

INSPECTION REPORT

ST BERNADETTE'S RC FIRST AND MIDDLE SCHOOL

Harrow

LEA area: Harrow

Unique reference number: 102229

Headteacher: Mrs C Caulfield

Reporting inspector: Mr J G Quinn
15676

Dates of inspection: 16 - 20 October 2000

Inspection number: 224422

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: First and middle

School category: Voluntary aided

Age range of pupils: 5 -12 years

Gender of pupils: Mixed

School address: Clifton Road
Kenton
Harrow
Middlesex

Postcode: HA3 9NS

Telephone number: 020 8204 8902

Fax number: 020 8905 0738

Appropriate authority: The governing body

Name of chair of governors: Mr J Colleran

Date of previous inspection: 09/03/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Gerry Quinn 15676	Registered inspector	Physical education	The school's results and pupils' achievements Teaching How well the school is led and managed What the school should do to improve further
Michael Hudson 14324	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work with parents?
A Haouas 15023	Team inspector	English Information and communication technology Modern foreign languages Equal opportunities English as an additional language	Curricular and other opportunities
Denise Franklin 24342	Team inspector	Mathematics Design and technology Special educational needs	
Michael Fowler 19852	Team inspector	Science Geography History	
Gwyneth Evans 27219	Team inspector	Art and design Music Foundation Stage	Curricular and other opportunities

The inspection contractor was:

Full Circle

The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Telephone: 01934 412260

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bernadette's Catholic First and Middle School has 413 pupils on roll. Although it accepts pupils up until age 12, there are currently no pupils of this age in the school due to new arrangements for admission to secondary schools in the area. Pupils start school at the beginning of the year in which they become five and leave at the end of Key Stage 2. The large majority of children in reception were under five years of age at the time of the inspection. Pupils come from a mixture of privately owned and local authority rented accommodation in the parish of All Saints and from adjoining parishes. A high number of pupils come from families of ethnic minorities with an above average proportion who speak English as an additional language at 8.7 per cent. The main languages spoken other than English are Tamil, French, Italian, and Arabic. There are also smaller proportions of travellers and refugees. The proportion of pupils with special educational needs is similar to that found in the majority of schools at 18 per cent. Just over eight per cent of pupils are entitled to free school meals which is below average.

The majority of pupils benefit from pre-school education at local nurseries and playgroups and attainment on entry is broadly similar to that found in most schools.

HOW GOOD THE SCHOOL IS

This is a good school. Through a combination of purposeful leadership and mainly good teaching the school is effective in achieving well above average standards in the core subjects of English and mathematics and above average standards in science by the time pupils leave the school at age 11. Taking into account the average attainment of children when they begin in the reception classes, the good progress that they make during their time at the school, set against average costs of educating each pupil, the school provides good value for money.

What the school does well

- Pupils leave the school at age 11 with well above average standards in English and mathematics and above average standards in science.
- Provides a high proportion of good or better teaching which contributes strongly to the standards which pupils attain.
- Pupils have very good attitudes to learning which helps them to make good progress.
- Pupils' personal development and the quality of relationships are very good.
- There are very good links with the community, which contribute positively to pupils' learning.
- The school provides very well overall for pupils' spiritual, moral, social and cultural development.

What could be improved

- The ability of some teachers to manage the disruptive behaviour of pupils in a minority of lessons.
- The regular review of teaching in order that appropriate action might be taken to overcome weaknesses at an early stage.
- The length of the school week in Years 3, 4, 5 and 6 is shorter than that found in the majority of schools, and some lessons in Year 1 are too long, and lack sufficient variety to sustain pupils' concentration.

The school has significantly more strengths than weaknesses. The areas for improvement will form the basis for the governors' action plan, a copy of which will be circulated to all

parents.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in March 1998 when it was judged to have serious weaknesses. Since then it has improved in many respects. The school's results in national tests have increased steadily year by year as the result of stronger leadership focusing on raising standards, better teaching and the successful implementation of the national strategies for literacy and numeracy. These improvements are reflected in the findings of the inspection. The school has worked energetically to address the issues arising from the last inspection and has been well supported in this by the local authority. As a result, it no longer has serious weaknesses. Most action points have been tackled successfully. Strategies for evaluating the quality of teaching have improved and this has contributed to better standards of teaching overall. However arrangements have not been entirely successful and consequently there remains a small proportion of unsatisfactory teaching.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	B
mathematics	B	B	A	A
science	B	A*	B	B

Key

Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Trends in test results over the past three years have shown a steady year-on-year improvement overall, at a greater rate than that found in most schools at Key Stage 2. There have been significant improvements in science, which was below average three years ago. This is due to a number of factors including clearer leadership from the new co-ordinator and well-targeted training for staff resulting in better teaching. Statutory targets for Key Stage 2 pupils in literacy and numeracy have been met comfortably.

There have also been improvements in test results at Key Stage 1. This has been particularly noticeable in mathematics over the past year. Results of the most recent national tests indicate that pupils attain well above average in writing and average standards in reading and mathematics.

Inspection evidence shows that by the age of 11 pupils attain well above average standards in English and mathematics and above average standards in science. By the age of seven pupils achieve above average standards in English and mathematics and average in science. Pupils meet national expectations in information technology at both key stages. Standards in history at Key stage 2 exceed those normally found. Pupils achieve standards expected of them in all other subjects. Children in the Foundation Stage make good progress in all areas of their work and are set to achieve standards which are above those expected by the time they begin Year 1.

Pupils with special educational needs and those from different minority ethnic backgrounds, travellers and pupils with refugee status, are appropriately supported and as a result make sound progress.

Overall pupils achieve well and as a result make good progress particularly at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. For the most part they are attentive in lessons; they are keen to learn and apply themselves well to the tasks that are set.
Behaviour, in and out of classrooms	Behaviour of pupils in classrooms and around the school generally, is good overall. They are polite, courteous and helpful to visitors. Many of the older pupils are mature and responsible.
Personal development and relationships	Pupils' personal development and the quality of relationships are very good and a strength of the school. Overall pupils are well motivated and respond well to the expectations that they will work hard.
Attendance	Attendance is satisfactory. However some pupils are often late at the beginning of the school day which disrupts their own learning and that of their classmates.

TEACHING AND LEARNING

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

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

Teaching is good overall. In 94 per cent of lessons teaching was satisfactory or better. In 25 per cent it was very good. In six per cent of lessons teaching was unsatisfactory and occasionally poor. These were mostly in one class in Year 3 where the disruptive behaviour of a minority of pupils was not managed effectively and this had an adverse effect on the learning of others.

English and mathematics are taught well throughout the school. Teachers are effectively supported by the national strategies for literacy and numeracy which helps them to plan appropriately for pupils' differing abilities. In information technology and physical education at Key Stage 2 pupils benefit from specialist teaching provided by the subject co-ordinators.

Teaching for children under five years of age was consistently good and occasionally very good.

The school works hard and successfully to meet the needs of all of its pupils and as a result the large majority learn effectively and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory overall. There are very good links with the community, with other schools and pre-school groups. The range of extra-curricular activities is good. The school week at Key Stage 2 is shorter than in most schools which does not leave enough time for subjects such as history and geography. Some lessons at Key Stage 1 last for too long and pupils lose interest in their work.
Provision for pupils with special educational needs	Arrangements to support pupils with special educational needs are satisfactory. The school works well with outside agencies in order to support pupils with their learning more effectively.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils whose first language is not English and for travellers and pupils who are refugees.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision in this area is very good overall and is a strength of the school. The school provides a caring community with a Christian ethos, which contributes positively to pupils' sense of well being and their capacity to succeed.
How well the school cares for its pupils	The school cares for its pupils well. Health and safety arrangements are not fully co-ordinated and as a result there are some health and safety issues to be addressed. Responsibility for child protection is not currently in the hands of a fully trained senior member of staff.

The school involves parents effectively in their children's learning and this makes a positive contribution to the standards that pupils attain. The school prospectus does not contain the name of the special educational needs co-ordinator as someone who parents might contact regarding special educational needs provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, the headteacher, with strong support from the deputy headteacher and other senior staff, provides good leadership and clear direction to the work of the school.
How well the governors fulfil their responsibilities	The governing body carries out its responsibilities satisfactorily. They have a clear view of how they wish to see the school develop. Governors monitor the use of the school budget satisfactorily but are insufficiently involved in deciding priorities for expenditure.

The school's evaluation of its performance	Senior staff analyse the school's performance in statutory tests well. Apart from literacy and numeracy however, procedures for checking and improving the quality of teaching are underdeveloped.
The strategic use of resources	The school makes satisfactory use of its resources and of the finances available to it. Occasionally teaching and non-teaching support staff are not used effectively to help pupils in their learning.

Learning resources are good overall and the school accommodation is sufficiently spacious to allow the curriculum to be taught effectively. There is a satisfactory range of suitably trained and experienced teaching and non-teaching staff. The school seeks to provide best value in major purchases to support pupils' learning, for example in providing computers for the information technology suite.

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. • They would feel comfortable about approaching the school with suggestions or complaints. • The school expects their children to work hard. • The school helps children to become mature. • The progress that pupils make. 	<ul style="list-style-type: none"> • The amount of work which their children do at home. • The information which they receive on their children's progress. • The way in which the school works with parents. • The way in which the school is led and managed. • The range of activities available to pupils. • Parking arrangements outside the school gates at the beginning and end of the school day.

The inspection team agrees with the positive views of parents. It does not support all areas for improvement. Pupils undertake an appropriate amount of work at home. The way in which the school works with parents is good. Many help in school on a regular basis and also accompany pupils on educational visits. The written information which parents receive on their children's progress is satisfactory but the timing of parent consultation meetings on their children's progress is in need of review. The school is taking steps to improve the content of annual progress reports to parents. Leadership and management are good and are appropriately focused on improving pupils' learning. There is a good range of activities available to pupils.

The school has introduced measures to improve the safety of pupils when they are delivered and collected from school and now relies upon the co-operation of parents to ensure that these are effective.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the last inspection the school has provided resources, additional training and made appointments of key staff where they have been most needed and standards have risen as a result. Results in English, but particularly in mathematics and science have improved steadily over the past four years in Year 6 and at a greater rate than that found in all schools nationally. Similarly in Year 2 results have improved in reading, writing, mathematics and science with the greatest difference noticeable in mathematics over the past year.
2. In the most recent tests for seven year olds results were well above the national average in writing and well above those for similar schools. In reading and mathematics results were in line with those for the majority of schools. Results were also the same as those for similar schools in mathematics but below in reading. Teacher assessments in science were above the national average with an increased proportion attaining the higher Level 3. Results for 11 year olds in English and mathematics were well above the national average. Compared with similar schools results were well above average in mathematics and above average in English. In science test results were above those found in all schools and also above average compared with similar schools. Although an above average proportion attained the higher Level 5, this was smaller than in 1999 which accounts for the fact that results were not as good in this subject as they were last year.
3. Statutory targets for pupils at the end of Key Stage 2 in literacy and numeracy have been set on the basis of previous testing and have been met comfortably. The school is aware of this and has set more challenging targets for next year based on closer examination of test results by the recently appointed assessment co-ordinator.
4. Inspection evidence indicates that the majority of children in the reception classes make good progress compared with their average attainment when they begin school. As a result they are likely to exceed the expected learning goals in each area of learning by the time they enter Year 1. By the age of seven pupils are likely to reach above average standards in English and mathematics and average standards in science. Pupils make sound progress in their learning in Years 1 and 2 and generally good progress in Years 3, 4, 5 and 6. As a result pupils achieve well above average standards in English and mathematics and above average standards in science by the age of 11. This marks an improvement since the last inspection in all three subjects but particularly in science, which was judged to be below average in the previous report. Better leadership in the subject, in-service training leading to better teaching are major contributory factors to raised standards in science. The school acknowledges the part played by national strategies in improving literacy and numeracy and these lessons are taught well. The clear structure that the strategies provide has improved the pace to lessons and the way in which teachers plan to meet the needs of pupils with different abilities.
5. In information technology standards meet national expectations, which again is an improvement on the situation at the time of the last report where attainment in the subject was below average. More and better quality computers, the good leadership provided by the recently appointed co-ordinator combined with greater understanding of how to teach the subject have all contributed to improved standards.

6. In all other subjects pupils reach standards that are expected across Key Stage 1 and Key Stage 2 with the exception of history at Key Stage 2 where standards are better.
7. Pupils with special educational needs, those whose first language is not English, travellers and refugees are well supported by specialist teachers and non-teaching assistants. The extra help which pupils receive relates mainly to improving the key skills of reading and writing in order that they might work in other subjects at an appropriate level. As a result pupils make satisfactory progress towards targets that are identified for them.
8. Children develop speaking and listening skills effectively in reception and most are on course to attain above average standards by age five. They listen to stories attentively and through their play activities acquire conversational language well in different situations. In Years 1 and 2 pupils build on skills acquired in reception effectively when reflecting on their tasks and reporting back to the whole class at the end of lessons. Consequently pupils are on target to achieve above average standards by the end of Year 2. They listen attentively and speak clearly and confidently, with a good vocabulary as in a geography lesson where Year 1 pupils sorted foodstuff into countries of origin and could identify and name pasta, kiwi fruit and muffin. Pupils in Key Stage 2 develop these skills further and attain above average standards in Year 6. They benefit particularly from those lessons where collaborative work features as a lesson objective. This was apparent in an information technology lesson in Year 6 where pupils discussed earnestly, in small groups, the construction of web pages to form part of a school web site. They listened to the views of others well and many volunteered their own contributions lucidly, for example when discussing the best way to catch the interest of people in their web page, through the inclusion of headlines and photographs.
9. Children make good progress with reading during reception. Consequently standards of reading are likely to exceed the learning goals by the time children enter Year 1. Pupils achieve above average results in Year 2. This is better than last year's test results due to the fact that the school has improved provision in the guided reading element of the daily literacy sessions. These recent improvements in teaching have led to raised standards. Standards are well above average for pupils aged 11 and pupils make good progress in their learning.
10. In writing children in reception make good progress and are on target to achieve above average standards by the time they enter Year 1. As they pass into Years 1 and 2 pupils make sound progress and attain above average standards by the age of seven. They develop their ideas in sequence well and incorporate simple punctuation such as full stops. Many higher attaining pupils write fluently and extensively. Overall pupils are imaginative in their choice of vocabulary but a few find difficulty with spelling and handwriting. In Years 3, 4, 5, and 6 pupils make good progress. Their writing becomes increasingly mature and well structured. By Year 6 pupils write in a variety of forms incorporating very high standards of spelling and handwriting. Pupils make good use of their literacy skills in a range of subjects such as history and geography.
11. In mathematics most children in reception are likely to attain above average standards at age five. They join in enthusiastically with number rhymes and games. Children are aware of the terms 'more than ' and 'less than' and can complete simple calculations with the help of an adult. They recognise different two-dimensional shapes and can name triangles, circles, squares and rectangles. Pupils in Years 1 and 2 make sound progress. They apply their mathematical skills to everyday

situations. By the age of 11 they confidently use number operations to solve a range of problems and can clearly explain the methods they have chosen. Pupils make good progress throughout Years 3, 4, 5 and 6. The oldest pupils calculate percentages accurately in their heads and can explain their methods of working. Pupils who are in need of additional help are taught in small groups in Year 6 where they make particularly good progress. This reduces the size of other Year 6 classes and enables teachers to provide a greater degree of individual help to pupils.

12. Pupils use their numeracy skills effectively in subjects such as science when they measure results of experiments and in their use of date lines in history.
13. The emphasis that the school now puts on investigative science is clearly apparent, since this area was criticised specifically in the previous report. Pupils in Years 1 and 2 make sound progress in science although in Year 1 they are sometimes asked to sit for too long and several lose interest in what they are doing. Progress overall is good in Years 4, 5, and 6 but due to constant interruptions from a minority of pupils progress is occasionally unsatisfactory in one Year 3 class in science, and also in music and geography. By Year 6 pupils experiment confidently and have a clear idea of what makes a test 'fair'.

Pupils' attitudes, values and personal development

14. Since the last inspection pupils' attitudes have improved and they are now very good and a strength of the school. Parents confirm their children enjoy school and work hard. The great majority of pupils are willing to learn, respond eagerly to challenge, sustain interest and enthusiasm, and remain fully attentive during classes and assemblies. They are well motivated, show a high degree of commitment and stay focused on the task in hand. Pupils work very effectively both on their own as in individual reading sessions, and in paired and group activities such as when researching details of the Tudor dynasty in history. They are happy to share the pleasures of achievement. Pupils take obvious pride in hard work, and reflect thoughtfully on what they have learned previously. They offer constructive ideas, listen to what others have to say, and their contributions to discussions are thoughtful and imaginative. Pupils' very positive attitudes enhance their learning.
15. Pupils' behaviour has continued to be good and parents are very happy with the standards achieved. The behaviour policy and code of conduct are well understood by pupils. They are properly observed and sensitively applied by most staff and this benefits pupils' attainment and learning. With the exception of a small number of pupils in a few classes, the atmosphere in lessons is calm, orderly and purposeful. In and about the school pupils are friendly and caring and lunch is a well-mannered and pleasant social occasion. Respect for, and behaviour in, the Carly Memorial Garden are exemplary. Pupils are friendly and pleasantly inquisitive with visitors and they have respect for property such as computers and books. There are no signs of abuse, harassment or aggression, which in a school of such cultural diversity is particularly commendable. There were no exclusions in the last school year.
16. Personal development and relationships have improved and they are now very good and another strength of the school. Pupils show initiative in many ways, for example when designing invitation cards in design and technology or suggesting issues to be discussed by the school council. They enjoy responsibility and carry out all the class and school tasks they are given with evident pride, diligence and enthusiasm. They have very high personal esteem. One prefect, when asked why she liked being a prefect said, "It is a very great honour". Pupils take obvious satisfaction when their

individual or collective efforts and achievements are recognised on merit boards and at celebratory assemblies. They discuss important moral and social issues in circle time, appreciate the purpose of charities and take part in community events. Pupils develop considerable independence and maturity as they progress through the school and their sense of citizenship is very strong.

17. The relationship between pupils and staff are now good. The key issue from the last inspection has been resolved through changes in staff and training and support provided by the deputy headteacher for midday supervisors. Relationships between pupils are also good while those between older and younger pupils are very good. Pupils in Year 6, in addition to prefects, help with reception year lunches and during play activities. Pupils from different ethnic groups and of both genders work and play very happily together and activities at playtime are a delight to witness. There are many harmonious and constructive relationships, some of them between children from very different backgrounds. Most pupils are considerate, tolerant and cooperate well with one another in their work and in their play. They have marked respect for the values and beliefs of others and a good understanding of peer group feelings. Relationships are developed further during extra-curricular activities and residential visits. Pupils with special educational needs, with English as an additional language, travellers and refugees are very well integrated into the school community.
18. Attendance is satisfactory, with the rate in the last school year being broadly in line with the national average. In the same year unauthorised absence was also in line with the national average. The attendance rate largely reflects the regular absence of the same pupils, while the unauthorised absence rate is mainly due to parents failing to observe the school's absence procedures. Punctuality is unsatisfactory. On each of the first three days of the inspection a significant number of pupils was late for school. The satisfactory attendance has a positive affect on pupils' learning, but the late arrival of some pupils disrupts their own learning and that of the other pupils in their classes.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good overall and contributes effectively to the progress that pupils make and to their attainment. This is a significant improvement on the position at the time of the last inspection when teaching was judged a serious weakness.
20. Teaching was at least satisfactory in 94 per cent of lessons. It was good in 37 per cent and very good in 25 per cent. Teaching was unsatisfactory, and occasionally poor in six per cent. It was best for children under five and in Years 1 and 2 where there were no unsatisfactory lessons, and least effective for some pupils in Year 3 where there was a small proportion of unsatisfactory teaching.
21. The teaching of pupils with special educational needs, travellers and pupils whose first language is not English is satisfactory. Pupils are taught by specialist teachers and support staff who enable them to learn effectively and make sound progress towards targets identified for them in their individual work programmes. Pupils with Statements of Special Educational Needs are satisfactorily supported by well-trained learning support assistants who work mainly in the classroom. However time is not always well managed. Some pupils are inappropriately withdrawn for literacy support during other lessons, particularly mathematics. There is no rolling programme in place for withdrawal so pupils always miss the same lessons, which has an adverse effect on their learning.

22. Teachers throughout the school are secure in their understanding of the national strategies for literacy and numeracy and overall they teach them well with a sound concentration on basic skills. In all other subjects teachers have good curriculum knowledge which enables them to ask searching questions that help pupils to build on what they have learnt previously. Specialist teaching in subjects such as physical education and French in Year 6 and information technology, allows pupils to benefit from the expertise of particular teachers and so build on their knowledge and understanding well. The two reception class teachers have a very good understanding of the needs of young children. They provide a range of well thought out, challenging experiences, which stimulate the children and encourage them to learn effectively.
23. The quality of teachers' questioning is a strong feature of the teaching throughout the school, and reflects the emphasis that the school has put upon it through in-service training. Skilful questioning was apparent in many lessons, including most literacy and numeracy sessions, a geography lesson in Year 1, where pupils sorted items of food according to countries of origin, and in physical education lessons where pupils were asked to evaluate the performance of others. This good quality questioning which engages pupils' interest and attention well, encourages them to think hard about what they are doing.
24. In the majority of lessons teachers introduce the subject clearly, and in the most successful lessons share the objectives for the lesson with the pupils. Teachers move between pupils as they work helping and guiding them as they do so. For example in physical education lessons in Years 3, 4 and 6 and information technology lessons in the technology suite.
25. Teachers plan lessons well overall, which is an improvement on the situation at the time of the last inspection. Most lesson plans now contain clear objectives for learning, which were missing when the school was inspected previously and was the focus of criticism in the report. Planning for children under five is very good and contains sufficient detail to ensure that all children are actively involved in all activities. Planning for Years 3, 4, 5 and 6 pupils is good overall and for Years 1 and 2 teachers' planning is satisfactory. In the best lessons the activities are detailed, with appropriate assessment opportunities identified to check whether objectives have been met. The best planning was evident in literacy and numeracy sessions where the needs of pupils with differing abilities were planned for effectively. In a small number of lessons planning was unsatisfactory. They were insufficiently focused and did not provide enough structure to the lessons with the result that, where sessions were too long there was insufficient variety in activities to sustain pupils' interest. As a result an increasing minority became restless and did not take a full part in the lesson. This was apparent for example in a history lesson and science lesson with a class of Year 1 pupils.
26. Teachers' expectations of what pupils are able to achieve in their work, and of their behaviour, are high for children under five years of age and are satisfactory in the rest of the school. In the best lessons teachers name things correctly, such as in mathematics in Year 3 where teachers talk about the properties of three dimensional shapes and pupils subsequently respond using the correct names themselves with understanding.
27. Teaching methods are sufficiently varied and are effective overall. Good variety in teaching was a feature of many successful lessons, including literacy and numeracy sessions, which enabled pupils to make good progress in their development of skills

and understanding. Occasionally there is insufficient variety in approach between consecutive lessons. This means that pupils sit listening for fairly long periods and some become restless and lose concentration. Pupils learn effectively from one another where teachers provide opportunities for them to work in groups, such as in a science lesson in Year 4 where they co-operated well to complete an experiment on separating materials and in an information technology lesson in Year 6 where pupils discussed how they would create a school web site. In such lessons pupils concentrate well and work with interest on the tasks set, independently of the teacher.

28. Overall, teachers manage pupils' behaviour effectively. In many lessons teachers use positive strategies, which reflect their high expectations of pupils' behaviour, and foster pupils' self esteem effectively. This was apparent, for example in one Year 1 class and in a Year 6 information technology lesson. In most lessons teachers' use of praise and encouragement were positive features of class discipline and teachers seldom needed to resort to adversely critical or punitive methods. In a small number of lessons in Year 3, where teachers are new to the age groups they are teaching, the management of pupils' behaviour is unsatisfactory. Pupils occasionally become inattentive and a minority disruptive. Time is wasted whilst the teacher remonstrates with pupils, the pace of the lesson slows, learning becomes fragmented and pupils do not make the progress that they should. This was also an unsatisfactory element, but to a lesser extent, in a small minority of otherwise successful lessons in Years 1 and 2.
29. In general teachers use time, support staff and resources satisfactorily to ensure that pupils are encouraged and supported in their learning. Throughout the school many lessons proceed at a brisk pace with constant reminders from the class teachers about the amount of time remaining for the completion of tasks. This instils a degree of urgency in the pupils and ensures that learning is both purposeful and productive. In the most successful lessons teachers share the objectives with pupils at the start of the session and return to them at the end to gauge pupils' understanding of what has been taught. This was a feature of many literacy and numeracy lessons and science in Years 4 and 6. Non-teaching assistants make a sound contribution to pupils' learning, particularly those with special educational needs. They know the pupils with whom they work well and as a result provide them with appropriate guidance and support to enable them to take a full part in lessons. Teachers use resources effectively in most lessons but very occasionally, sometimes due to timetabling arrangements, support teaching and non-teaching staff are not used most profitably to support pupils' learning. For example some support assistants working with individual pupils do not go beyond their immediate responsibilities to help pupils working on adjacent tables. Also in a Year 4 science lesson, the support teacher was present for the class teacher's introduction but was timetabled to work with another class and left, at a time when her skills would have been most helpful, as the pupils began their experiments in groups.
30. The way in which teachers check whether learning has taken place is good overall. This helps pupils towards a better understanding of what they have learnt and enables subsequent learning to be even more productive. Teachers use questioning very well to assess pupils' understanding whereupon they are able to target questions to particular pupils based on their individual abilities. This was evident, for example, in a very good numeracy lesson in Year 5 where pupils were asked to double numbers to 100 at speed in their heads. Whole-class sessions at the end of lessons are often used to good effect to enable teachers to establish a clear view of what has been understood and what might need repeating. The way in which staff respond to pupils' work through marking varies considerably between teachers but is satisfactory

overall. Comments are generally positive but there too few suggestions for older pupils on how they might improve.

31. Teachers make satisfactory use of homework throughout the school and this makes a sound contribution to standards attained. It is often set as an addition to specific lessons and is used to supplement that which pupils have learnt in class. Some parents express concern that the marking of homework is inconsistent between year groups.

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

32. The curriculum meets the statutory requirements of the National Curriculum. It is broad and balanced overall, but the length of the taught week for Years 3, 4, 5 and 6 pupils falls short of that found in most schools by 25 minutes. Although all subjects are taught, this leaves too little time for subjects other than English, mathematics, science and religious education to be dealt with in enough depth. Also the time allocated to some lessons in Year 1 and 2 are too long with insufficient content in the lesson to keep pupils fully engaged for the duration.
33. The curriculum reflects the religious aims of the school and the commitment to equality of opportunity for all pupils. Following the last inspection, the mission statement has been revised and now provides clear educational direction focusing on the improvement of the quality of educational standards. Also the curriculum for English and that for information technology have been strengthened through the National Literacy Strategy and adoption of the Qualification and Curriculum Authority guidelines.
34. The school has successfully implemented the National Literacy and Numeracy Strategies and both are taught well. It has also made a good start on implementing the new National Curriculum.
35. The school provides a wide range of worthwhile opportunities for all pupils, which benefit pupils' learning outside the school day. For example pupils take part in football, netball, rounders, tennis, gymnastics, Irish dancing, art and French. There are opportunities for pupils to join school teams in football, netball, rounders and cricket; school teams take part in local league matches. This encourages pupils to play as a team, contributes to their sense of fairplay and helps them to deal with success and failure appropriately.
36. Music clubs include recorder, choir and school band which has brass, keyboard, string and woodwind players. These groups perform in the community, sing Christmas carols in a local shopping centre shopping centre and take part in music festivals.
37. Educational visits and school visitors are regular features of the curriculum and provide a rich variety of experiences for pupils. Year 6 pupils take part in an annual residential visit and all classes plan opportunities to visit places of interest outside the school.
38. Provision for pupils' personal education is good. Emphasis is given to teaching in Year 5 pupils about growth and development and in Year 6 pupils receive sex education.

39. Provision for pupils' spiritual, moral, social and cultural development is very good. The school operates as a caring community with a Christian ethos and aims to provide experiences which encourage pupils to appreciate cultural diversity, act responsibly and value each other's contributions.
40. Spiritual development is promoted through the school's strong Christian ethos which is evident in its assemblies and in its connections with the local church. Through assemblies, circle time, together with the multifaith curriculum pupils gain insights into values and beliefs of the principal faiths and have opportunities to reflect about their personal experiences and explore relationships with others. The opportunity for reflection is further supported through the education for personal relationships programme and the One World week, which provides pupils with an important insight into other values and beliefs and reinforces the attitudes the school upholds and fosters.
41. Pupils have a well-developed sense of right and wrong. The school's ethos and expectations contribute well to the development of pupils' strong moral values. These values are clearly reflected in the education for personal relationships programme and circle time. Pupils are involved in constructing the school's code of conduct, which emphasises respect for each other. The school council encourages pupils to bring their concerns and seek help from other pupils. Pupils' sense of right and wrong is further developed through planned opportunities for discussing ethical problems like the banana trade and its impact on the poorer countries, or the raising of money for a number of charities.
42. The school promotes opportunities for pupils to work and play together. Pupils are given chance to take initiative and responsibility through the school council and, for instance, when they raise money for a number of causes such as Shelter and the Catholic Association for Overseas Development. Social development is further enhanced through educational trips to museums, theatres and a variety of outings including a residential journey to Swanage for Year 6 pupils where pupils learn how to share and co-operate whilst living together for a short period.
43. Pupils are given a variety of opportunities to develop an appreciation of their own and other cultural traditions in a number of curriculum areas such as history. The school also organises a range of theatre visits and invites companies, local poets and journalists to work with pupils. Good use is made of personal interest and expertise of staff who contribute their own knowledge, for instance of Judaism, Indian and Irish dancing. In addition, pupils are introduced to European culture through French lessons for Year 6 pupils and an annual trip to France. There is an abundance of displays and artefacts around the school which successfully engage pupils' interest and encourage an appreciation of other cultural traditions such as those associated with Hinduism.
44. Since the last inspection the school has worked successfully to improve its links with the community, and these are now very good and a strength of the school. They contribute markedly to pupils' learning. There is a very close relationship with the local Catholic church. Other faiths are fully recognised and a good liaison is maintained with the ethnic communities. Residents of care and day centres are invited to school occasions such as the Harvest Festival service and Victorian Music Hall. Local businesses promote school activities such as the summer fair, and pay to advertise in school publications. Construction of the Carly Memorial Garden, which

was developed in memory of a little girl who died, was given outstanding support by the entire community.

45. Constructive relationships with partner institutions including teacher-training colleges are good and pupils gain considerably from them. The school has close contacts with local playgroups and nurseries and induction arrangements are sensitively handled. Parents of pupils in the reception year are made especially welcome and new pupils settle in quickly. There are strong pastoral, as well as academic links, with the main secondary schools to which most pupils transfer. Liaison between the schools is well managed across the year and the headteachers from the secondary schools attend Year 6 parents' evenings. The school accepts students on work experience and teaching attachments from local secondary schools and colleges. For example older students from the local catholic secondary school visit the school regularly to help in subjects such as physical education as part of a course on community involvement. During the week of the inspection a group of three students supported the class teacher in a Year 4 games lesson. Pupils enjoyed their involvement and benefited from the additional attention they received in developing skills of ball control. The school is developing links with a primary school in France in order that pupils might use the French vocabulary they learn in Year 6.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Procedures for child protection and pupils' welfare are satisfactory overall, as they were at the time of the last inspection. There are some good and very good features, but also several issues, which need attention. Procedures for accidents, illnesses and medicines are very good and sufficient staff have appropriate first aid qualifications. The child protection policy is very good and links are established with the requisite agencies, however the designated child protection officer is untrained.
47. The responsibilities for health and safety are not fully co-ordinated and some staff lack proper health and safety awareness; for example roof fire escape doors are locked, hazardous substances are not secured and musical instruments are used by several pupils in lessons without cleaning. Also the steps leading to the temporary classrooms are in need of repair. An external risk inspection was recently carried out and remedial action is ongoing. However, action to address health and safety issues has been slow.
48. Procedures for monitoring and supporting pupils' personal development are very good and a strength of the school. A variety of effective systems are in place, which help to develop pupils' self esteem, independence and responsibility.
49. The school's procedures for monitoring and improving attendance remain satisfactory as they were at the time of the last inspection. The attendance policy which is outlined in the prospectus, clearly states the absence procedure to be followed by parents, but it makes no mention of punctuality. Some parents fail to observe the absence procedure while others do not ensure their children are punctual. Entries in the school's late book are not immediately transferred to the attendance registers, which means the registers are not always a true record of the pupils in school.
50. Procedures for monitoring and promoting good behaviour have improved since the last inspection and are now good. The school's behaviour policy is very good and suitably defines standards and expectations. It is supported by a balanced range of rewards and sanctions which are implemented by most staff with consistency and

common sense. The policy is supplemented by a good code of conduct which is displayed in classrooms and resource areas.

51. The school's procedures for monitoring and eliminating oppressive behaviour are also good. The procedures work well and no groups or individuals are unfairly treated or disadvantaged. The anti-bullying policy is good and pupils are fully aware that any signs of abuse, harassment or aggression will be dealt with firmly. There is a well-structured policy on multi-racial education and suitable measures are in place covering the use of reasonable force for controlling or restraining pupils.
52. Procedures for keeping pupils' academic progress under review are good. This has improved significantly since the previous report and teachers are now following the guidelines set out in the school's policy.
53. The policy has been appropriately reviewed following the appointment of the deputy headteacher as assessment co-ordinator and procedures for assessing pupils' attainment are clear, which has a positive impact on how teachers plan work to meet pupils' needs. Detailed records are kept of results from standardised tests and results from the optional tests in Years 3, 4 and 5. These enable teachers to set learning targets for groups and individual pupils. The school is beginning to collate the information from test results, using a computer programme to track the progress of individual pupils as they move through the school. Co-ordinators for English, mathematics and science collect samples of pupils' work regularly, which show clearly the context of the lesson and the level of attainment against National Curriculum levels. These form the basis of a portfolio of work to support teachers with assessment and to track how well pupils perform across the school. Teachers regularly discuss pupils' work to agree on what constitutes an expected National Curriculum level. For example teachers recently looked at samples of writing and science from pupils across the school. Last year the school introduced individual achievement books, which include samples of each pupil's work in English, mathematics and science and also any piece of work of which the pupil is particularly proud. These books are not only an effective way of demonstrating a pupil's progress in the core subjects as they pass through the year groups but also contributes significantly to pupils' self esteem.
54. Good quality progress reports set targets for pupils and give parents clear information about what their children can do. They also include comments by the teacher on each child's personal and social development. The school has recently reviewed the format of reporting to parents in the autumn term and has introduced a target sheet with both group and individual targets to be discussed with the parents at the start of the school year and to be reviewed during the year.
55. The school makes satisfactory use of a range of assessment procedures to identify pupils with special educational needs. Targets are set to support the needs of these pupils and these are monitored appropriately to assess how well pupils are learning. They are reviewed termly and new targets are set.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents' views of the school are positive. Opinions expressed at the parents' meeting, through questionnaires and in discussions during the inspection indicate strong parental support for most aspects of the school's provision for their children. A few parents express some reservations about the school's leadership and management and the range of extra-curricular activities it provides. These opinions

were not supported by the inspection which found leadership and management to be good and firmly and appropriately focused on improving pupils' learning. There is a wide range extra-curricular activities which are well suited to a school of this type. A significant minority of parents has concerns about three other aspects of the school's provision. They question the school's approach to homework, believe the school does not work closely with them and they are not kept fully informed about their children's progress. While the inspection evidence indicates that the setting of homework may at times be inconsistent, pupils undertake an appropriate amount of work at home and this increases as they pass through the school. Many parents work closely with the school by helping in classrooms and on educational visits. The school has reviewed its reports and these now provide good information on pupils' progress and set targets for improvement. The arrangements made for parents to discuss their children's progress are unsatisfactory in that meetings are timed for the beginning and end of each school year. Whereas those at the beginning of the year enables targets for pupils' learning to be set jointly between home and school, the meeting in the summer term is too late to enable parents and teachers to work together on any significant problems. Some parents would welcome a meeting in the spring term when they might review progress so far and work with the school on any aspects that might need improving.

57. Some parents are worried about the safety of pupils when they are being delivered and collected from school, as there is significant congestion caused by cars, which could give rise to an accident. Despite the guidance given to parents about the use of cars, many continue to drive to the school gate. The school has taken all reasonable steps to address the problem and now relies upon the co-operation of parents to ensure that the measures work.
58. The effectiveness of the school's links with parents has continued to be satisfactory since the last inspection and pupils' attainment and learning benefit accordingly. The quality of information provided for parents, including that on pupils' progress, is also satisfactory. The key issue from the last inspection related to information on special educational needs has been addressed. The prospectus now meets statutory requirements and gives helpful information about the school's provision for pupils with special educational needs. However, it doesn't contain the name of the special educational needs coordinator, which would be helpful to parents. The governors' annual report is clear and well presented. There is regular communication with parents through newsletters, notices and consultations. Parents especially welcome the opportunities they have to talk to staff in the play areas at the end of the school day.
59. Parents of pupils with special educational needs are kept well informed of their children's progress and their needs are discussed. Parents are appropriately involved in setting targets for improvement depending on the child's particular needs. Where appropriate, targets are set for parents to support their child's learning at home. This has a positive effect on the progress which pupils make.
60. The impact of parents' involvement in the work of the school is good, as is the contribution they make to pupils' learning. The home-school agreement is clear and well written. The school has a good homework policy and parents comment frequently in reading records and in homework diaries.
61. The school values the part parents play in pupils' education and encourages them to support school activities. Many do so in classes, with extra-curricular activities, on

educational visits and by attending school events such as assemblies and concerts. The parent-teacher association is well supported in its fund-raising and social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school is well led and managed. This is an improvement on the position at the time of the last inspection where leadership was judged a serious weakness. The headteacher provides positive direction and is strongly supported by other key staff, including the deputy headteacher who has made a significant contribution to the work of the school since his appointment approximately one year ago. Together, with the support of governors, staff and local authority they have worked effectively to address the issues arising from the last inspection with the result that the serious weaknesses indicated in the previous report have been remedied. Inspection evidence does not reflect parental concerns about leadership and management, as there is a clear and appropriate focus on the most important tasks of improving the way in which pupils learn and on raising pupils' standards of attainment.
63. Through careful analysis of National Curriculum test results, senior staff have identified areas where pupils might improve their performance and those where they do well. This is a strong contributory factor to improving standards. The school has used additional funding wisely to support pupils who need additional help in literacy and numeracy, provide in-service training to improve staff confidence in areas where it was most needed, and improve the preparation of pupils for the national tests. As a result test scores have risen markedly year by year since 1997 most noticeably for pupils aged 11. Statutory targets have been set for pupils' performance in national tests and have been modified on the basis of previous testing for different cohorts of pupils.
64. The aims of the school are clearly set down in the school's mission statement, which is displayed strategically throughout the school. It has been reviewed in consultation with staff, governors and parents and now provides a clear commitment to high quality teaching and learning which is reflected in practice. The school successfully meets these aims as is reflected in improved teaching, pupils' positive attitudes to learning and the equally positive views of parents that the school expects their children to work hard and helps them to make good progress. Although there is no explicit reference to nurturing good relationships, this positive element is clearly apparent throughout the school, which is an improvement on the situation at the time of the last inspection where relationships were criticised. There is no documented commitment to raising pupils' attainment, but the improvement in test results indicates that this is given high priority.
65. In response to the key issue from the previous inspection the school has made good progress in checking and evaluating the way pupils are taught throughout the school which has had a positive effect on the quality of teaching overall. This has yet to be developed into a systematic and regularly planned programme of observations that will take into account all the needs of staff including those who are inexperienced, new to the school and new to the age groups they teach. This should provide a clear indication of what works well and of any additional support that might be needed to help teachers overcome deficiencies that still exist.
66. The governing body provides sound support for the school and fulfils its statutory requirements satisfactorily. It has a clear view of how it wishes the school to develop within the Catholic community, which it shares with the headteacher, and has been involved with setting targets for the school management plan. This is an improvement on the position at the time of the last inspection when governors' strategic view for school development was lacking. Governors carry out their functions effectively through committees covering buildings and finance, personnel

and staffing. These meet regularly and report back to the full governing body at one of its termly meetings. There are governors to oversee the implementation of the National Literacy and Numeracy Strategies and the provision for pupils with special educational needs, with the result that these areas are managed satisfactorily. The governing body monitors how the school budget is spent but is insufficiently involved in deciding priorities for expenditure. Governors are made aware of school matters, including strengths and weaknesses, through regular, detailed reports on aspects of the school's work by the headteacher and various co-ordinators. Some governors visit the school regularly whilst the school is in session. This enables them to support and question important aspects of the school's work such as the implementation of the national strategies for literacy and numeracy and the provision for pupils with special educational needs.

67. The school management plan provides a satisfactory tool for the development of the school. It has been improved since the school was last inspected and now contains clear targets and related criteria for assessing whether these targets have been met. The action plan arising from the previous inspection is of good quality and provides details of who will do what, by when, and how progress will be evaluated. Consequently the targets for improvement as identified in the previous report have been fully met.
68. The headteacher delegates some of her leadership and management functions effectively to curriculum co-ordinators and other senior staff. However, whereas most co-ordinators are well established in their roles, others are relatively new and have yet to become fully effective.
69. Management of special educational needs is satisfactory. The newly appointed co-ordinator has a clear view of her role and has produced a good action plan for the development of special educational needs to ensure the needs of all pupils are appropriately met.
70. Co-ordinators are enthusiastic and knowledgeable in their subjects. They have worked hard and successfully to prepare for the introduction of the revised National Curriculum. However, apart from English and mathematics, they do not monitor standards of teaching in order to know where the strengths and weaknesses lie and do not oversee the implementation of policies and schemes of work to ensure consistency of approach between teachers and classes. As a result they are not in a position to direct their invaluable advice and support to where they are most needed.
71. The school's strategy for appraisal and performance management is satisfactory and the school is on course to introduce performance management within the timeframe required.
72. The adequacy of staffing, accommodation and learning resources in the school has improved since the last inspection and is now good overall.
73. The match of teachers to the demands of the curriculum is satisfactory. The school has sufficient full-time teachers for all classes. They are suitably qualified and most are appropriately experienced to enable them to teach the National Curriculum effectively.
74. The match of support staff to the needs of the curriculum is also satisfactory and they have qualifications and experience suitable to their appointments. All support staff are closely involved either with individual pupils or in working with designated groups. The

caretaker provides guitar music to accompany pupils' singing in assemblies and also helps with swimming, both of which make sound contributions to pupils' progress.

75. The induction procedures for newly qualified staff are satisfactory. Both the headteacher and deputy headteacher conduct observations and offer advice. The system for teachers trained outside the United Kingdom are similar, but is sometimes not implemented closely enough. This occasionally leaves inexperienced teachers vulnerable with classes that are known to be difficult to manage.
76. The arrangements for the further professional development of staff are satisfactory. The staff handbook is a very comprehensive and helpful reference. All training programmes are monitored by the deputy headteacher to ensure that in-service training and external courses are directly relevant to staff and school needs. Recent priorities have included literacy, numeracy and information technology. When appropriate, those attending external courses share the information they gain with other staff during in-service training, a practice that contributes to effective teaching across the school.
77. The exterior of the school building is rather austere and shabby in places, but the interior is bright and cheerful with many good features. The school has a friendly atmosphere and corridors and classrooms are colourful and interesting. There is a wide range of imaginative and exciting displays, mobiles and paintings, many of them with a multicultural theme. Pupils are proud of the work they produce and the careful way it is displayed supports their self-esteem well.
78. The inadequacies in resources identified at the last inspection in information technology and geography have been addressed and the resources for these subjects are now good. They are also good for English, science, history, physical education, and for children under five. Resources for art are very good. In mathematics, music, design and technology and special educational needs they are satisfactory.
79. The local education authority provides longer-term budget forecasts to the headteacher, who in turn supplies the governors with proposed areas of expenditure to be discussed at governors' meetings. Governors monitor expenditure regularly and the headteacher provides the governing body with an analysis of where best value might be obtained on contracts or purchases for the school. All of the specific grants awarded to the school are used for their designated purposes. Additional funding to support literacy and numeracy has been used to reduce the size of teaching groups thereby enabling teachers to provide more individual attention to the different abilities of pupils. Most, though not all, of the funds allocated to special educational needs provision are efficiently used in terms of teaching and learning support time. The school is currently carrying forward approximately nine per cent of its budget, which it plans to use for toilet refurbishment and improvements to the playground.
80. With the help of the local authority the school compares itself closely with other schools in terms of its performance in national tests and the financial costs involved. It consults staff, parents and governors on spending options and makes decisions after considering competitive quotations from several sources. The school's ability to challenge and justify particular initiatives is underdeveloped.
81. The school uses new technology information effectively to produce budgetary information and data in connection national tests results. The recommendations of the previous audit report have been acted upon and reported to governors. Office staff are

efficient and helpful. They provide senior managers and governors with financial and administrative information regularly and support the school's key functions of teaching and learning well.

82. Taking into account the attainment of pupils when they enter the school, the good quality teaching they receive which results in good progress, set against the average costs of educating each pupil, the school provides good value for money

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. The governors, headteacher and staff should address the following:

- Draw on the examples of good practice that exist throughout the school, to ensure that all teachers have a range of effective strategies for managing the behaviour of pupils. *(see paragraph 28)*
- To ensure that standards of teaching are improved further, build on existing arrangements for checking the quality of teaching, by producing a clearly planned programme of lesson observations which:
 - a) takes full account of the needs of all staff including those who are new to the school and new to the age groups they teach, in order that appropriate action might be taken quickly to address any deficiencies;
 - b) involves curriculum co-ordinators in evaluating strengths and weaknesses in their subjects in order that their support and guidance may be directed to where they are most needed. *(see paragraphs 70 and 75)*
- Improve the organisation of the school's curriculum by:
 - a) reviewing the length of the taught week for Key Stage 2 pupils in the light of the recommended minimum;
 - b) reviewing the length of sessions in subjects such as science and history at Key Stage 1, some of which are too long, or lack sufficient variety, to sustain pupils' interest and concentration. *(see paragraphs 27 and 32)*

IN ADDITION TO THE KEY ISSUES IDENTIFIED ABOVE, THE FOLLOWING MINOR ISSUES SHOULD BE CONSIDERED FOR INCLUSION IN THE ACTION PLAN:

- Increase the involvement of the governors in planning how the school budget is to be spent. *(see paragraph 66)*
- Review the co-ordination of health and safety arrangements to ensure that issues are resolved swiftly, and raise the general vigilance of all staff to health and safety matters. *(see paragraph 47)*
- Ensure that teaching and non-teaching support staff are always effectively deployed to support pupils in their learning. *(see paragraph 29)*
- Ensure that pupils who are withdrawn for additional help with reading do not regularly

miss important parts of numeracy sessions and other lessons. (see *paragraph 21*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	37	31	5	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)	NA	413
Number of full-time pupils eligible for free school meals	NA	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	4
Number of pupils on the school's special educational needs register	NA	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence	%
School data	5.4
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	33	24	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	30
	Girls	19	23	22
	Total	48	53	52
Percentage of pupils at NC level 2 or above	School	84 (85)	93 (89)	91 (73)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	30	31
	Girls	21	22	24
	Total	50	52	55
Percentage of pupils at NC level 2 or above	School	88 (87)	91 (74)	96 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	30	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	29
	Girls	27	26	29
	Total	54	54	58
Percentage of pupils at NC level 4 or above	School	89 (78)	89 (75)	95 (93)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	28
	Girls	25	26	27
	Total	51	54	55
Percentage of pupils at NC level 4 or above	School	84 (78)	89 (78)	90 (80)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	23
Black – other	30
Indian	18
Pakistani	0
Bangladeshi	0
Chinese	2
White	260
Any other minority ethnic group	34

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)	14.8
Number of pupils per qualified teacher	27.9
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	168

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
	£
Total income	823,000
Total expenditure	789,000
Expenditure per pupil	1,888
Balance brought forward from previous year	41,000
Balance carried forward to next year	75,000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	1	0
My child is making good progress in school.	41	49	7	3	1
Behaviour in the school is good.	35	54	2	1	9
My child gets the right amount of work to do at home.	26	51	14	7	2
The teaching is good.	35	53	5	1	6
I am kept well informed about how my child is getting on.	28	50	17	4	0
I would feel comfortable about approaching the school with questions or a problem.	51	40	2	2	1
The school expects my child to work hard and achieve his or her best.	52	43	2	2	1
The school works closely with parents.	34	39	17	6	4
The school is well led and managed.	35	39	12	7	6
The school is helping my child become mature and responsible.	42	47	4	0	8
The school provides an interesting range of activities outside lessons.	27	48	12	8	6

Other issues raised by parents

Parents are concerned for the safety of their children at the beginning and end of the school day due to congestion caused by parents who deliver and collect their children by car.

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

84. Overall the attainment of children on entry is about average. Baseline assessment information shows that children's attainment on entry in speaking and listening is average or slightly below average. Most children have some pre-school experience but this is not the case for travellers' children most of whom have very little formal learning experience before entering school. Children begin school at the beginning of the school year in which they become five.
85. All children, including those with special educational needs, follow a broad and balanced curriculum based on the Early Learning Goals related to personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Most children are on course to achieve above average standards in all these nationally prescribed areas of learning by the time they enter Year 1. This is an improvement since the last inspection when children were judged as above average in mathematics and physical development only.
86. Staff have introduced very good systems to measure the progress that children make in all areas of learning. Good home school links have been established and parents are fully consulted about how they can support their children's learning through activities at home. Staff send a weekly 'Help me learn' book home with the children which is very useful in helping parents reinforce and extend what has been learnt in the classroom.
87. The two teachers plan effectively together. Support staff have good access to planning documents and contribute well to assessment through comments and observations.

Personal, social and emotional development

88. Children make good progress in their personal, social and emotional development due to effective and perceptive teaching, which offers many opportunities for children to work and play together. Children behave well and cooperate with one another in a variety of activities such as role-play, taking turns in games and sharing resources. They recognise daily routines and show their developing independence when entering the room in the morning, putting their lunchboxes in the trolley provided and finding their name label to put on the board as a record of attendance. They take responsibility well, washing hands and dressing themselves at break times and for physical education. Children work well independently, for example where they manipulate jigsaw puzzles and cooperate with others as when using building bricks.
89. Teaching and provision for personal and social development are good. Members of staff are very patient and set a good example to the children, showing a great deal of care and concern for them. They use their knowledge and understanding of children very well and are skilful in deciding where and when to intervene in order to take children's learning forward.

Communication, language and literacy

90. Children make good progress in the development of skills in speaking and listening due to good, well-planned and imaginative teaching and thoughtful questioning to develop children's vocabulary. Most children listen well as a class group when hearing the story of "Sally". They are confident when joining in discussion, particularly when supported by very competent staff in acting out the story of Goldilocks and the Three Bears. Children listen well to instructions, and carry them out with confidence.
91. Children make good progress in the early stages of reading. Children enjoy looking at books and know that the pictures and words have meaning. They are interested and spend time looking at books together, treating them with care. They know that English print reads from left to right and from top to bottom and they can recognise initial sounds.
92. Children make good progress with early writing skills. Teachers plan many stimulating opportunities for children to practise writing. As a result children copy letters to form their names and others practise 'magic writing'. Many children are able to recognise and write their own names. Through practical activities such as sand writing pupils reinforce correct letter formation.
93. Communication, language and literacy are well planned in both classes and teaching is very good. Children have many opportunities to develop their skills. Staff question children effectively when they are part of a group feeling the different textures of ice, flour, paste and jelly. This helps them to broaden their vocabulary in the responses that they make. Staff sensitively encourage less confident children to take part and this is supported with praise and encouragement.

Mathematical development

94. Overall progress in mathematical development is good due to effective and well-planned teaching. Teaching and support staff take all incidental opportunities to develop pupils' awareness of numbers. Children are familiar with clapping rhymes and songs. They recognise circles, rectangles, squares and triangles and are able to name them correctly. During the inspection, children used shape to make a man and this linked well with the topic on naming body parts. The children understand that one more than two is three and this is reinforced at every opportunity in connection with other activities.
95. There is a well-established programme for developing children's mathematical knowledge, skills and understanding and this includes counting and recognition of numbers. There are practical tasks such as where children use blocks to match animal shapes. They are able to use their mathematical understanding to solve simple problems related to 'more' and 'less.'

Knowledge and understanding of the world

96. Children make good progress in gaining knowledge and understanding of the world around them. They have many opportunities to develop their understanding of the world in which they live. As a result of good teaching with well-planned activities they are encouraged to explore and experiment. For example they use bottles filled with water to investigate different sounds that can be made. They use their sense of touch to examine the different texture of items such as stones, leaves, crisp bags, cotton wool and beans. Although evidence of the use of computers was clearly apparent in

previous work, there was no evidence of children using information technology in the classroom during the period of the inspection.

Physical development

97. Good progress is made in physical development. Children manipulate brushes, felt tip pens and scissors with increasing dexterity and skill. At present there is a lack of opportunity for outdoor play due to the absence of large play equipment such as wheeled toys. However, the school compensates for this by providing opportunity for pupils to use the large apparatus in the school hall regularly. Here they practise safe jumping and learn how to jump and land from large apparatus demonstrating good levels of co-ordination and control. In dance they listen carefully to music and respond appropriately to the different moods suggested. Teaching is good. Staff interact with children well by supporting and encouraging them to improve their performance in gymnastics and dance.

Creative development

98. Many valuable opportunities are provided for children to express themselves creatively. Through good, well-planned teaching children are encouraged to look closely at themselves in mirrors to help them produce self-portraits using paint. Staff invite children to dress up and take on a role in their play activities as when they act out the story of 'Smarty Pants' in literacy. They explore shape and form using play dough to make a person. Teaching is good and staff plan many productive opportunities for pupils to develop their creative abilities. For example they use songs throughout the day to encourage children in their learning. The song, 'Heads, Shoulders, Knees and Toes' is used to stimulate children's listening and observational skills. Children enjoy these occasions and respond with evident pleasure.
99. The curriculum provided for children is good and the work is sensitively matched to their abilities which ensure that they make good progress. Teaching is good overall in each area of learning and occasionally it is very good. Teaching is based on a secure knowledge and understanding of the needs of young children and how they learn. Teachers' very good planning, sound assessment of how well pupils are progressing and careful arrangements of the opportunities for pupils to explore and investigate in each area of learning, combined with timely and productive intervention, ensures that children build on their knowledge and skills progressively. All staff work together well and value each other as members of a team.
100. The quality of teaching and the provision of equipment and materials for children under five have improved since the last inspection which has resulted in the good progress that all children make in all aspects of their learning.

ENGLISH

101. Inspection evidence indicates that standards in English are above average by the age of seven and well above average by the age of 11. This is an improvement, at both key stages, on the findings of the last inspection with the greatest improvement for pupils aged 11.
102. By the age of seven, pupils' attainment in speaking and listening is above the national average. The majority of pupils listen and speak confidently in a wide range of contexts. They take an active part in discussions and report on their work to the

remainder of the class at the end of literacy sessions. By the age of 11 pupils have made good progress in their learning and standards are well above the national average. Most pupils speak confidently to express a point of view. In discussions, they listen carefully to others and ask questions for clarification. This was apparent, for example, in a Year 6 information technology lesson focusing on the planning of the school web site. Pupils showed a high level of confidence in suggesting their own ideas and negotiating agreed solutions; they collaborated effectively with one member in each group taking the lead in writing suggestions on a flow diagram. The reason for the high standards in this lesson was because the task was designed with collaborative discussion as one of main learning objectives. Opportunities for listening and speaking are effectively planned and take place in a number of subjects, but do not appear in schemes of work to ensure consistent implementation.

103. Pupils are on line to achieve above average standards in reading at age seven and well above average at age 11. These standards are an improvement on the results reflected in the 2000 national tests because the school has carefully analysed its results and has improved the way in which staff plan and teach reading during literacy sessions. The issues raised in the last report in relation to pupils' recognition of words by sight, grammatical knowledge and the use of contextual cues in reading have been fully addressed. Inspection evidence indicates that by age seven, the majority of pupils enjoy reading and are able to talk about the plot and characters in the books they read. They read with confidence and expression and make good use of the sounds of letters, pictorial and contextual cues. By the age of 11 pupils use a wide range of strategies to help them in their reading and discuss different books they have read. They use their reading skills well when they read independently. The majority predict what might happen in a story using their knowledge of the plot and characters and justify their predictions. Pupils know how to find information using library books well and they use these skills to good effect when researching projects such as that related to the Tudors in history. Pupils recall in clear detail the range of books they have read and cogently comment about their favourite book or author.
104. The school manages reading well. There have been improvements in the books and in the teaching of reading since the introduction of the National Literacy Strategy and in the positive support from parents who come to hear pupils read. Reading records are filled in regularly by pupils and include regular comments from parents. Teachers keep good diagnostic records of pupils' progress and set targets for improvement. Library facilities are of good quality, are easily accessible to pupils and include a wide range of interesting fiction and non-fiction books.
105. Attainment in writing is above average by the age of seven and by the age of 11 it is well above average. By the age of seven, the majority of pupils develop their ideas in sequence and use capital letters. They choose vocabulary imaginatively and some start reviewing books and comment on story structure. Higher attaining pupils have a good control of punctuation, write fluently with many using direct speech and speech marks. However some pupils attain below average standards in handwriting and spelling. By the age of 11 the majority of pupils write extensively and produce a variety of narrative and non-narrative texts such as play scripts and film reviews. Their writing is imaginative and varied, and demonstrates a good grasp of paragraphing and structure. Standards of spelling and handwriting are particularly high.
106. Pupils with special educational needs are supported within the classroom and occasionally withdrawn for extra help. This allows them to make satisfactory progress towards any literacy targets that are set for them and provides them with

reading and writing skills which enable them to take part in other subjects at an appropriate level. There are very few pupils with English as an additional language who are at an early stage of language acquisition and so most take a full part in English lessons with appropriate support provided by the class teachers.

107. Pupils' attitudes in English are positive in most lessons, which has a significant effect on the standards they achieve. They listen attentively during presentations and concentrate well throughout the lesson with few exceptions. In Years 3, 4, 5 and 6, pupils focus well when working on independent tasks and collaborate productively when given the opportunity. Older pupils behave maturely and are keen to do well. The positive response of pupils is a clear result of the good and very good teaching they receive.
108. The quality of teaching overall is good and has improved since the previous inspection. It is very seldom less than satisfactory and in approximately half the lessons seen teaching was very good. In Years 1 and 2, four out of five lessons were very good. In Years 3, 4, 5 and 6, over half of the lessons observed were good and in one lesson in three teaching was very good. Only one lesson was unsatisfactory. Where teaching is good or very good, learning objectives are shared with the pupils to focus their attention at the beginning of lessons and are revisited at the end to check how well they have been understood. Teachers question skilfully as in a Year 2 lesson where the teacher asked pupils for their ideas on how they might write instructions that would be clear to younger pupils. Also in Year 5 pupils were encouraged to look at the detail of the poems they were studying, through the perceptive questions asked by the class teacher. She asked them about the style and rhyming patterns whereupon pupils experimented with different styles in their own poems and successfully evaluated their results. The class sessions at the end of lessons were used effectively to consolidate learning, check understanding and in many cases to share work, with the whole class listening and reacting to the work being presented. Where teaching was unsatisfactory, this was mainly due to the lack of challenge and insufficient clarity to enable pupils to actively develop their critical response to poetry.
109. The school uses the literacy framework effectively as a basis for all English work. Planned improvements have led to clearer planning and better books to be used to teach reading, together with a well planned cycle for developing pupils' ability to write at length based on the literacy weekly programme. Very effective assessment procedures have been developed with samples of work being analysed and the use of targets to help the planning and teaching of guided reading. Evaluation arising from the weekly planning is well used to target individual needs. The coordinator has good expertise and works hard with other colleagues to secure improvements, which are having a positive impact on standards.

MATHEMATICS

110. Inspection evidence shows that pupils at age seven attain above average standards and well above standards at age 11. Standards are similar to those at the time of the last inspection for seven year olds but have improved at age 11.
111. Seven year olds are above average and pupils, make good progress in their learning. Pupils with special educational needs and those whose first language is not English make satisfactory progress in relation to the targets on their individual education plans. All pupils learn to count accurately and begin to understand how to use mathematics in everyday situations such as in Year 1 where they use coins to pay for

items in a shop and count the change that is given accurately. In Year 1 pupils know the properties of simple two-dimensional shapes and can use these shapes to make repeated patterns. Pupils in Year 2 competently use their knowledge of simple addition and subtraction to solve simple word problems involving numbers in real life. By the age of seven most pupils, including those with special educational needs, are competent in using a range of methods to solve simple problems and to explain their workings.

112. By the age of 11 attainment in mathematics is well above the national average and pupils make good progress in their learning due to close analysis of test results in Years 3, 4, 5 and 6. This has led to arrangements whereby Year 6 pupils are taught in smaller groups where their individual needs can be met more easily. Pupils with special educational needs make satisfactory progress overall, although in Year 6, where these pupils are taught in a small groups, they make particularly good progress in their learning. Pupils in Year 4 count in fives confidently and use this strategy to multiply three digit numbers and to find the difference between two numbers. In Year 5 pupils recall how to double numbers to 100 and in Year 6 pupils find the percentages of whole numbers. By the end of the key stage pupils are competent in using a range of strategies to work out problems in their head and to explain their method.
113. During the main part of the numeracy lesson pupils use and apply their knowledge of mental calculations very well. By the age of 11 they interpret data on a simple pie graph in percentages and fractions. A small group of lower attaining pupils in Year 6 understand halves and quarters and begin to recognise, understand and use simple equivalent fractions. Pupils in Year 3 recall the properties of three-dimensional shapes and explore the different shapes that can be made with four cubes. In Year 4 pupils confidently classify regular and irregular polygons. They use measuring skills accurately to construct a skeleton cube. In Year 5 pupils record and interpret information accurately from a range of graphs, including bar charts.
114. The quality of teaching is good at both key stages and no unsatisfactory teaching was seen, which is an improvement on teaching for Years 1 and 2 from the previous inspection. Lessons are well planned using the numeracy framework and teachers are well supported by the co-ordinator, who checks planning effectively to ensure progress.
115. The school acknowledges that the structure of the National Numeracy Strategy is already contributing to better lesson planning, leading to more clearly focused teaching based on realistic expectations of what pupils are able to achieve. This has resulted in improved standards for all pupils throughout the school. Learning objectives in lesson plans are clear. In the best lessons they are shared with the pupils at the beginning of lessons and revisited at the end to check pupils' understanding. The pace of lessons is usually brisk and mental mathematics sessions at the start of the lessons are used well to develop mental and oral skills. Teachers effectively target individuals with appropriately challenging questions to assess their understanding and to allow pupils to explain their methods of working. This not only demands that they think carefully about the mathematical operations involved but also how they might explain this clearly to others. Behaviour in lessons is often good and pupils respond well to the challenging tasks that are set for them. Teachers are skilful at using mistakes as positive teaching points during lessons, which has a positive effect on learning. Where there are weaknesses in teaching mathematics, the final whole-class sessions are very brief, activities are very teacher directed and there is not always an appropriate range of activities set, to meet the

needs of the different ability groups within a class. Where teaching is very good, questioning is carefully targeted to meet the needs of individuals. Teachers use a very effective range of teaching strategies to ensure that pupils understand difficult concepts, including practical lessons on teaching fractions to older pupils in a Year 6 class. In this very good lesson the teacher used information on children's television programmes represented in a pie-chart to help understand the relationship between fractions and percentages.

116. Assessment procedures for mathematics are good and a wide range of teacher assessment tasks, optional tests and standardised tests are used. The co-ordinator uses information from previous test papers effectively to identify needs. For example she knows that a high emphasis needs to be put on data handling, problem solving and investigations. The school is beginning to use individual pupil's results to track progress, make predictions on expected levels of attainment and to set targets. They also use information from baseline assessments and results from the test for seven year olds to identify groups of pupils who need additional support. All this is having a positive impact on standards in mathematics throughout the school. Resources are satisfactory and regularly inspected by the co-ordinator. The co-ordinator has worked hard and successfully to raise the profile of mathematics, for example a meeting and a display of pupils' work and resources has been held to introduce the numeracy strategy to parents, together with a mathematics week and a day when everyone wore "a mathematical item of clothing". These events have had a positive impact on pupils' learning by encouraging them to see the importance of mathematics and its relevance to everyday life.

SCIENCE

117. Pupils' attainment is average at age seven and above average at age 11. Standards in experimental and investigative science have improved particularly, since the last inspection when they were judged to be unsatisfactory throughout the school. Improved leadership of the subject, staff training in investigative science, leading to greater teacher confidence have contributed to the improvements which have been made.
118. Pupils with special educational needs are well supported and consideration is given to their development of scientific concepts.
119. Pupils make sound progress in Years 1 and 2 and good progress at Years 3, 4, 5 and 6. There are many instances of pupils making good progress in their learning as a result of the well-planned and thoughtful teaching they receive.
120. Pupils make sound progress overall through Years 1 and 2. In Year 1 lessons which are too long, planning is insufficiently detailed and resources too few, to enable all pupils to make the progress they should. In Year 1 pupils know the features of healthy plant growth and conduct experiments to find out which conditions are necessary to ensure that plants grow healthily. Pupils in Year 2 build on previous knowledge effectively where they learn about the need for a balanced diet and understand the difference between healthy and unhealthy food.
121. Pupils make generally good progress as they pass through Years 3, 4, 5 and 6 largely because of the good and very good teaching they receive in Years 5 and 6. Here lessons are interesting and have a clear sense of purpose. Teachers manage pupils well as they work in groups and as a result pupils make significant gains in their understanding of how to perform a controlled test. Year 3 pupils classify foodstuff

according to their sugar content but progress in learning is unsatisfactory due to the constant interruptions from a minority of pupils in one class, which demand the class teacher's attention and slows the pace of the lesson.

122. The behaviour and attitude of pupils are generally good and most are very keen to learn. They show confidence in themselves and a notable interest in the subject. Pupils co-operate well with others, for example in Year 4 where they worked noisily but productively in groups on the simple filtering of different materials. They share ideas enthusiastically and take turns with equipment fairly. However there are some pupils in Year 1 and Year 3 who do not sustain their concentration and their behaviour has an adverse effect upon their own progress and that of their classmates.
123. Teaching is good overall with examples of very good teaching in one lesson out of four. This is an improvement on the situation at the time of the last inspection. In Years 1 and 2 teaching is satisfactory overall. Teaching is very good in Year 6 and unsatisfactory in a small number of lessons at the beginning of the key stage.
124. In the best lessons teaching helps pupils to learn at a good pace and standards are high. Teachers have good subject knowledge and employ a confident approach as in a lesson on filtration in Year 6, which was taught by the science co-ordinator. They have high expectations and planning is thorough. Teachers explain lessons clearly, question pupils incisively to check their understanding and make good use of resources. Health and safety issues are considered carefully and there are clear learning objectives, which are shared with pupils. These are revisited at the end of the lesson to establish what pupils have learnt. In some lessons a strong link with the development of literacy skills is created, where pupils discuss with others and write down the outcomes of their experiments.
125. Where teaching has less impact or is unsatisfactory planning lacks detail and does not define clearly what is to be learnt in the lesson. Objectives are not shared with pupils and resources are insufficient to maintain the interest of pupils or the pace of their learning. In a minority of lessons poor control of behaviour adversely affects the quality of pupils' learning.
126. The recently appointed co-ordinator has developed a new policy and scheme of work and they have had lead to better planning in the majority of lessons. Teacher confidence and subject knowledge have developed well through in-service training and support, whilst the scrutiny and evaluation of pupils' past work are used to identify areas of science which need to be improved. The written tests completed by pupils are carefully examined to develop school strategies for raising attainment but as yet there is no direct monitoring of teaching. Resources to support teaching are good and are used well.

ART AND DESIGN

127. Standards are as expected for pupils at ages seven and 11 as they were when the school was last expected. Pupils make satisfactory progress throughout the school.
128. Pupils use a variety of materials, techniques and tools and work with increasing accuracy and attention to detail. They discuss their work and make decisions regarding technique and choices of colour, as in Year 6 when pupils set up their own still life groups and used a range of media to demonstrate texture shape and colour. Pupils also discuss techniques using technical terms such as 'cross hatching' and 'continuous shading'.

129. Pupils' own art demonstrates a range of styles and techniques and shows a good understanding of the paintings of famous artists such as Picasso, and Millais. There are examples of computer generated patterns in the style of Mondrian compared with further examples drawn by hand.
130. There are many displays of pupils' work and the quality of display is good and made more interesting where pupils pose written questions for their classmates connected to their work.
131. The subject makes a satisfactory contribution to pupils' cultural development, as seen in their display of mandalas as part of pupils' work on Buddhism and hand patterns related to Hinduism.
132. The quality of teaching in two of the three lessons observed was good and the third was satisfactory. Teachers prepare lessons well and plan effectively. They praise and encourage pupils as they work and possess sufficient knowledge of the subject to enable them to offer appropriate guidance on style and technique. As a result pupils enjoy art. They talk enthusiastically about what they are doing, and work with care and concentration.
133. A development plan has been formulated for the subject and monitoring for teachers has been included during this school year. The resources provided by the school are very good and enable pupils to work with a variety of media which contributes positively to the standards they attain.
134. There is an after-school art club which has produced a range of artwork including a group painting which is prominently displayed in the school. This activity allows pupils to build on skills which they learnt in lessons in a way that they are unlikely to be able to do at home.

DESIGN AND TECHNOLOGY

135. Pupils at ages seven and 11 attain standards expected for their ages. Pupils throughout the school make satisfactory progress in their learning. Standards have been maintained since the previous inspection in Years 1 and 2 and improved in Years 3, 4, 5 and 6.
136. By the age of seven most pupils generate ideas for a model and plan what to do next based on their experience of working with materials and components. They choose appropriate tools, techniques and materials, explaining their choices. The teacher in Year 1 provides a range of vegetables and pupils use this to assemble a colourful salad face. They include a shopping list with their design and the activity is linked well to the importance of healthy eating. Pupils make and decorate Olympic medals well using clay. In Year 2 pupils design and make sculptures from natural materials and wheeled vehicles using a range of materials. They satisfactorily evaluate their vehicles once they are completed, by testing how well they run.
137. By the age of 11 pupils satisfactorily work with a wider variety of materials demonstrating increasing accuracy. They pay particular attention to the quality of finish and the purpose for which the item is intended. In Year 3 pupils design and make salt-dough fridge magnets and pupils in Year 4 satisfactorily make a lever mechanism to include in a book for younger pupils. In Year 6 as part of a project on world faiths, pupils design and make 'Rakhis', which are bracelets given to boys by

Hindu women and girls, during Raksha Bandhan. This contributes well to pupils' awareness of cultures other than their own.

138. The quality of teaching was good overall and occasionally very good. Teachers have secure subject knowledge and effective use is made of the national scheme of work. This has improved teachers' planning which in turn has contributed to better standards. Teachers give clear explanations of tasks and demonstrate techniques well, for example in Year 4, where the teacher explained the steps involved in making a book with moving parts for younger pupils. Pupils are enthusiastic and respond well in lessons and this has a positive impact on their learning.

GEOGRAPHY

139. Attainment is as expected for pupils aged seven and 11. Pupils make sound progress in their learning as they pass through the school.
140. In connection with a theme on harvest, pupils in Year 1 learn about different types of food that are eaten around the world. Many identify flags from different countries based on a previous lesson and several locate the respective countries of the world on a large map, with good prompting from the class teacher. They select items of food from a central basket and identify the most likely country of origin: Kiwi fruit - New Zealand, pasta - Italy, bananas - St Lucia. The class teacher gives extra meaning to the activity by relating pupils' contributions to their own circumstances and ethnic backgrounds, with the result that pupils respond with comments such as 'My dad lives in Jamaica and bananas grow there too.'
141. In Year 3 pupils understand the factors which influence planning and develop their own opinions on how an area might be improved. However, the response from some pupils to practical fieldwork in a local park is unsatisfactory which has a detrimental effect on their learning and that of other pupils. They behave inappropriately and demand an undue amount of the class teachers' attention. Mapwork is clearly displayed in all areas of the school and the whole school recently took part in an event with a geographical theme - the week dedicated to One World. This helped pupils to appreciate the contribution that people of all nations make to the world.
142. At age 11, pupils make detailed comparisons of an Indian village with their home environment. They understand the importance of location and how this affects the lives of the people living there. They use data and maps well in their studies of other countries.
143. Teaching is satisfactory overall. Teachers plan effectively, explain the subject matter clearly and make good use of resources. They question pupils well which helps the teacher decide how much learning has taken place. Where it is unsatisfactory teachers do not manage the behaviour of pupils effectively when working outdoors. Pupils do not respond appropriately and the quality of learning is unsatisfactory.
144. Resources are good but there is too little time allocated to geography and as a result the subject is not taught in sufficient depth.

HISTORY

145. Standards in history are as expected for pupils at age seven but exceed those normally found at age 11. This is an improvement on the position at the time of the last inspection.

146. Year 1 pupils consider the characteristics of each season and put the four seasons into the correct order. Pupils' responses are satisfactory although a few do not concentrate well when lessons are too long and teaching methods are insufficiently varied. As a result they do not make enough progress. In Year 2 pupils study the Victorian era using an excellent range of artefacts provided by the teacher to make learning more interesting. The majority know about the passage of time and understand why people acted in certain ways; for example, they realise why heated blocks of metal were used in an iron as there was no electricity available. Generally they respond well. The majority are engaged in such activities and progress is satisfactory. However small groups of pupils do not concentrate fully and prefer to play with the artefacts rather than use them for the purpose for which they are intended.
147. In Year 5 pupils have a clear knowledge of the main events and personalities of the Tudor age and an understanding of the similarities and differences of the period when compared with the present time. They use appropriate research skills and take a pride in their work, for example in finding information on Henry VIII's wives. They apply themselves well and are enthusiastic in their studies. Pupils question others appropriately during role-play activities. They make good use of their literacy skills to support work in history where they write down facts they know about Jane Seymour and Anne Boleyn.
148. Teaching is sound overall with examples of very good teaching in Year 5. This marks an improvement since the last inspection. In Years 1 and 2 planning is variable and in some cases lacks sufficient variety to maintain pupils' interest. Lessons can be rather long and some lack pace. This factor is particularly noticeable when history lessons follow other lessons where pupils have already been sitting for long periods. In very good lessons planning is detailed and of high quality. Teaching methods and lesson organisation are very good, particularly in the role-play activities where they have a favourable impact on standards. Expectations of pupils' behaviour and attainment are high and pupils respond accordingly; they behave well and try hard to succeed.
149. Resources are good and are used well, however there is insufficient time allocated to history in Years 3, 4, 5 and 6 and as a result topics are not covered in sufficient depth in all classes.

INFORMATION TECHNOLOGY

150. Pupils' attainment by the end of both key stages is in line with national expectations, which is an improvement on the position at the time of the last inspection.
151. Pupils in Year 2 plan for the use of a graphics programme to develop an image of a house. They draw designs using basic shapes like squares and triangles and compare this to the image created on the computer. The co-ordinator teaches all classes on a regular basis. She is knowledgeable and explains operations clearly. As a result pupils use their recently acquired skills confidently to select appropriate icons and tools to carry out the tasks that are set. All aspects of the information technology curriculum are covered at different stages as pupils pass through the school.
152. Pupils in Year 3 experiment with a graphics programme to create an image of fireworks against a night sky. The co-ordinator plans the lesson well and draws

effectively on what pupils have learnt in a previous lesson in order to develop their understanding further. They know how to 'log on', using the mouse and keyboard and select colours to produce the effect of fireworks. The majority of pupils know how to save their work but several are unsure about how to retrieve it.

153. In Year 6, pupils planning the school web site, identify and discuss what would make a good site. The class teacher introduces the subject very clearly and questions pupils effectively to gather their ideas for web pages. She listens carefully to their comments and responds positively to all ideas offered which supports pupils' self esteem well. Consequently pupils are very forthcoming and offer ideas confidently, secure in the knowledge that their views are valued. They share ideas in groups, with each group considering a web page which takes into account the needs of different audiences, such as parents and pupils. They think about what sort of information each might need and decide how this could be portrayed using scanners to produce pictures. Pupils are aware of the impact of multimedia facilities and how they are used to produce special effects. They understand how to change fonts, save and retrieve that which they have created and know how to scan in pictures to produce a desired effect.
154. Pupils including those with special educational needs and English as an additional language achieve appropriately. This is mainly reflected in the confidence with which pupils approach new skills and in the sophistication of software they use.
155. The quality of teaching is good and occasionally very good in four out of the six lessons observed and satisfactory in the other two. The majority of lessons seen during the week of inspection were taught by the co-ordinator in the information and communication technology suite. Lessons were well structured and had clear learning objectives. The co-ordinator explains new skills clearly, using visual illustrations well to explain steps to be followed, and skilful questioning to focus pupils' attention on the key learning points. Pupils set to work in pairs with confidence as a result, and benefit from the teacher's skilled intervention and guidance as they work.
156. Provision since the last inspection has improved substantially with much of it provided in the information and communication technology suite. The co-ordinator has good subject knowledge and works alongside colleagues often taking the lead in teaching and providing good training for them in the process. Information and communication technology is currently underused in connection with other subjects but this has already been identified as a priority for development. Other priorities focus on the development of staff expertise and the use of electronic mail for international links. Good use has been made of funding to set up the technology suite and targets set for two years in a five-year development plan have been effectively implemented.

MODERN FOREIGN LANGUAGES

FRENCH

157. Only one lesson in French was observed during the inspection and there was insufficient retained work for a judgement to be made on standards or the quality of French teaching.

MUSIC

158. Overall attainment in music is as expected for the ages of the pupils at seven and 11. Pupils make satisfactory progress. Insufficient music was seen during the last inspection for a judgement to be made on standards in the subject.
159. In Year 2 pupils understand the terms 'pitched' and 'unpitched' and use instruments to produce long and short sounds. They played a 'pass the sound' game showing satisfactory control of their instruments and knowledge and understanding of the properties of sound.
160. Year 4 pupils recognise the sequences of sounds and differentiate between those with a beat and those without. They use a range of instruments demonstrating careful control to produce examples of music with and without a regular beat. Pupils sing simple songs in two parts such as 'Frere Jacques' and 'London's Burning' and maintain pitch and control satisfactorily. Pupils sing regularly in assemblies, sometimes accompanied by the school caretaker who plays the guitar. They sing tunefully and with enthusiasm.
161. The quality of teaching and learning is satisfactory. When lessons are good, pupils practise correct techniques carefully when using instruments. They work co-operatively when developing sequences of sounds. Pupils with special educational needs are fully integrated into practical classroom activities. When lessons are unsatisfactory, teachers' subject knowledge is poor pupils are not on task and show little interest in the activity.
162. The extra-curricular provision for music is a good feature of the school's work. The school invites members of the peripatetic music service to give performances during the year and the choir and the band perform both in the community and for the school. Selected pupils represent the school at local song festivals and concerts.

PHYSICAL EDUCATION

163. Standards in gymnastics and games are as expected for the ages of the pupils which is broadly as they were at the time of the last inspection. Due to timetabling arrangements it was not possible to see all aspects of physical education. Year 5 pupils attend a local pool regularly throughout the year for swimming lessons but these were not observed during the inspection.
164. Pupils in Year 1 explore different ways of hopping and skipping in gymnastics. They move forwards, backwards and sideways demonstrating with good control, and change direction in response to a signal given by the class teacher. They think carefully about how they will develop their movements into sequences and through effective guidance from the class teacher practise their movements carefully and with good co-ordination. In gymnastics pupils in Year 2 demonstrate strong and light movements. They travel imaginatively and develop their movements well on large apparatus. In games they practise skills learnt earlier. They throw and catch over increasing distances demonstrating satisfactory levels of skill.
165. Pupils in Year 3 practise jumping in various ways. They understand how to move around the hall quickly and safely, changing direction with good control responding well to a given signal from the class teacher. As they progress through Years 4, 5 and 6 pupils develop additional skills associated with tennis, football and netball, such as controlling the ball, passing and dribbling. Teachers have very good subject knowledge and provide timely guidance and instruction that allow pupils to build effectively on skills they already have.

166. Pupils evidently enjoy physical education and most respond well to the predominantly good and occasionally very good teaching they receive. Teaching is never less than satisfactory. Overall pupils behave well in lessons and through teachers' effective use of praise they are encouraged to apply themselves fully to the tasks they are set. An exception to this is in a small minority of lessons where the teachers' strategies for managing the behaviour of a few pupils are not fully effective. Most pupils work with good concentration and co-operate well when working in groups. Pupils in Years 3, 4, 5 and 6 receive some specialist teaching where their learning benefits from the good quality guidance they receive. Although all teachers use the performance of individual pupils well as examples to others, they do not always make use of these demonstrations fully to refine the skills of other pupils.
167. A new policy has been written but has yet to be discussed and agreed by staff. The wide range of extra-curricular activities of a sporting nature open to all pupils, including competitions against other schools for older pupils, are strong aspects of the school's provision. This does not support the concern expressed by a minority of parents about the range of activities available to pupils.