year 5, pupils have a sound understanding of place value in numbers to 1000. They are able to use decimal notation and can recognise fraction equivalents. Their knowledge and understanding of shape, space and measure are satisfactory; they know how to measure perimeters and to calculate areas, using appropriate measures. They can construct block and simple line graphs from given information, but their interpretation of results is less secure. Many are beginning to discuss their work and the approaches they make when solving problems.
101. The standard of teaching observed was, overall, satisfactory in Key Stage 1 and good in Key Stage 2. No lessons were judged to be unsatisfactory. Lessons are well planned and show good subject knowledge. Clear learning objectives, which are shared with pupils, ensure that both teachers and pupils know the purpose of lessons and what learning is to take place. Lessons start with a session on mental recall and this is often used effectively. For example, in a very good Year 6 lesson, pupils answered questions on the multiplication tables they had been learning and were challenged to make speedy responses. Main activities are introduced well, often using mathematical vocabulary. Pupils are questioned well and are expected to expand on the answers they give by explaining their reasoning and showing their understanding. Activities are planned for different ability groups, enabling them all to work towards the learning objective. However, they are sometimes too open-ended and little check is made on any progress being made. For example, in a Year 4 lesson on shape, pupils were asked to investigate various shapes without knowing what to look for; in a Year 2 lesson, pupils were asked to work in twos on a dice game, with little check being made on the accuracy of results. Tasks are not always demanding enough for high-attaining pupils. In a Year 4 lesson, pupils who could already identify the properties of two-dimensional and three-dimensional shapes were asked to draw shapes on dotted paper, offering little challenge. However, in a very good lesson in Year 3 about time, higher attaining pupils had problems to work out, requiring them to read and interpret a timetable. The pace of lessons is generally satisfactory but, in some, pupils are not told what is expected by way of completed work in the time set.
102. Very good provision is made for pupils with special educational needs. They are supported well by learning support assistants and, at times, another teacher. In one lesson the special educational needs co-ordinator organised the work for other groups, giving a valuable opportunity

for the class teacher to work with the special needs group, to gain further understanding of their needs and how to meet them.

103. Classroom management is generally good, with effective strategies being used to keep pupils behaving well and concentrating on tasks. Pupils do mostly behave well and have positive attitudes to learning. They co-operate well and can work independently in groups, allowing the class teacher to focus attention on other groups and individuals. The quality of marking and feedback is inconsistent. Where it is done well, pupils are informed about their progress and how they can improve, along with praise when deserved. As a result, in these classes, pupils do make a greater effort at presentation and accuracy of work. Parents are informed of the work in mathematics being covered and of how they can help their children. The school is now beginning to introduce set homework tasks.
104. Good opportunities for speaking and listening are provided in the introductions to lessons and plenary sessions. Some opportunities are provided to develop reading skills when tasks require pupils to read and interpret questions. This was clearly shown in a Year 6 lesson when pupils were working on one and two step problems. Information and communication technology skills are not used sufficiently, with pupils often having inadequate skills to use programs. There is little evidence of pupils' entering data and generating graphs.
105. The subject is led well by the co-ordinator. The Numeracy Strategy has been introduced effectively; a careful analysis is made of test results and any areas of particular weakness addressed. For instance, a weakness in the knowledge and understanding of shape was identified in Key Stage 1. A focus on this has been effective, as shown by the good progress made by a class in Year 1 in its work on shape. Teaching and learning are monitored, with strengths and areas for development being fed back to staff as a way of improving teaching. Pupils are assessed well, with assessment tasks being given when key learning objectives have been covered. However, the results of these are yet to be recorded consistently. Learning objectives are highlighted on pupils' record sheets as they are covered. Resources are good and used well. They are stored in assigned bays in the year group areas and are readily accessible.

SCIENCE

106. Standards in science are below national expectations in both key stages. As yet, no pupils have taken a test at the age of eleven, so the only comparisons of results with schools nationally are based on teachers' assessments at the age of seven. These have been available for two years. Performance in 1999, for which national comparisons are available, was well below the average attained in most schools and below the average for similar schools. Results for 2000 showed considerable improvement, especially in the proportion of pupils who achieved the higher Level 3.
107. Standards in experimental and investigative science are low because, in the past, pupils have undertaken too little of this sort of work. There is evidence that this shortcoming is being rectified and more investigative work is being done but much of this work is still providing too few opportunities for pupils to pose questions and devise and conduct experiments to find the answers. Some good examples of investigative work were observed nevertheless. A lesson in Year 5 involved experiments to discover the volume of air in different types of soil. This provided pupils with valuable insights into what constitutes a 'fair test'. However, the lack of investigative work over time has resulted in pupils' having limited opportunities to practise their mathematical skills by careful measurement and displaying their findings through graphs and charts. Similarly, literacy skills are not promoted by pupils' having the opportunity to write reports on their investigations. There is evidence of this starting to happen but it is not yet sufficiently widespread through the school. The limited language and vocabulary skills of many pupils are also a factor in low attainment. Language skills are promoted well through the use of scientific vocabulary. Teachers introduce this appropriately and pupils take pleasure in being able to use the correct terminology to describe what they are doing.
108. Another factor in the low attainment is the poor standard of recording. This is partly attributable to the limited competence in language of many pupils but pupils are also given too little guidance on

how to set out their work. From lessons observed during the inspection, there is evidence that teachers are beginning to address this issue and standards are beginning to improve.

109. Work in other areas of science, which are dependent on knowledge, is below national norms. The limited range of experiences and lack of general knowledge of some pupils hinder progress. Many of the older pupils have had disruption to their schooling and are admitted with a very wide range of attainment. In a Year 3 class, for example, very few pupils were aware that wood comes from trees. Teachers are working well to extend pupils' knowledge. They provide clear explanations and pupils make particularly good progress in the acquisition of knowledge. Older pupils use appropriate scientific terminology to describe changes in materials. They know that materials can be changed and that some changes are reversible and others are not. Higher attaining pupils understand that methods such as filtration can be used to separate mixtures. Pupils' knowledge of physical processes is developing well. Pupils in Year 4 show a basic understanding of forces, such as magnetism, and are beginning to apply their knowledge and understanding to be able to make sensible predictions. Year 6 pupils can construct circuits and know the conventions to be able to record their work in the form of a diagram.
110. The quality of teaching observed in lessons was good. All teachers have sufficient subject knowledge and lessons are well prepared. Teachers are conscious of the need to develop pupils' vocabulary, both general and scientific, especially for those with special needs or whose first language is not English. While all teachers do this, some plan better to ensure that suitable opportunities arise. Teachers are less aware of the opportunities to develop information technology skills through science and this element of planning is underdeveloped. All lessons contain some good, direct teaching of scientific facts and the most successful include opportunities for pupils to undertake some investigative work. Teachers use questioning techniques skilfully to probe and deepen pupils' understanding and some, but not all, use demonstration mixed with clear exposition very effectively. Good use is made of resources in all lessons. In general, lessons have reasonable pace, but the amount of ground that is covered is occasionally limited by time being lost in moving to an adjacent area in the year group base. Teachers assess pupils' progress at regular intervals. The quality of teachers' marking is variable. The best is of high quality and provides clear guidance on how to improve, but some is little more than a series of ticks and is of little practical help to the pupil. An analysis of pupils' past work indicates that the standard of teaching is improving.
111. Resources are adequate but could usefully be extended. Year 2 pupils, for example, used hand lenses to study seeds. These were adequate for the larger seeds but not for the smallest, which required greater magnification. The recently appointed co-ordinators are in the process of revising the school's scheme of work. If implemented successfully, this will be a useful tool in assisting teachers to ensure that knowledge and understanding are developed systematically. They have a clear vision for the future development of the subject.

ART AND DESIGN

112. Standards of art are below expectations in Key Stage 1 but are in line with expectations at Key Stage 2. Attainment on entry to the foundation stage is well below average. Although children make satisfactory early progress, their attainment is still below average at the start of Key Stage 1. During the inspection, only two art lessons were observed. Other evidence was obtained from scrutiny of the small amount of work completed in this academic year and portfolios of work in Key Stage 2 from previous years, displays in classrooms and open areas, observations of the art club and interviews with pupils.
113. At the end of Key Stage 1, pupils confidently explore and use a variety of media, including modelling clay, charcoal, pastels, paint and collage. They understand that colours must be blended to obtain skin tones for portraiture. They express their own ideas about artists' intentions. For example, a portrait with a red face was interpreted as a person who had been crying. They recognise differences and similarities in artists' work but cannot spontaneously recall the names of any artists. Pupils' skills in drawing are below expected levels. Progress in

Key Stage 1 is satisfactory. Pupils in Year 1 have painted their memories of holidays and have made observational drawings of fruit but all work in Year 1 is immature. Pupils in Year 2 have made observational drawings of seashells. In a wall display, some progress is evident in drawings and paintings of penguins.

114. At the end of Key Stage 2, pupils in Years 5 and 6 make detailed observational drawings. For example, with charcoal they have drawn and shaded cutlery and deformed bottles. They critically evaluate their finished work and make sensible suggestions about how it might be improved. They understand a variety of techniques for applying paint, pastels and crayon. However, their knowledge of art and of artists has improved little compared with that evident in Key Stage 1, although teachers have shown them the work of Seurat and Picasso. They visit the local William Morris gallery and have some knowledge of his textile work. Progress in Key Stage 2 is good. Pupils in Year 3 have designed and made pleasing photograph frames. Pupils in Year 4 have produced a harvest collage, effectively demonstrating their knowledge of tone. In Year 5, pupils have interpreted imaginatively the results of fabric tie and dye effects.
115. Throughout the school, pupils learn good techniques for painting and drawing and improve their use of terminology. Art is successfully integrated with other subjects. For example, pupils in Year 1 have made a collage of Elmer the elephant, a character in their language and literacy work. Similar examples are evident in both key stages in science, history and information and communication technology. All pupils enjoy art and they work hard to obtain desired effects. They share resources amicably in confined spaces. Behaviour is good and often very good.
116. Teachers' planning is good. Teachers in each year group plan successfully together from detailed schemes of work prepared by the art co-ordinator. The co-ordinator has provided each year group with very clear objectives. He has great enthusiasm for the subject and very good expertise. He has directly supported teachers in Key Stage 2 but not yet in Key Stage 1. In his after-school art club, assisted by the site manager, he encourages pupils of all attainments to produce their best work. He ensures consistent display throughout the school. In both key stages, the assessment of pupils' work is weak. Portfolios of work are not dated or annotated.
117. In the lessons observed, teaching was good overall. Teachers demonstrate effectively and have good expertise. Pupils use correct terminology, evaluate their own work and know how to improve it. Good use is made of learning support assistants. Children with special educational needs and those who have English as an additional language receive good support in art lessons and they produce good work. Their work is highly valued and prominently displayed.
118. Accommodation for art is satisfactory and effective use is made of communal practical areas. Resources are very good and are used well by staff and pupils. Many good reproductions of paintings are displayed in the school but most are unlabelled. The time allocated to art is low at both key stages.

DESIGN AND TECHNOLOGY

119. Pupils' achievements in design and technology are below expectations in both key stages. Standards have been depressed by the relatively large number of children joining and leaving the school and by the gradual development of the school without a co-ordinator in post. At this early date in the school year, little design work and few technology projects were available for inspection. Some design work had been retained from the previous year. Judgements are based on five lessons observed and discussions with pupils, teachers and the subject co-ordinator.
120. The school's long-term planning for the subject is good. A new policy has been written but inadequate time is allocated to this subject. The co-ordinator is enthusiastic and has good expertise. Occasionally she monitors teaching. She is fully aware of underachievement, particularly in Key Stage 2, and has written a remedial action plan to help with progression in pupils' learning and continuity through the school.

121. Pupils in Year 1 have designed and made fabric bookmarks. The designs are immature and the stitching often irregular. Some house designs by Year 1 were restricted to a single elevation. Subsequently, house models were constructed with minimal reference to the designs. In Year 2, pupils have made simple wheeled vehicles as part of a transport topic. During the inspection, pupils in Year 3 were designing a dinosaur head to be moved by pneumatic power. They demonstrated some knowledge of air pressure. In Year 5, pupils have researched how bread is made and assessed the popularity of types of bread. They can originate and understand star graphs. During the inspection, Year 5 pupils explained the meaning of 'prototype'. They named some tools used in design and technology lessons, such as a saw and a hammer. In Year 6, pupils have designed novelty hats. They understand the importance of durable materials and accurate measuring to fit individual heads.
122. Progress is unsatisfactory in both key stages. Some lessons are constrained by pupils' difficulties with speaking and writing. During the inspection, Year 1 pupils designing fruit salad were working at a similar level to reception pupils. Pupils in Year 3 have made satisfactory progress in linking together their designs and written instructions. Pupils in Year 5, working unaided, often had difficulty in joining materials with masking tape. The use of tools is not taught systematically through the school. Design and technology is, however, successfully integrated with other subjects. During the inspection, Year 3 pupils were researching dinosaur movements on a computer. Similar cross-curricular examples are evident in both key stages in mathematics, science and music.
123. In the lessons observed, teaching was always satisfactory and sometimes good. Teachers' subject knowledge is sound and their planning for individual lessons is good. In a good lesson seen, imaginative explanations extended pupils' thinking. In a good Year 6 lesson, pupils were reminded well of the importance of giving clear written instructions. Later, the teacher compared an aerial view learned in geography with the plan view of a fancy hat. Pupils immediately understood the relationship. In satisfactory lessons, where questioning is often brief, pupils are unable to clarify their ideas through discussion. A strength in teaching is the very good management of pupils' behaviour, which creates a settled atmosphere and contributes well to pupils' learning.
124. Pupils' attitudes to the subject are good and sometimes very good. Most pupils want to learn and they greatly enjoy practical activities. Pupils with special educational needs and English as an additional language are fully involved in all year groups.
125. Resources are satisfactory in quantity and quality and are effectively organised. However, too few construction sets are available. For practical activities, accommodation in class bays is often cramped but communal areas are used well.

FRENCH

126. A very small amount of teaching in French was seen during the inspection. Each class currently has a short lesson each week. The school has decided to teach French to offer a single foreign language provision within a community where almost half its pupils come from diverse cultural backgrounds and where 20 different mother tongue languages are used. Pupils gradually develop, albeit within a limited scope, some satisfactory communication skills in a common foreign language where all pupils symbolically are starting from a similar language learning point. The school chose to teach French because it was keen to give early competence in a foreign language and not just to support pupils' learning now. It also has the longer-term objective of raising pupils' confidence for when they move into compulsory modern foreign language learning at secondary school.
127. A well-qualified French teacher on the staff supports this innovation, providing her expertise to raise the overall quality of teaching, which was variable in the lessons seen but satisfactory

overall. A published primary scheme of work satisfactorily guides progression.

128. The focus in lessons is on spoken language. Most pupils are developing a satisfactory auditory discrimination for French and an appropriate vocabulary. In Year 2, pupils can say the names for colours, count up to twenty in French and respond to a simple question. In Year 6, pupils work in co-operative pairs and sustain a dialogue with a series of questions and answers accurately posed with reasonably correct pronunciation.
129. In order to raise enthusiasm and to provide a context for learning, the school plans to take Year 6 pupils on a short visit to France but at present there are no French cultural, cross-curricular links.

GEOGRAPHY

130. Standards attained by pupils in Key Stage 1 and Key Stage 2 are in line with those expected of the age group. From Year 1 to Year 2, pupils make gains in their geographical skills and knowledge. For example, lessons were seen in the two Year 1 classes where pupils were able to describe hot weather and gave good ideas about clothes they can wear for this climate. They compared the weather in Walthamstow with that in Australia, where the Olympic Games were being held. By Year 2, pupils were able to give examples of different buildings seen at the seaside - for example, in Southend and in Walthamstow. They were able to look at aerial photographs and use them to discuss the use of land. They realised that there were more hotels, caravan parks and boat houses in Southend. Much of the work is oral and there was little evidence of recorded work.
131. In Key Stage 2, pupils extend their geographical knowledge. Pupils in Year 3 are able to label the countries of the British Isles with the capital cities and draw weather symbols. At the end of the lesson, two pupils demonstrated to the rest of the class how to forecast weather in various part of the British Isles. In Year 4, pupils worked well in pairs, with atlases, to find physical features such as seas, oceans, lakes, rainforests and deserts. The majority of pupils were able to give the correct answers. Pupils make further progress in Year 5 and are able to record the main areas of the world, especially temperate zones. Year 6 pupils, in a lesson on grid references, knew that grids would be found in road maps and Ordnance Survey maps. They gave grid references, correctly, of local landmarks pointed out by the teacher before some were able to do the same with famous tourist attractions in central London.
132. From observation of their previous work, pupils who are now in Year 4 know the differences between hot desert climates, cold forest climates and equatorial climates. Year 5 pupils with different abilities could summarise well facts relating to how a river begins and could draw and name 14 associated physical features.
133. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have good control and manage their pupils well, which creates a good climate for learning. Lessons enable pupils to build geographical knowledge and skills systematically. Teachers plan interesting and well focused activities, especially in Key Stage 2. Across both key stages, more use could be made to extend pupils' literacy and numeracy skills in their geography work.
134. The school is aware of the need to update its guidance for staff in the light of Curriculum 2000. The co-ordinator, who has been in post for three weeks, has the vision to strengthen management of the subject. Assessment procedures are inadequate to support the new curriculum. Information and communication technology, although used, is limited at present.

HISTORY

135. There was insufficient evidence available during the inspection to assess standards at the end of Key Stage 1. Standards in Key Stage 2 are satisfactory. The evidence from this key stage was

gained from observation of lessons, discussion with the co-ordinator and headteacher and from looking at the pupils' work.

136. History is taught through six historic themes in Key Stage 2 – food, clothing, transport, homes, leisure and entertainment, and work and community life. A lesson was observed dealing with the early stages of investigation of the Romans in which pupils in Year 4 were 'brainstorming' their ideas quite well in small groups. They were developing their historical enquiry skills in response to good quality questioning from their teacher. The six concepts were used in a lesson with pupils in Year 5 on the Tudors. Pupils were asked about sources of evidence and replied with twelve different sources. Again open-ended questions were used by the teacher as she moved from group to group. Many of the ideas came from the pupils, such as 'Why did the Tudors have to work for Kings and Queens?' and 'How were houses built?' Pupils usefully recorded key words which would form the basis of their investigations. Other groups took part in valuable research tasks to find out how the royal children were educated and what type of clothes the royal family wore. Two pupils made effective use of a computer to ascertain what Tudors learned at school. The same core concepts were continued in a Year 6 lesson where pupils 'brainstormed' ideas of changes between 1900 and the year 2000. With regard to transport, for instance, they knew about the early development of aircraft at the beginning of the twentieth century, that there were few motor vehicles and that steam was used on the railways. They knew that children worked in factories in 1900.
137. From observation of work recorded in their books from last year, pupils make satisfactory progress. Pupils who are now in Year 5 made suitable gains in their understanding of the Anglo-Saxon period and of Roman Britain. Pupils in Year 6 show evidence of their knowledge of the English Civil War and Victorians.
138. The quality of teaching in Key Stage 2 is good and effective in encouraging pupils to think about the past. In the lessons observed, the teachers had good subject knowledge and used it well to stimulate the pupils' interest and ask questions which developed their thinking. The pupils' speaking and listening skills are developed well in lessons. While some good writing was seen by able pupils in Year 5, too little attention is given to the value of written recording generally. Teaching interests and stimulates pupils so that they are keen to learn. Pupils with special educational needs and pupils for whom English is an additional language are well integrated into the lessons and often have good support from a learning support assistant.
139. The co-ordinator, who has been in the school only three weeks, has a good vision for the development of the subject and is aware of the need to adapt staff guidance in line with the revised National Curriculum. There are no structured assessments that analyse pupils' achievements in terms of the current national levels but, at the end of a course of lessons, pupils are asked what they know and understand about what they have learned. The subject is well resourced with books, videos, tapes, CD-ROMs, date charts and pictures through the ages. Historical visits are made. In particular, Year 5 pupils go for a residential week to Dorset, which includes relevant and interesting historical activities, such as a trip to Avebury. Next term a group of pupils will visit the London Museum.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. In both Key Stage 1 and Key Stage 2, standards in pupils' attainment are below average. Although a good stock of computers is available in class bases and communal areas throughout the day, pupils start from a low baseline and do not have enough regular opportunities needed to raise their basic skills to nationally expected levels.
141. At the end of Key Stage 1, pupils have become familiar with the basic computer keyboard and know the functions of the space bar, backspace, shift key and delete buttons. They are confident in demonstrating their knowledge in front of the class. They are given useful practice of basic mouse and keyboard skills. For instance, in a Year 1 class, pupils were able to use the mouse to drag and drop clothes onto a teddy bear. In a mathematics lesson in Year 1, pupils showed

appropriate use of the mouse when using three-dimensional shapes to make simple pictures and patterns.. Similarly, pupils placed weather symbols onto a map. Although pupils at this age are learning their skills on the keyboard, they lack wider experience, particularly of how to control actions using a computer or robot and of exploring real and imaginary situations on screen. Consequently, their levels of attainment in these areas are below average.

142. In Key Stage 2, pupils can load a CD-ROM and save, retrieve and print their work. In Year 4 they learn how to develop a newspaper layout for their work. Their word processing skills continue to develop so that they can easily change the size, colour and style of a font. Timed exercises encourage efficient typing skills. Pupils in Year 5 conduct research using a CD-ROM, as was seen by a history class in Year 5. The oldest are starting to understand how to use computers which use a different format from the ones they are most used to. In the same age group, pupils in geography used a map program to help them find grid references. However, from observations and discussions with the co-ordinator and pupils in Year 6, they lack experience of the control and modelling aspects of the curriculum. Consequently, levels of attainment in these areas are below average. The school is not yet connected to the Internet and any experiences of the use of e-mail or the Internet are gained from outside school and cannot be assured for all pupils.
143. The majority of pupils enjoy using information and communication technology and respond well to their teachers' instructions. They work well together at the computer without direct supervision and give each other support. They have good attitudes to learning.
144. The quality of teaching in the lessons seen at Key Stage 1 was satisfactory and at Key Stage 2 it was good. Where it is good, the teachers are enthusiastic and have good subject knowledge, which increases the pupils' learning. Teachers are able to give competent demonstrations of basic word processing skills but some require further training to increase their confidence. Too few opportunities are given to pupils to use their skills across the curriculum, most notably in mathematics and science. There is no policy for the subject but one is planned and a scheme of work has been developed from nationally recommended guidance to ensure that coverage is linked to other subjects and will ultimately reflect the entire national Programme of Study.
145. The co-ordinator provides effective leadership throughout the school. A good action plan exists. With the co-ordinator's infectious enthusiasm, teachers are gaining in confidence and once a week she gives training to colleagues on a voluntary basis after school. A current strength of the subject is that there is now a network of staff support accessible to all levels and abilities. The co-ordinator is aware of the need to develop appropriate assessment systems. Promising plans are in hand to increase the quantity of the school's computers and to create a separate suite to enable large groups to be taught more efficiently.

MUSIC

146. Pupils' achievements in music are satisfactory in both key stages. By Year 2, they have built up a repertoire of songs which they sing from memory. They sing tunefully and in time with each other, varying the tempo of their songs as appropriate. They clap simple rhythms in songs and can maintain a steady beat when using percussion instruments. They start to compile repeating musical patterns. In a lesson seen in Year 2, pupils created a simple planned performance of a 'mystery item' for their classmates to guess, playing untuned percussion instruments with control and varying their technique to create the desired sound. The pupils showed good progress overall, improving their performances with practice.
147. By Year 6, pupils have extended the number of songs they know well. In a key stage singing session, they sang with enthusiasm and tunefully. Words were articulated and expressed in accord with the mood of the song. They identified how the tunes were structured to reflect the words of songs and learned new points, such as *crescendo* well. In a class lesson seen, the oldest pupils reflected on Holst's 'Jupiter' and how its mood was created. They worked successfully in small teams to plan and perform a piece to convey two contrasting moods and, in

the best efforts, combined clapped rhythm, chant and mouth sounds well. They commented constructively on their own and others' performance. The oldest pupils do not yet have sufficient experience of tuned instruments or of performing their work from written notation but this is planned.

148. Pupils respond positively to musical activities. They generally behave and concentrate well; this was particularly impressive at the lower end of Key Stage 2, where pupils showed a lively interest and enthusiasm for their work while always maintaining sensible control of their voices and instruments and showing great respect for others who performed.
149. All the teaching seen was at least satisfactory and often it was good. The school benefits from having several able singers and instrumentalists on its staff who have a broad subject knowledge and provide a good lead in lessons, choir practice and key stage gatherings. All teachers plan lessons that have clear objectives which are often usefully shared at the outset with pupils and reviewed at the end so that pupils understand what they are learning and what has been achieved. Explanations are clear and activities are interesting so that pupils know what to do and want to do it. Questioning is often used well to extend pupils' thinking. Good provision is made for pupils with special needs and for those with English as an additional language. Both the teachers and support staff give regular, well-targeted help with vocabulary, instructions and behaviour so that all can participate fully. Demonstrations of good performances and accurate feedback are used well as examples for other pupils and encourage confidence in the performers.
150. The co-ordinator manages the subject well. He has an appropriate action plan and has carried out considerable staff development work in all age groups. He is aware of the need for agreed assessment procedures and the increased use of information and communication technology in the subject. He has good plans to extend the range of instrumental tuition available and has secured the support of the governing body and many parents in this. During the inspection, this initiative was progressing well with auditions being held for brass tuition. The school benefits from a separate music room with a good range of instruments from various traditions. However, this room easily becomes stuffy and cannot be ventilated without sound disturbing nearby classes. This had an adverse effect on pupils' learning in several lessons seen. Practical resources for the subject are generally good. The music used in assemblies is chosen carefully but is not always fully exploited by staff to enhance pupils' knowledge and understanding.

PHYSICAL EDUCATION

151. Physical education plays an important part in the life of the school. Pupils follow a broad and balanced curriculum, which provides a suitable range of experience and enables them to make at least sound progress in both key stages. The progress observed in lessons during the inspection was often good. In addition to work in gymnastics, pupils are taught games and dance skills. All pupils have the opportunity to learn to swim.
152. Pupils in all year groups are developing their co-ordination and improving their skills in a range of gymnastic floor movements at appropriate levels for their age. In dance they are able to plan and perform a sequence of movements, working in pairs and small groups. These increase in complexity as pupils move up the school. Through practice, they are able to refine and improve their performance. Pupils made good progress in the lessons seen. They listen attentively and work with commitment and energy during their lessons. Their positive attitudes are a further factor in the progress that is made.
153. Games lessons rightly focus on the development and refining of skills. While pupils often make good progress in these lessons, the rate of progress for some would be increased with more direct teaching of technique. For example, in a lesson focusing on ball skills, advice on the positioning of the standing foot would have helped to develop more accurate passing skills. The quality of teaching, while good overall, varies considerably, depending on the individual teacher's confidence and knowledge. Where teaching was not successful, the pace of the lesson was too slow and the pupils spent too long being inactive. As a consequence they made minimal

progress. Most lessons were brisk in pace and provided a sufficient range of activities to hold pupils' interest and enthusiasm.

154. All teachers make use of pupils' demonstrations to illustrate important features of the activity. Pupils enjoy being chosen to work in front of the class and respond positively. Increased emphasis on the features that made an activity particularly successful would enable other pupils to develop the skills of evaluation more effectively. Due attention is paid to safety issues, particularly in moving equipment and the safe use of available space. All lessons observed included appropriate activities for 'warming-up' at the start of the lesson and 'cooling down' at the end.
155. Pupils have opportunities to play team sports against other schools. It is planned to extend these in the future by introducing sports such as cricket and athletics. The range and quality of resources are good and co-ordinators have recently been appointed to develop the subject. The school is well placed to secure further improvement.

RELIGIOUS EDUCATION

156. There was no recorded work in religious education from the previous year but, from lessons observed and interviews with pupils, the inspection found the standards at the end of Key Stage 1 to be in line with the expectations of the Locally Agreed Syllabus. In the current Year 6, the school's first, the standards are below those expected at the end of Key Stage 2. This is partly due to the composition of the cohort, with pupils who have joined from other schools having differing backgrounds of religious education.
157. By the end of Key Stage 1, pupils have acquired appropriate knowledge and understanding of religion through studying topics such as festivals and celebration, special people and special books, linked to the six world faiths studied. Pupils starting in Year 6 are unsure about the significant features of these faiths. They know a few religious symbols, such as the cross in Christianity and the crescent moon in Islam, but have little knowledge about religious practices and traditions. For example, they can recall little about places of worship apart from the most basic facts of mosques and churches.
158. Teaching is satisfactory. The themes suggested in the Locally Agreed Syllabus are at times quite complex but teachers are often able to link them to pupils' own experience. For example, in a Year 1 lesson in which pupils were studying right action and selflessness in Hinduism, the topic was related to their own action in caring for and helping others. Teachers' planning for religious education is sound, with clear learning objectives which are shared with pupils, ensuring that they know the purpose of the lesson. In the good lessons observed, teachers questioned well, encouraging pupils to expand their answers. Often pupils have discussions in groups or in pairs, reporting back afterwards to the class. This was effective in a Year 4 lesson where pupils discussed what they thought they might find in a Hindu temple, using their knowledge of other places of worship and facts about Hinduism. They later compared their thoughts with the pictures and text from a big book on Hinduism. Classes are mostly well managed and have very good support from learning support assistants for pupils with special educational needs and those identified with behavioural difficulties. Pupils are generally well behaved and show interest in their lessons, clearly demonstrated in their ability to discuss topics with interest and in their respect for one another. The time allocated for lessons does not meet with the recommendations of the Locally Agreed Syllabus and does not allow for a sufficient amount of recorded work to be completed to consolidate pupils' learning. Where provision is made for recorded work, pupils respond well, as in a lesson in Key Stage 1 where children drew their favourite part of the Hindu creation story.
159. The subject is led well by the co-ordinator, who has recently introduced a new scheme of work based on the Locally Agreed Syllabus. Different aspects, from six world faiths in turn, are studied throughout the school. A weekly assembly taken in both key stages supports the learning in

lessons. For example, a Key Stage 1 assembly talked about the Hindu festival of Holi. There are adequate resources for religious education and many of these are being duplicated, to make better provision for both key stages when all are studying a particular faith. As yet there are no formal assessment procedures. There is a sufficient range of books for pupils to use and for teachers to gain further knowledge for themselves. Visits to places of worship to enhance the curriculum have not yet taken place.