

INSPECTION REPORT

Sheringdale Primary School

Southfields
London

LEA area: Wandsworth

Unique reference number: 101026

Headteacher: Mrs Joan O'Pray

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 2nd – 6th October 2000

Inspection number: 189264

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Standen Road
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London

Postcode: SW18 5TR

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Appropriate authority: The Governing Body

Name of chair of governors: Dr Beryl Leigh

Date of previous inspection: July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Patricia Davies 22460	<i>Registered inspector</i>	Mathematics; Art and design; Design and technology; Pupils with English as an additional language; Equal opportunities.	What sort of school it is; The standards the school achieves; How well pupils are taught; How well the school is led and managed.
Christine Haggerty 13807	<i>Lay inspector</i>		Pupils' attitudes' values and personal development; How well the school cares for its pupils; How well the school works in partnership with parents.
Nina Bee 18709	<i>Team inspector</i>	Science; Information and communication technology; Physical education; Foundation stage; Pupils with special educational needs.	
Stephen Parker 23658	<i>Team inspector</i>	English; Geography; History; Music; Religious education;	How good are the curricular and other opportunities offered to pupils.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sheringdale is a one-form entry school of 236 pupils. It is about average in size, but has grown since the previous inspection and is over-subscribed. There are slightly more girls than boys; particularly in Year 2. The proportion of pupils eligible for free school meals has dropped to 8 per cent, which is below the national average. The percentage of pupils with special educational needs remains about the same at 21 per cent, which is broadly in line with national averages. One pupil has a statement. The school now has pupils from a greater range of ethnic backgrounds. The proportion of pupils with English as an additional language remains high at 22 per cent, with 4 per cent at the early stages of learning English, and 6 per cent of pupils are supported through additional funding. Last year just over 10 per cent of pupils moved in and out of the school. There has been some disruption to staffing over recent years. When children enter the reception class their overall attainment is above national expectations.

HOW GOOD THE SCHOOL IS

Sheringdale is an effective school. Pupils are happy, and benefit greatly from many interesting and stimulating experiences beyond their everyday classroom activities. Standards in speaking and listening, in reading and mathematics are above national expectations for pupils in the current Year 6, and are in line with national expectations in writing and science. However, pupils make satisfactory progress overall as they move through the school, and their behaviour and attitudes to learning are good. The quality of teaching is satisfactory overall, with high quality teaching in the nursery and reception classes, and in lessons that are supported by specialist staff. Leadership and management are satisfactory. The unit cost of expenditure for each pupil is high. When all these factors are taken together, the school is currently giving satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- In reading, mathematics and art, standards are above those expected. In music, pupils make very good progress and, by the time pupils are 11, standards are well above.
- Children make a good start in the nursery and reception classes, where teaching is of a very high quality;
- There is strong provision for moral and cultural development, and as a result pupils value each other and relationships are very good throughout the school;
- The curriculum is enhanced by an exciting range of additional experiences, and pupils take part with huge enthusiasm;
- Parents' involvement in the school gives a high level of support to their children's learning;
- Very good accommodation provides a stimulating learning environment.

WHAT COULD BE IMPROVED

- Standards of achievement in writing and information and communication technology, in all subjects for all pupils;
- The use of assessment information to help teachers plan activities that are more closely matched to the needs of individual pupils;
- The monitoring of how the curriculum is planned and taught to ensure consistent progress in all subjects as the pupils move through the school.

The school is already focusing on these areas to bring about improvements. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was last inspected in July 1996. Whilst test results for 11 year olds have been below the national trend, the most recent results in 2000 have risen, particularly at the higher levels in reading, science and mathematics. In order to improve standards, the school has introduced focused teaching of particular groups at Key Stage 1 and 2. In response to key issues in the last report, good assessment and monitoring procedures have been introduced, but these are not yet having enough impact on the quality of planning and teaching to meet the needs of all pupils. The school has prepared itself well for new national curriculum requirements, and standards in design and technology now meet what is expected nationally. Good improvement has been made to security arrangements. The capacity for future improvement is sound.

STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	All schools			similar schools	
	1997	1998	1999	1999	
English	C	A	C	C	well above average A
Mathematics	B	C	C	C	above average B
Science	B	C	B	B	Average C
					below average D
					well below average E

Results have fluctuated over time, this is partly because year groups are small and the attainment of each year group varies on entry to the reception class. In addition, the percentage of pupils with English as an additional language has increased at Year 6 over recent years, as has the proportion of pupils who move in and out of the school. Inspection evidence shows that the current Year 6, early in the school year and with new staff, are achieving above national expectations in their speaking, listening and reading skills and in mathematics, whilst achievement is in line with national expectations in writing and science. At Year 2, current standards are above national expectations in English, mathematics and science. Pupils are achieving very well in music, and well in art. Achievement in all other

subjects is satisfactory, but is unsatisfactory in information and communication technology, and in geography at Key Stage 2. Pupils are satisfactorily meeting the learning objectives of the locally Agreed Syllabus for religious education. The school's targets for 2000 were exceeded. Those for the current Year 6 will be reviewed this term.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. All pupils enjoy coming to school. They respond with enthusiasm to whole school projects, and this has resulted in a strong sense of corporate achievement.
Behaviour, in and out of classrooms	Pupils behave well and this has a positive effect on learning. Sometimes noise levels are too high during classroom activities. No incidents of bullying were seen during the inspection. There has been one temporary exclusion.
Personal development and relationships	Relationships throughout the school are very good. Whilst personal development is satisfactory, pupils do not have enough opportunities to be independent learners.
Attendance	Satisfactory, but not as high as it was because of holidays taken during term time. A very small number of pupils are regularly late for school.

TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory. Teaching was satisfactory or better in 91 per cent of lessons, of which 28 per cent was good and 32.5 per cent very good. Teaching was unsatisfactory in 9 per cent of lessons. However, the quality of teaching is not consistent across the school. A significant majority of the strongest teaching was in the nursery and reception classes, and where specialists were supporting class teachers, for example in music and physical education. In the most effective lessons, pupils respond with enthusiasm to challenging and stimulating activities, and consequently achieve well. The most significant weakness is in planning activities to meet the needs of all pupils. Reading and speaking skills are well taught, as is mathematics at Key Stage 2, where the Numeracy Strategy is having a positive effect. Science, and mathematics at Key Stage 1, are satisfactorily taught. However, the writing skills of proof reading and checking for accuracy are not sufficiently encouraged. There is not enough teaching of information and communication technology in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Suitably broad, but not balanced, as there is a wide variation in the amount of time allocated to subjects. Weekly planning systems are consistently used, but do not encourage detailed planning for individuals and groups of pupils. The very high quality of extra curricular experiences is a significant strength.
Provision for pupils with special educational needs	Satisfactory. Pupils with specific difficulties are well supported in lessons, and pupils make satisfactory progress against the targets in their individual education plans.
Provision for pupils with English as an additional language	The specialist support teacher gives good support to those pupils at the early stages of learning English, and there is effective liaison with teaching staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, and a strong area of the school's work. Opportunities for moral and cultural development are very good, and they are good for spiritual and social development.
How well the school cares for its pupils	Satisfactory overall, with strengths in the monitoring and promotion of good behaviour. Child Protection procedures are good, and staff know pupils well. There are good systems for assessing pupils' progress and achievement, but these are not yet effective enough in guiding the planning of future work and raising standards.

The school has good links with parents, and the information it provides is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives thoughtful leadership, and is committed to enhancing pupils' experience through exciting whole school projects. Her sensitivity to pupils' moral and social development results in high quality relationships. Staff work hard and conscientiously, but the effectiveness of the senior staff team is currently adversely affected by the temporary absence of key co-ordinators.
How well the governors fulfil their responsibilities	Supportive, well-organised and informed. Key governors have a good understanding of issues facing the school and are keen to improve standards. The role of the governing body in critically evaluating the outcomes of the work of the school is developing.
The school's evaluation of its performance	There are now good procedures for monitoring, but these are not yet fully effective in improving either the consistency of teaching quality or planning to meet the needs of all pupils. Assessment systems have also been developed well, but are not yet making enough impact on planning future work.
The strategic use of resources	Satisfactory. Specialists, particularly for music and physical education, are well used to raise standards. The use of the principles of Best Value is satisfactory.

Staffing levels and learning resources are good, and the accommodation is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are well taught; • Children like coming to school; • Behaviour is good. 	<ul style="list-style-type: none"> • The amount of work children are expected to do at home; • How well they are informed of their children's progress; • How closely the school works with home and responds to questions and problems.

Inspection findings largely reflect parents' positive views of the school. The school has already begun to respond to the concerns of parents about homework and communication.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although assessments taken when children first enter the reception class show that attainment varies each year, their overall attainment is above national expectations when they join this class. Children make good progress during their time in the nursery and reception classes because the teaching is of a high quality. Many make very good progress in the development of their speaking and listening and personal and social skills because there is constant support for language development in all areas of learning. By the end of the Foundation Stage, the children are achieving standards that are above national expectations in all areas of their learning.

2. In the national tests for 11 year olds in 1999, pupils achieved standards that were broadly in line with national averages in English and mathematics, and above national averages in science. The results were the same when compared with those schools having similar percentages of pupils eligible for free school meals. The proportion of pupils reaching the higher Level 5 was above the national average in English and mathematics, and well above in science. A small percentage achieved Level 6 in mathematics. Results of the most recent tests taken in 2000, show improvements in all three subjects, particularly in relation to the proportion achieving the higher Level 5 in mathematics and science. In English, the improvement was mainly due to an increase in the percentage of pupils gaining the higher level in reading, but fewer pupils reached this higher level in writing than in 1999. Calculations have yet to be confirmed, but these results indicate standards that are very high in science, well above the national average in mathematics and above average in English. In comparison with similar schools, the 2000 results place science well above the national average, mathematics above and English, below.

3. Over recent years, test results for 11 year olds have varied in all three subjects, and the overall trend in results has been below the national trend. However, year groups are small and these variations reflect the differences shown in initial assessments when children join the reception class. In addition, the proportion of pupils with English as an additional language, and the proportion joining the school other than at the first point of entry to the Foundation Stage, has increased in the Year 6 classes over recent years. So, too, has the range of ethnic backgrounds represented within the school community. These factors combine to influence results. However, in relation to those schools achieving similar results in national tests at the end of Key Stage 1, the progress of pupils who took the Key Stage 2 tests in 1999 has been very good. The school's Key Stage 2 targets for the national tests in English and mathematics were exceeded for 2000. The school has renegotiated its targets for the current Year 6 a little below those for 2000, as a result of a realistic appraisal of assessment information. These, however, will be reviewed this term to ensure that they are challenging enough.

4. In the national tests for seven year olds in 1999, pupils achieved standards that were above national averages in reading and writing, and well above the national average in mathematics. These results were the same when compared with similar schools. The proportion of pupils achieving the higher Level 3 was well above the national average in mathematics, and above the national averages in both reading and writing. Results of the

most recent tests in 2000, show an improvement in reading, but not in writing. Results have remained largely similar in mathematics. Whilst pupils' performance in these tests has remained above national averages overall in reading and writing over recent years, it has fallen in mathematics. Test results also show some variation in the performance of boys and girls in all three areas. This is most marked in mathematics, where test results show that boys are under-performing in relation to girls. However, the trend in mathematics is reversed in the tests for 11 year olds, where boys out-perform girls. The school is planning to track the progress of different groups of pupils in greater detail in order to analyse why this is happening. Teacher assessments of the performance of seven year olds in science in 1999, showed standards to be below national averages overall, but close to the national average for the higher Level 3. These results were well below those of similar schools, but close to the national average at the higher Level 3. Teacher assessments in science for 2000 were broadly similar, but with more pupils achieving the higher Level 3.

5. Inspection evidence indicates that overall, pupils in the current Year 6, at an early stage of the school year and with new staff, are achieving standards that are above national expectations in speaking and listening and reading skills, and in mathematics. Current standards in writing and science are in line with national expectations. In the present Year 2, current standards are above national expectations in English, mathematics and science. All pupils make satisfactory progress overall as they move through the school, but greater achievement is inhibited by lack of consistency in planning work to meet the needs of individuals and groups of pupils. Furthermore, pupils do not receive enough encouragement in developing independent learning habits, most notably in English, where checking and proof reading of their work is not sufficiently promoted. It is clear that where pupils are given challenging and stimulating work, and activities are well matched to their ability, they readily respond and make rapid progress. Standards in mathematics are being positively affected by the introduction of the Numeracy Strategy, and by the co-ordinator planning and working with new staff. Standards in science are being lifted at the end of Key Stage 1, as a result of good quality teaching by the science co-ordinator. The school has also introduced focused group teaching in English at Key Stages 1 and 2 to help raise achievement. However, although assessment procedures have been well developed, they are not yet having enough impact on the planning of future activities to meet the needs of all pupils consistently.

6. Most pupils are confident speakers, although they often speak quietly. In Year 2, they take an active part in discussion and extend their ideas when encouraged. Pupils at Key Stage 2 listen to the views of others, and successfully negotiate the solution of problems during group work. Technical vocabulary is well used, and all these skills help pupils to explore ideas effectively in all subjects. Throughout the school, pupils are enthusiastic about reading. In Year 2, pupils sound out words to read them correctly and show a good understanding of the text. By Year 6, pupils read longer books for sustained periods. They are keen to identify and talk about their favourite books, and explain the reasons for their preferences. They use non-fiction material confidently to find information, but their library skills are less well developed. Through the school, pupils write for an increasing range of purposes, although there is less creative and personal work than reported at the time of the previous inspection. By Year 2, pupils use a wide range of vocabulary and include storybook conventions in their writing. By Year 6, pupils write effectively in poetic form, and express information clearly. However, the use of paragraphs is not well established. The most

significant weakness in writing is the high level of inaccurate spelling and punctuation, even when work is copied. Pupils have not developed the habit of proof reading their work either in English or in other subjects. They also have limited opportunities to write in other curriculum areas. Although standards of handwriting are satisfactory, presentation is often unsatisfactory in exercise books, although it is better in displayed work.

7. In mathematics pupils have confident number skills, and competently explain their strategies for calculating answers. By Year 2, pupils are familiar with the ten times table and many are working beyond a hundred. They are gaining a good awareness of linear standard measures. By Year 6, middle and some lower attaining pupils, make accurate mental calculations with one and two digit numbers and identify equivalent fractions, percentages and decimals to two places. Higher attaining pupils methodically tackle investigations, hypothesising and checking their answers for accuracy. In science, all pupils develop scientific vocabulary and gain knowledge in all aspects of the subject, although, at Key Stage 1, sometimes without enough depth. In Year 2, pupils clearly explain their knowledge of the importance of exercise and a healthy diet, and make predications about the effects of exercise. Lower attaining pupils do this with the help of supporting adults. By Year 6, pupils have developed their investigative skills further. They link cause and effect, plan and develop investigations, use measurement and record their findings.

8. By the time the pupils leave the school, standards are very high in music, particularly because of the use of visiting specialists. Standards are also high in art, encouraged by the school's commitment to exciting whole school projects. Achievement is satisfactory in all other subjects except geography at Key Stage 2 and in information and communication technology throughout the school. Standards are unsatisfactory in information and communication technology because pupils neither receive enough teaching of skills, nor have enough opportunities to use computers. The learning objectives of the locally Agreed Syllabus for religious education are satisfactorily met.

Pupils' attitudes, values and personal development

9. Pupils have good attitudes to school and their learning. They generally behave well in lessons and around the school. These positive findings were endorsed by parents in their questionnaires and at their meeting before the inspection. Relationships throughout the school are very good. Boys and girls of all cultures play well together during break times, and there is a strong feeling of community in the school. Pupils' behaviour and attitudes were satisfactory or better in 93 per cent of lessons, good in 23 per cent and very good in 30 per cent. They were unsatisfactory in 7 per cent of lessons. Behaviour and attitudes were at their best in the nursery and reception classes, and in lessons that were enhanced by the expertise of visiting specialists, for example in music and physical education. It is clear that pupils respond to classroom activities with enthusiasm when tasks are interesting and well matched to their abilities. When lessons are challenging and exciting, pupils' attitudes and behaviour reflect the findings of the previous report. Pupils' personal development is satisfactory. It is not better because there are only limited opportunities for them to develop independent learning habits.

10. The children at the Foundation Stage show very positive attitudes to learning. They develop good relationships, both with the adults who work with them and with each other. Standards of behaviour are high. These children have a good standard of personal independence, they freely select activities and they learn to tidy up at the end of some sessions. This reflects the conspicuous care taken in the nursery and reception class to develop these skills.

11. Pupils with special educational needs and those with English as an additional language also respond well to their learning activities, particularly when they are working individually or in small groups. For example, a small group at the early stages of learning English, working with a specialist teacher, took part enthusiastically and supported each other's learning well.

12. Pupils of all ages are very keen to come to school. They enjoy whole school projects, for example, the indoor garden, into which they have invested a huge amount of care and imagination: some have worked alongside a stage set designer and pupils from a local secondary school. This has resulted in a strong corporate sense of achievement. When lessons are exciting and stimulating, pupils stay on task and concentrate well. For example during a science lesson in Year 2, pupils were interested and well motivated, testing heart-beats, running around the playground with a parent helper and then re-testing the heart beat. On occasions, when teaching is not challenging enough and the pace of lessons is slow, pupils become noisy and inattentive. This increases when it remains unchallenged. However, most pupils concentrate well and for increasing lengths of time as they move through the school. This has a positive effect on their achievement. Generally, pupils at both key stages are keen to ask and answer questions. They respond well to the praise and encouragement of staff, and this has a positive effect on their progress and self esteem.

13. The school operates as an orderly community and, overall, the behaviour of pupils is good. This too, has a positive effect on learning and achievement. Pupils work well in pairs and groups, co-operating effectively. During a literacy lesson in Year 5, for example, pupils collaborated well in small groups to share initial thoughts, select one idea and form a frozen picture. Teachers generally have high expectations of behaviour, and pupils respond well. However, in some lessons, the noise levels during group activities are too high and inhibit concentration. The vast majority of pupils show good self-discipline when moving around the school. They make an orderly queue at lunch time, and are particularly quiet and well behaved when going to assembly. Pupils respect their environment, and are proud of their well-displayed work. Parents report only one or two isolated incidents of bullying, and the school deals effectively with such incidents. Pupils report that bullying is not an issue, and there was no evidence of oppressive behaviour during the week of the inspection. Last year, there was one temporary exclusion.

14. The relationships between pupils, and between staff and pupils, are very good and all staff act as good role models. They speak to pupils with respect, and as a result, pupils respond positively and try to do their best. This was particularly evident during a religious education lesson in Year 2, where pupils listened to each other's point of view, taking turns to speak. Pupils are also polite and welcoming to visitors.

15. The personal development of pupils is satisfactory. Pupils' involvement in and commitment to high profile, whole school projects, such as Art Week, the indoor garden and annual productions, is high, and has a positive effect on their personal development. In

addition, the new school council has recently held its first meeting, and pupils in Year 6 take responsibility for escorting other year groups from the hall after assembly. However, there are fewer opportunities for pupils to become independent learners. For example, there are limited opportunities for pupils to draft or re-draft their work in English, and they are not encouraged to check their written work for accuracy. The use and application of their mathematical skills is not well enough developed, and, sometimes, there is an over-reliance on worksheets, for example in science at Key Stage 1.

16. The attendance of pupils is satisfactory. However, almost one third of the total absences last year resulted from pupils taking holidays in term time. For this reason, the good attendance noted in the last report has not been maintained. Whilst the attendance of pupils is just below the national average, it is still well above 90 per cent, and this has a positive effect on their progress. There are a very small number of pupils who are regularly late for school.

HOW WELL ARE PUPILS TAUGHT?

17. Taking into account all inspection evidence, the overall quality of teaching is satisfactory. It remains of a high quality for children at the Foundation Stage, where teaching is very good. During this inspection teaching was satisfactory or better in 91 per cent of lessons, of which 28 per cent were good and 32.5 per cent were very good. Teaching was unsatisfactory in 9 per cent of lessons. This broadly reflects the percentages recorded in the last report, but the present picture is a complex one, as the quality of teaching across the school, and across subjects, is not consistent. Whilst proportions of good and very good teaching are high, they do not reflect the overall quality of teaching across the school. For example, 64 per cent of the very good teaching was seen in the nursery and reception classes, and in lessons where there was considerable input from specialist support staff, such as in physical education and music. The specialist teacher for those pupils with English as an additional language contributed effectively to the good quality of teaching in the school. There is also some stronger teaching to be found at the end of Key Stage 1, and in some classes at Key Stage 2. However, a significant weakness of teaching is the lack of consistency with which lesson activities are planned to meet the needs of all pupils, and this inhibits pupils' progress over time. In addition, some subjects are not taught in enough depth. This is true of information and communication technology in particular, and geography at Key Stage 2. There is also not enough good teaching of basic writing skills in English and other subjects. However, the implementation of the National Numeracy Strategy, and the decision to target specific groups in English, are both helping to improve pupils' achievements in these subjects. Where subject co-ordinators are planning lessons and teaching alongside staff, for example in mathematics, this is also improving the quality of teaching.

18. Reading and speaking skills are generally well taught. So too is mathematics at Key Stage 2, whilst it is satisfactorily taught at Key Stage 1. Science teaching observed during the inspection was also satisfactory overall. Although there has sometimes been too much reliance on worksheet material at Key Stage 1, and topics have had only superficial coverage, inspection evidence suggests that the quality of teaching for pupils at the end of this key stage, has improved. Music is very well taught when lessons are supported by adults with specialist subject knowledge, and consequently pupils achieve very high standards by the

time they leave the school. The development of pupils' skills in physical education is also benefiting from specialist support. In these lessons, pupils respond very positively and make very good progress in their learning. There is insufficient evidence to make an overall judgement about the quality of teaching in all other subjects. There is some discrete teaching of skills in information and communication technology, but this is not common practice across the school.

19. It is quite clear from inspection evidence that, where much is expected of pupils, the majority respond positively and with enthusiasm, and progress well. In the most effective lessons, teaching is well supported by very good subject knowledge. For example, in a music session for Years 1 and 2, the musical skill of the supporting specialist, together with the accurate singing voice of the class teacher, enabled teaching to be coolly and confidently delivered, and resulted in attentive, energetic and committed participation from pupils. Challenging question and answer sessions kept pupils alert and interested, and swiftly moved learning forward. For example, in a history lesson at Year 5, there were precise questions and high expectations of factual accuracy. The dramatic reading of the story, about a Victorian miner's life, effectively pulled the pupils into a strong empathetic understanding of the conditions of his life. They willingly shared some personal experiences and successfully took part in the subsequent drama activity. Resources are used well in many lessons, for example, during whole class numeracy sessions. In a religious education lesson in Year 5, Islamic artefacts and photographs were very successfully used to hold pupils' attention and recap on prior learning. Demonstrations by pupils of Islamic ritual were sensitively handled by the teacher, and although questions were challenging, pupils were given time to think. In many lessons there was good support for subject-related vocabulary. For example, in a design and technology lesson in Year 3, vocabulary was carefully introduced and well reinforced. This was also true in mathematics lessons, and, by the specialist support teacher, in a Year 2 physical education lesson. Interesting strategies involved pupils well, for example forming 'frozen' pictures in an English lesson in Year 5 and using door-stop snakes in mathematics to support mathematical investigation for pupils in Year 1. In a science lesson in Year 2, pupils used stethoscopes to listen to the changes in their heart rate before and after exercise.

20. Where teaching was unsatisfactory, or sometimes less effective within otherwise satisfactory teaching, activities were not matched closely enough to the needs of individuals or groups of pupils. As a result, these activities lacked sufficient challenge and pupils did not make enough progress. Although, occasionally, lessons are well supported by formal detailed lesson planning, this practice is not consistent across the school. In some lessons, high noise levels remain unchecked and this impedes pupils' concentration and effort. Time is not always used to full effect. For example, sometimes lessons - or parts of lessons - overrun, or the teaching of whole group sessions lacks pace and rigour. In other lessons, subject-related vocabulary is not sufficiently promoted.

21. The teaching of children at the Foundation Stage is very strong. All sessions are well resourced, with a good range of activities that successfully develop children's skills, knowledge and understanding. Speaking and listening, and personal and social skills are consistently well promoted throughout the school day, and this has a significant impact on progress in all areas of learning. Groups are very well managed and work is well matched to the age of these children. All adults act as effective role models and give high quality support. Planning is sound, but does not give enough indication of the next step of learning for individual children, or to inform other adults.

22. Teaching is generally satisfactory for pupils with special educational needs. Support staff are well used and consistently give close, sound support. Sometimes these pupils are sensitively included during lessons, for example during a physical education lesson in Year 3, where the constant awareness of the classteacher, and carefully management of challenging behaviour, ensured that pupils with special educational needs were able to make sound progress. However, teachers do not always plan for the particular needs of these pupils in lessons. This sometimes results in pupils receiving work that is not accurately matched to their needs. This reflects the findings of the previous report.

23. Specialist teaching of those pupils at the early stages of learning English is good, and these pupils progress well when receiving support in small groups with the specialist support teacher. Pupils' interest and commitment is raised by interesting activities that target them as individuals, and by attractively presented materials. For example, a small group of pupils at Key Stage 2 were captivated by photographs of themselves, which, in order to reinforce commonly used verbs, the specialist teacher skilfully used as a stimulus for a question and answer session. Pupils then wrote their vocabulary in brightly coloured hand made card booklets, which they obviously valued. The specialist teacher gives individual staff helpful informal support and advice on planning activities for these pupils in lessons, and activities are generally appropriate. However, in keeping with overall findings about teaching, work is not always matched to their individual needs in all lessons.

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

24. The curriculum for children under the age of five is good, and is well planned to cover all the recommended Early Learning Goals. There is a strong emphasis on learning through activities, with good use made of the outdoor areas. Children are encouraged to think and talk in a purposeful way, and are well prepared to start the National Curriculum. However, although activities are well matched to the needs of children of this age, planning does not indicate how activities are planned for different abilities, in particular for higher attaining children.

25. For pupils aged five and upwards, the school offers a curriculum that is satisfactory overall and includes all required subjects of the National Curriculum, together with religious education. However, there is a significant weakness in that not all required elements of information and communications technology are taught consistently through the school, and not enough use of information and communication technology is planned into other subjects. As a result, pupils do not reach the standards expected at ages seven and eleven. Pupils are taught to swim, and generally reach the recommended standard. There is no specific programme for personal, social and health education, but satisfactory provision is made for all elements, including sex education, drugs awareness and junior citizenship.

26. There is a wide variation in the balance of time between subjects through the school. In every class, more time is given to English than to any other subject, with the appropriate aim of raising standards. However, time given to English in addition to the literacy hour is inefficiently used. This is because teachers do not make best use of opportunities to develop literacy, particularly writing, through other subjects. Time is least well-balanced in Year 6, where English activities take up over 40 per cent of the week. This severely limits the

time available for other subjects, and has led to a decline in standards in geography and religious education since the last inspection. During the inspection, instances of lost time were also noted, both when lessons started late after playtimes, and when classes did not have regular routines of useful work during registrations.

27. Since the last inspection, there has been good progress in adopting national guidelines for all subjects on which to base planning. As a result, the weakness in design and technology noted in the last report has been remedied, and provision is now satisfactory. The National Strategies for Literacy and Numeracy have been adopted. Standards in mathematics are improving, particularly because the targets of the Numeracy Strategy give a sharp focus to the first part of each lesson. The literacy strategy has been less successful, partly because teachers are not consistent in following all of its recommended features. The scheme of work for writing does not identify in enough detail how the most important kinds of writing, such as letters, are to be taught year by year, in order that pupils build securely on what they have learned before. Co-ordinators are aware that similar patterns of priority need to be agreed for newly introduced curriculum guidelines.

28. Teachers use the school's official forms for their daily and weekly plans, and this is a good development in standardising planning over time. However, these forms do not have enough space for the detail needed for complicated lessons. In particular, they do not prompt teachers to plan different work for pupils at varying levels of attainment in the class. As a result, the whole class is frequently given the same task, without enough modification or guidance to suit all groups across the range of attainment. To some extent, this limits the opportunities for all pupils to make equal progress in the curriculum. Although equality of opportunity is satisfactory overall, there are some times when higher attaining pupils are not challenged enough because tasks are too limited in scope, and others when lower attaining pupils are frustrated by tasks that lack structure.

29. Provision for pupils with special educational needs is satisfactory overall. There are sound procedures for identification, and the school has responded positively to the Code of Practice for these pupils. The co-ordinator is aware of the need to develop procedures to monitor the system more rigorously, particularly in the planning of work that is more accurately matched to these pupils' individual needs in lessons. Individual education plans identify literacy, numeracy and behavioural targets, although some targets are not specific enough. This makes progress difficult to measure. Targets are regularly reviewed and appropriately updated so that these pupils make consistently satisfactory progress. Support in class is planned so that pupils take a full part in the main activities. There is a well-structured programme for pupils identified as needing additional literacy support, while higher attaining pupils in Year 6 are given intensive instruction in writing skills. Both of these initiatives are showing good results in raising attainment.

30. Those pupils with English as an additional language benefit from the support of a specialist teacher, working under the management of the local education authority. She is an experienced, valuable resource and although her brief is to support the development of language and literacy skills, she gives helpful, informal advice to staff and liaises well with class teachers to plan work for these pupils.

31. There are sound relationships with the main receiving secondary schools, one of which offers Year 6 pupils an introductory course in modern foreign languages as part of their preparation for transfer. Some pupils are given the opportunity to take the study of languages further after school. The range of out-of-class activities offered by the school and other agencies is satisfactory. It includes netball and cross-country, in which the school has had success in local competitions.

32. Staff show considerable initiative and commitment in enriching many areas of the curriculum, and this is a significant strength of the school. Very good use is made of the local community, through a wide range of visits and visitors, and through imaginative, stimulating and thought-provoking projects. Outstanding among those in the recent past is the garden project, carried out as part of an art week during which pupils designed and created both varied garden areas in the grounds and an exciting artificial garden in the school foyer. The school won a prize for its beautiful collages on the theme of 'Environmental Change' in a local competition. School productions attract large audiences, and evidence from video-recordings shows pupils of all ages reaching excellent standards of performance in music, dance and drama. Such standards achieved through collaboration in specific projects are impressive, and indicate that individual pupils respond readily and with high levels of achievement to precise targets and high expectations.

33. Overall, provision for spiritual, moral, social and cultural education is very good, and continues to be a strength of the school. The provision for pupils' moral and cultural development is very good, whilst it is good for pupils' spiritual and social development.

34. The school gives good opportunities for spiritual development through its personal, social and health education programme, and during lessons, particularly in religious education. Valuable opportunities are also taken in assemblies, and through whole school projects such as the indoor and outdoor gardens. The ethos and aims of the school promote attitudes of respect and care for one another. Elements of spirituality are included within the curriculum, for example in English, music and art. The planning for religious education provides pupils with an insight into their own and different religions, cultures and festivals. There was enthusiastic and joyous singing during the Key Stage 1 singing practice. Pupils are able to experience awe and wonderment when looking at religious artefacts during visits to different places of worship

35. The provision for pupils' moral development is very good. In lessons and assemblies pupils are taught to recognise the difference between right and wrong and to respect property and the rights of others. Pupils are taught to know what is acceptable and unacceptable behaviour. Awards are given during assemblies in the form of a certificate, or as the Stars of the Week, to recognise good behaviour and work. Assemblies re-enforce moral values through the use of stories and personal reminiscence. Themes are changed each half term, and the current theme of 'telling lies' provided a powerful moral message. Pupils are taught to be polite and courteous, and they respond well to these expectations. Staff and other adults in the school are good role models, showing care and consideration for all pupils. Generally, parents agree with the values and attitudes promoted by the school, and feel that these have a positive effect on their children.

36. Provision for pupils' social development is good, and very good at the Foundation Stage. Staff promote good relations between all members of the school community. Teachers plan lessons to include activities that involve pupils working in groups, sharing and taking turns. Themes for assemblies include the importance of relationships with friends and families and caring for each other. Visits and the residential trips contribute significantly to pupils' social development. Citizenship is promoted through the newly introduced school council which has two representatives, elected by each class at Key Stage 2.

37. The school's provision for cultural development is very good. There are many opportunities through the curriculum for pupils to enrich their knowledge and experience of their own traditions and heritage. For example, Moslem pupils in Year 6 demonstrated the use of the prayer mat and read from the Koran in Arabic. Other cultures such as Buddhism, Sikhism and Judaism are celebrated and this assists pupils' understanding of other faiths. For example, at an assembly a Moslem pupil correctly named the Jewish New Year which was to be celebrated in the next week. There are regular visits to places of worship for other religions, such as the Hindu Temple at Neasden. Pupils visit the British Museum, Wandsworth Museum and the Florence Nightingale Museum. Visitors have included storytellers, an artist in residence and theatre groups. Art projects that involve the study of other artists, visits to art galleries and the contribution of visiting specialists in music all effectively extend pupils' cultural experiences. There are sound opportunities to promote the children's cultural development at the Foundation Stage. Visitors are frequently invited in to work with the children. A particular example was observed when a parent came in and read to them in Kurdish. A sound selection of resources and books from different cultures are available to stimulate different ways of thinking.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Overall, there are sound procedures for ensuring the welfare of pupils, and for monitoring and promoting their progress and well being. Much progress has been made since the previous inspection with regard to the key issue about security. Procedures for monitoring and promoting pupils' behaviour are good, and as a result the vast majority of pupils behave well in and out of lessons. However, whilst the school's systems for monitoring pupils' academic progress and achievement are now good, their use to ensure that work is consistently well planned to meet the differing needs of individual pupils, is not sufficiently developed.

39. Procedures for child protection and for ensuring pupils' welfare, health and safety are satisfactory. There are regular risk assessments of the school building by the hard working and conscientious caretaker, who also carries out all minor repairs. Good procedures are in place to attend to pupils' medical conditions: staff are well trained and new procedures have been introduced to record when medication is dispensed. The school liaises regularly with outside agencies to ensure that appropriate support is available to pupils, and parents feel that staff are both helpful and supportive when there are concerns about a child. Procedures for child protection are good, and staff are suitably trained. Pupils' records contain academic and medical information. The school is aware that some further health and safety matters need to be resolved, and have already started to address them.

40. The school's procedures for monitoring and promoting attendance are satisfactory. Parents report that their children enjoy coming to school and are keen to attend. The educational welfare officer visits the school monthly and scrutinises registers, but the issue of pupils taking holidays in term time has yet to be addressed. During the inspection the school introduced new systems to monitor and improve punctuality. The school also plans to introduce first day contact when they do not know the reason for a child's non-attendance at school.

41. There are effective procedures for monitoring and promoting good behaviour, and the behaviour and discipline policy valuably incorporates anti-bullying procedures. The school has high expectations of behaviour, and staff act as good role models. As a result, pupils are well aware of what is and is not acceptable behaviour. The whole school policy is applied consistently by most staff, although there are some inconsistencies. Achievement of all kinds is well acknowledged. Pupils' names are entered in the 'Good Book', and two pupils from each class are recognised in assembly as the stars of the week. Rewards are given for good work, extra effort, behaviour, or being kind. Pupils are presented with a certificate and their photograph is put on the board in the foyer. Procedures for monitoring and eliminating oppressive behaviour are good. The school keeps a central record of any unacceptable behaviour, and there is a range of effective sanctions. Parents are notified if poor behaviour persists, and regular contact is maintained in order to monitor pupils' behaviour.

42. Procedures for monitoring pupils' personal development are satisfactory. Staff know pupils well and use this knowledge to provide appropriate day-to-day care and support. Personal development is monitored through the information gained from parents during parent teacher consultations, and regular observations during lessons keep teachers informed when additional support is required. Personal development is also monitored by the use of the rewards and sanctions policy. Pupils are justly proud when they receive their certificates at assemblies. Additional rewards have been introduced in some classes to further monitor pupils' personal development.

43. The assessment of pupils' progress and the use of assessment to match work to the needs of individual pupils, were key issues in the school's last inspection report. The deputy headteacher has recently been deployed to address this issue and, as a result of her work, good progress has been made in the development of assessment procedures. The school has begun to analyse the results of national test and assessment information, particularly in English and mathematics. This has resulted in the development of both groups for mathematics, and additional literacy groups, from Year 1 onwards. As pupils move through the school, their progress is tracked in broad terms. This comprises initial assessments in the reception class and, thereafter, achievement recorded as National Curriculum levels. Procedures for assessment in English, mathematics and science are developing well, and in addition there are simple systems in place for all other subjects, which track achievement against learning objectives. These records are helpful and consistently maintained, although this valuable information is not yet transferred to teacher's planning to influence future work. This term, the school has begun to sharpen the focus of its assessment with the introduction of individual targets in English and mathematics. However, it has yet to be fully implemented and make an impact on planning for individual needs. As a result, the assessment process does not yet systematically inform teachers of how to plan the next steps necessary to improve the learning either of individual pupils or of groups of similar ability.

44. Outside agencies are generally used well to support pupils with special educational needs. For example, specialist teachers assess and monitor pupils' progress when they visit the school, and give advice to adults who work with these pupils. Reviews of targets on individual education plans are regularly completed and parents are invited to contribute. However, these targets are sometimes not specific enough, and this makes progress difficult to measure. Pupils are beginning to be involved in setting and reviewing their targets, but this practice has not yet been consistently established through the school.

45. Records of progress for those pupils with English as an additional language are maintained by the specialist teacher in line with the local education authority's requirements, and are satisfactory. In addition, the specialist teacher has also adopted the new whole school approach of setting individual targets for these pupils, matched to their particular needs. Pupils are assessed early in the school year to check on their achievements and the appropriate level of support. Progress is reviewed termly. There are good links with parents, and the specialist teacher supports them with the completion of admission documentation when their children first join the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents' involvement in the life and work of the school is very good, and this makes a strong impact on their children's achievement and progress. Parents who attended their meeting before the inspection and those who completed the parents' questionnaires and wrote letters, indicate that they are generally satisfied with what the school provides and achieves. However, a significant minority of parents has reservations. These relate particularly to the amount of work that pupils are expected to do at home, the quality of information about children's progress and how closely the school works with parents and responds to their questions and problems. Of particular concern was the lack of a suitable forum for parents to express their views. There was also some concern about whether the school's expectations of what children could achieve, were high enough. Inspection evidence does reflect some of the parents' concerns about pupils' achievement, for example with regard to writing. The school has already responded to some of the other issues, for example, in recently drawing up a homework policy to ensure a more consistent approach through the school, and establishing a formal procedure for complaints. Inspection findings find other concerns largely unfounded, and generally confirm parents' positive views, especially that concerning their children's enjoyment of school.

47. The effectiveness of the school's links with parents is good. The school has changed the format of the Autumn term parents' meeting to provide more information on what children will be studying. Parents expressed satisfaction with this new initiative, and found it informative. Discussion with pupils during the inspection suggests that homework is set regularly. The school has recently reviewed its homework policy and is presently ensuring that new staff are aware of its expectations. In response to parental concerns, it has also now introduced a structured complaints procedure to ensure that specific complaints are addressed. The school provides regular newsletters and a range of informative booklets to keep parents well informed about forthcoming events. It is also in the process of producing an impressive new prospectus. The governors' annual report to parents is very attractive and informative.

48. The quality of information provided to parents about their child's progress is satisfactory. Pupils' annual reports are informative about the core subjects of English, mathematics and science, stating what pupils know understand and can do. However, in other subjects, the information is largely about subject coverage, with little evaluative comment. Reports now also contain individual targets for English and mathematics, and parents expressed their liking for this new development. The school provides termly parent consultation evenings, where parents can discuss any concerns they may have. There is also regular training for parents who help in the school. Each classteacher now sends a letter to parents at the beginning of term giving advance notice of topics to be covered to enable parents to help their children more fully at home.

49. Parental involvement in their children's learning is very good. Parents are encouraged to help their children at home using the 'Parents and Children Together' scheme, which is well supported. Parents help with reading, and with design and technology projects such as making puppets and sewing. In addition, grandparents of pupils also visit the school to talk about their experiences during the war. The parent governors are hard working and supportive of the school. For example, they ran a meeting for parents of pupils in Year 6, giving information about local secondary schools. These governors are also closely involved with other parents on the Parents' Association. This group raises significant sums of money to spend on resources, and supports school visits and projects. They provide a colourful and exciting newsletter, advising parents of forthcoming events. These are well supported by other parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides thoughtful leadership and is sensitive to the moral and social development of the pupils. As a result, the quality of relationships amongst all pupils is very high. She also continues to be wholly committed to enriching pupils' experience with creative and exciting activities. As a result, whole school initiatives such as annual productions and the indoor garden produce impressive standards of performance. The headteacher is aware of the need to raise academic standards further. To this end, good monitoring and assessment procedures have been introduced since the previous inspection. These are becoming more focused and rigorous, but some are very new, and overall they have not yet had enough impact on the quality of planning and teaching. The school has also targeted particular groups of pupils, in order to improve their achievement, and as a result there have been improvements in the results of the most recent national tests in 2000 for pupils aged 11, in particular to the proportions achieving at the higher Level 5. However, efforts to raise standards in writing have been less successful, and there has not been enough development in information and communication technology since the last inspection, although there are plans in place for future development in both these areas. All staff are hard working and conscientious, and specialist support, particularly in music and physical education, is playing a significant part in promoting pupils' achievement in these subjects. However, over recent years, the senior staff team has been depleted in number, and key subject co-ordinators are temporarily absent. In response to this, the school has successfully maintained as much stability as possible for pupils, but the head and deputy headteachers are currently undertaking many responsibilities. The governing body is supportive, efficient and keen to improve the quality of education for pupils, but its active role in critically evaluating the outcomes of the school's work and in planning a longer term strategic view is not fully developed.

51. The headteacher and her deputy work together closely. The deputy headteacher does not currently have a class teaching role, and has been strategically deployed to develop assessment practices and support classes in Key Stage 1. In addition, she co-ordinates special educational needs provision and acts as mentor for new staff. Her hard work has resulted in the recent development of good assessment procedures. Other senior management staff have appropriate core subject co-ordinator roles, although two key co-ordinators are temporarily absent, and the school has had difficulties recruiting new senior staff. However, the mathematics co-ordinator is already returning on a part-time basis to continue to develop the National Strategy for Numeracy, and is giving new staff very good support. Literacy and numeracy lessons have been observed, teachers' planning and pupils' work have been monitored in many subjects and staff have been given written and verbal feedback. It is clear from monitoring documentation that co-ordinators are aware of inconsistencies in the quality of planning and teaching, but these issues have not been fully resolved across the school or within all subjects.

52. Co-ordination of special educational needs provision is satisfactory. Target setting and reviews are regularly undertaken and support staff are managed well. However, the co-ordinator is aware that monitoring needs to be more rigorous to ensure that work is planned to meet these pupils' needs consistently, in all lessons. The experienced, specialist teacher who supports pupils with English as an additional language, co-ordinates the provision for them through effective liaison with staff. In addition, she gives valuable informal support and advice to individual teachers on areas of the curriculum for which she is not directly responsible. This enables staff to plan suitable activities for these pupils in lessons.

53. There are good systems for supporting newly qualified teachers, and the school benefits particularly from its close links with a teacher training institution and the deputy headteacher's expertise as a mentor for students undertaking teacher training. When teaching is observed by senior staff, co-ordinators and local educational advisory staff, teachers are given written and verbal feedback. There is a system for annual professional interviews, and training has been planned in readiness for Performance Management requirements.

54. The governing body continues to take its work on the school's behalf seriously and overall fulfils its roles and responsibilities well. It is very well organised, and the school provides governors with much detailed information. Key governors have a good understanding of issues facing the school and are actively involved in planning and looking at test and assessment information. A programme of termly visits is still a valuable feature of its involvement, with feedback given at governing body meetings. However, although governors are well informed, ask questions and discuss issues, they have not yet sufficiently developed their role as critical friend in order to fully review the school's work and hold it to account for the standards it achieves.

55. The school's development plan includes all areas of its work. There is detailed action planning for the current year. The school is aware that longer-term objectives need to be set and this area for development has been included amongst its priorities. Other priorities relating to the continuing implementation of the Literacy and Numeracy Strategies, the

development of information and communication technology and a focus on spelling, are all entirely appropriate. Whole school projects reflect the school's commitment to developing the potential of all pupils, and those aims concerning the creation of a stimulating working environment, appreciating social and cultural differences and valuing others, are particularly well met.

56. The development plan is fully costed and funds are well directed to developmental priorities. All specific grants are appropriately used, and the school actively seeks extra funding for projects, such as the outside garden area, to improve the environment. The parents' association provides valuable extra funding for both ongoing projects such as school journeys, and the purchase of resources. Governors are satisfactorily applying the principles of best value in their work, but have yet to develop formal systems for fully evaluating the outcomes of initiatives and decisions: the spelling initiative, for example. Whilst the school makes good use of new technology for administrative purposes, this is not yet used effectively as a learning tool. Expenditure is properly and regularly monitored by the school and by governors, and there are appropriate checks and systems for the management of the school's finances. The few minor issues highlighted for improvement in the most recent auditor's report have been attended to.

57. Overall the school's resources are good and well used. There has been some disruption in staffing over recent years, particularly affecting key staff. Several teachers are newly appointed this term, some as temporary appointments, with the most recently appointed staff at Key Stage 2. Overall, the school has a suitable match of teachers and support staff to the demands of the curriculum, and also benefits from extra support for classes at Key Stage 1. This is provided by the deputy headteacher who has been released in response to extra funding for large classes. The governors are aware, however, that they must review the use of the deputy headteacher at the end of this school year when the funding ends. As part of her role, the deputy headteacher also liaises with class teachers, and holds weekly meetings with support staff. Specialist support for music and physical education is well used to promote high standards, and gives good value for money. Learning support staff work well with small groups and individual pupils, particularly when supporting pupils with specific educational needs, and have all valuably taken part in literacy training. Administrative staff are hard working and efficient, and the school is kept conspicuously well maintained and cleaned by the premises officer and cleaning staff.

58. Accommodation is very good. Classrooms and communal areas are spacious and the high standards of display have a considerable impact on creating an attractive and stimulating learning environment. This is particularly true of the parents' reception area, which has been transformed into the indoor garden area. The school has made good improvements to fencing and security arrangements in response to the key issue in the previous inspection and it has plans for further improvements. New garden areas have enhanced the grounds, although they have yet to be fully used by pupils. There are very good outside play areas for the nursery and reception classes, which are well and imaginatively equipped. The nursery, for example has a Secret Garden. The school library is also well resourced, and the school is making plans for its fuller use by pupils, in order, for example, to develop research skills. Pupils also benefit from the exciting use of the school's own photographic dark room. Learning resources are good, and well used.

59. Pupils make satisfactory progress overall as they move through the school. Standards of achievement are above national expectations in mathematics, and reading and speaking skills, by the time they leave the school at the age of 11. Standards are in line with national expectations in science and in relation to writing skills. Pupils have good attitudes to learning and they behave well. The unit cost of expenditure for each pupil is high, and taking all these factors into consideration, the school currently provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. To improve the standards of work and pupils' achievement, the governors, headteacher and staff should:

- Raise standards in writing in all subjects for all pupils, by:
 - * training pupils to proof read and check their written work for inaccuracies;
 - * improving the impact of marking for all subjects by consistently targeting writing errors and rigorously following up to ensure work is corrected and mistakes are not repeated;
 - * identifying key writing skills in medium term planning, and ensuring that major writing forms are revisited with enough frequency;
 - * providing more opportunities to write in all subjects.

- Raise standards in information and communication technology in all subjects for all pupils by:
 - * teaching all aspects of the subject;
 - * identifying and systematically planning more opportunities in all curriculum areas for the development and use of basic skills;
 - * ensuring that all pupils have enough opportunities to use computers to practice and develop their skills;
 - * increasing resources and undertaking staff training as planned.

- Use assessment information more effectively in planning activities to meet the needs of individuals and groups of pupils by:
 - * developing the planning format to allow for more detailed planning of activities for individual and group needs, and for opportunities to make evaluative comment on pupils' progress and achievement;
 - * fully establishing the system of setting individual targets for pupils, so that pupils have a greater understanding of what they must do to improve;
 - * extending the analysis of test and assessment information to include tracking of different groups of pupils.

- Improve the quality of monitoring both of curriculum planning and of teaching to ensure consistent progress in all subjects by:
 - * reviewing the time allocated to each subject to create a fully balanced curriculum;
 - * ensuring that time is used effectively throughout the school day;
 - * improving the pace of learning so that it is consistently good in all lessons;
 - * fully establishing the senior and key staff management structure, as planned, to support and improve the quality and impact of monitoring systems;
 - * developing further, the governing body's critical role in evaluating the school's performance.

- Other weaknesses which the governors should consider for inclusion in the school's action plan are:
 - * Improve standards in geography at Key Stage 2;
 - * Improve behaviour management in some lessons so that high noise levels do not adversely affect pupils' concentration and progress;
 - * Ensure that all targets on individual education plans for those pupils with special educational needs are detailed and specific;
 - * Provide more opportunities for pupils to use and apply their mathematical skills and knowledge;
 - * Increase the use of the library so that pupils can extend and improve their library skills;

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	76

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	32.5	28	30	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	210
Number of full-time pupils eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	15	15	16
	Total	29	29	31
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	97 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	14
	Girls	15	16	13
	Total	30	32	27
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	84 (100)
	National	82 (80)	86 (85)	87 (86)

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
	1999	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	16
	Girls	9	9	10
	Total	24	22	26
Percentage of pupils at NC level 4 or above	School	76 (80)	67 (64)	79 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	16
	Girls	10	10	10
	Total	25	23	26
Percentage of pupils at NC level 4 or above	School	76 (84)	70 (75)	79 (80)
	National	68 (66)	69 (66)	75 (72)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	3
Black – other	8
Indian	3
Pakistani	5
Bangladeshi	0
Chinese	3
White	155
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	30:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	68

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	640115.00
Total expenditure	646555.00
Expenditure per pupil	2526.00
Balance brought forward from previous year	16080.00
Balance carried forward to next year	9640.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

200

Number of questionnaires returned

126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	3	1	2
My child is making good progress in school.	43	40	9	5	4
Behaviour in the school is good.	56	38	3	2	1
My child gets the right amount of work to do at home.	32	29	18	16	5
The teaching is good.	45	42	5	5	3
I am kept well informed about how my child is getting on.	38	38	12	11	1
I would feel comfortable about approaching the school with questions or a problem.	55	29	6	11	0
The school expects my child to work hard and achieve his or her best.	44	36	12	7	2
The school works closely with parents.	39	38	12	10	1
The school is well led and managed.	57	29	7	2	5
The school is helping my child become mature and responsible.	50	35	4	3	7
The school provides an interesting range of activities outside lessons.	41	38	14	3	5

Summary of parents' and carers' responses

There was a high percentage of questionnaires returned by parents, and a significant number of letters, expressing measured and thoughtful comments and observations about the school's work. Generally, parents' views of the school are positive, and a high proportion of parents feel their children like coming to school. Behaviour and teaching are also felt to be good overall. The greatest areas of concern were about homework, and about communication, for example in keeping parents well informed about their children's progress and the response to questions and problems. There was also some concern about how closely the school works with home, and it was the perception of some parents that the school did not have an effective forum for parents to express their views. Some parents did not agree that the school gave an interesting enough range of activities outside of lessons. Others expressed some concerns about progress and standards.

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

61. The school has responded positively to the new national requirements for children at the Foundation Stage, and has maintained a high quality of provision in the nursery and reception classes since the last inspection. The quality of teaching is very high, and all adults work hard. The children enter the nursery at three years old and at the time of the inspection there were 30 part-time and 11 full-time children in the nursery. In the reception class there were 30 children, all attending full time. An effective induction programme has been successfully achieved, which results in the children settling into nursery life quickly and happily. Parents are pleased with how quickly children settle, and expressed their satisfaction with the provision their children receive.

62. Over recent years, both observations from adults who work in the nursery, and baseline results on entry to the reception class, indicate that attainment on entry to the school varies from year to year. This year, the majority of children are coming into the nursery are achieving standards that are above those expected for their age. Staff observations and initial assessments confirm this. A significant minority of these children have English as an additional language, and a few children have been identified as having special educational needs. All children are re-assessed on entry to the reception class. Last year, the majority of children reached standards above those expected nationally. Progress is good for all areas of learning. Many children make very good progress in speaking and listening, and in the development of personal and social skills, due to constant promotion of language development. By the end of the Foundation Stage, children achieve standards that are above national expectations in all areas of their learning.

63. The curriculum for the Foundation Stage is closely linked to the Early Learning Goals for children of this age, and there are satisfactory links between the nursery and reception classes. Planning in both classes is sound, although it does not refer to children with differing abilities, or to pupils with English as an additional language. Profiles are developed on entry to the nursery, and these indicate, broadly, what each child can do. However, whilst staff know the children well, and day-to-day assessments add useful information to these profiles, this information is not indicated in planning, in order to guide the development of work for children with different abilities. Notes in the form of a nursery profile are sent to the reception class, but they sometimes lack specific information to move individual pupils on; higher attaining children in particular.

64. Learning resources are good. The nursery and the reception class each have their own secure outside play area, and these are used well. There are grass areas as well as playground surfaces for the children to develop physical and social skills as they use wheeled vehicles, small apparatus and large climbing frames. An imaginative Secret Garden has been developed in the nursery outdoor play area where the children can experience the seasons as they occur, plant bulbs and develop an understanding of how plants grow.

Personal, social and emotional development

65. Teaching in this area is consistently very good, because it is promoted well in every activity and results in children making very good progress. By the time children are ready to start in Year 1, standards are higher than the levels expected for children of this age. The children show very positive attitudes to learning and enjoy coming to school. If in doubt, they are confident enough to ask adults to help them. Behaviour is very good and the children demonstrate very good relationships with the adults who work with them, and with each other. Most have very good listening skills, and concentrate very well. As they work in pairs and small groups, they begin to develop the skills necessary to work independently. All children select activities with confidence, and begin to tidy away at the end of the sessions.

Communication, language and literacy

66. The quality of teaching of communication, language and literacy skills is very good in both the nursery and the reception class. By the time they reach Year 1, most children attain standards above those expected nationally. Adults who work with children at the Foundation Stage consistently promote the development of speaking and listening skills, and this is a strength which very positively affects progress overall in this area. The majority of children use a very wide and knowledgeable range of vocabulary and many are able to recall information such as, 'This reindeer has antlers. Mind your eyes because they are very sharp'. They confidently recall information about themselves and their families. All children enjoy listening to stories and looking at books. Most understand their purpose and handle them carefully. The youngest children in the nursery were observed selecting books and attempting to read them to each other. In the nursery the children also begin to recognise some initial sounds. As they get older, they learn the names and sounds of letters and some familiar words. The children attempt to write their names, in pencil, crayons, paint and on the computer. They record their ideas and experiences through drawing and writing at a simple level. In the reception class, they begin to write simple sentences, build on their knowledge of sounds, and systematically develop their handwriting.

Mathematical development

67. Teaching is very good and the children make very good progress. This is due to the consistent development of basic mathematical skills and vocabulary in a variety of activities. For example, in the nursery, they sort and count buttons and conkers, and complete number jigsaws. In the reception class they develop a very good understanding of basic addition and subtraction, and work out simple number problems in their heads. Lower attaining children use their fingers. These concepts are reinforced as they sing number rhymes such as 'Five currant buns'. Speaking and listening skills are very well promoted in this area of learning. The majority reach standards that are above those expected nationally. All children work enthusiastically, particularly on practical number activities, such as playing at shopping in the reception class. They ask each other questions and then count out pieces of plastic fruit with accuracy. As they get older, they count with growing accuracy, and many attempt to identify and name numbers up to ten. All children write some numerals, demonstrating varying degrees of success. Most children in the reception class confidently name two-dimensional shapes.

Knowledge and understanding of the world

68. Teaching is very good and most children make good progress. Adults take advantage of every opportunity to promote understanding in this area of learning, and consequently most children reach standards that are higher than those expected nationally. In the nursery, the children learn about children who live in other countries. They begin to develop an understanding of conditions in other parts of the world. Last year, they raised money for children in less advantaged countries. All children have many opportunities to watch seeds and plants grow, and then harvest carrots, beans and tomatoes. By the time they leave the reception class, they begin to understand that certain factors are necessary in order for plants to grow. As they get older, the children learn about their senses and begin to understand how important it is to be able to hear and see. They very confidently select materials and equipment to make models from recycled materials, and develop skills needed to cut, stick and thread materials together. For example, children in the nursery made beautiful necklaces that they later wore. The youngest children in the nursery, very enthusiastically, and often independently, use simple computer programs which teach and reinforce many areas of learning, such as initial letter sounds, how to use a contents page in a book and basic number skills. Most children in both classes develop a good knowledge of the computer keyboard and move the cursor confidently around the screen. Lower attaining children work on the computer with extra adult support.

Physical development

69. Teaching of these skills is very good, and most children will exceed the expected levels by the end of the reception class. Progress is good and this is due to the many daily opportunities for safe outdoor play in a well-developed area at the back of the building. The children use the good range of equipment including wheeled vehicles and climbing apparatus with enthusiasm and enjoyment. They develop sound body awareness and the majority move with confidence. They handle scissors, paint brushes and pencils with reasonable control. In the nursery they use malleable materials and talk enthusiastically about the cakes they have made being pale green! In the reception class the children play imaginatively outside in 'The Cottage' and, with construction toys, talk enthusiastically about what they are doing.

Creative development

70. Very good teaching and support ensures that most children exceed the standards expected nationally by the time they enter Year 1. Progress is good, for example during singing, when children join in with great enjoyment. All children have opportunities to express their own ideas and communicate their feelings through well-organised role-play sessions in the classrooms. For example, in the nursery they dress up with much enjoyment as they play in the 'Home Corner'. The children benefit from the enthusiasm and art expertise of staff in these classes, and create careful artwork using a good variety of techniques such as, collage, printing, painting and drawing. Good quality displays enhance the learning environment, such as the collages using 'fruit and berries from the garden' in the nursery, and, in the reception class, the pictures which were painted after studying Van Gogh's picture of 'Sunflowers'.

ENGLISH

71. In the 1999 national tests for pupils aged 11, the number reaching the expected Level 4 and above in English, was close to the national average both for all schools, and for those schools having similarly low percentages of pupils eligible for free school meals. The number reaching the higher Level 5 was above the national average. Between 1996 and 1999, the attainment of boys and girls was above the national average, but standards varied considerably over that period. Results in 1996 and 1998 were well above the national average, but those in 1997 and 1999 were close to it. However, year groups of pupils are small and results of assessments taken by children when they first enter the reception class show that these groups vary significantly. In addition, the proportion of pupils with English as an additional language and those who join the school other than at the initial point of entry to the nursery have, over recent years, increased in Year 6. Unpublished results of the most recent tests show an improvement on those of 1999, and indicate that standards are above national averages for all schools, but below the national average for similar schools. The improvement in English overall in 2000 was mainly due to a rise in standards in reading, with more than half the pupils reaching the higher level. In writing, there was an increase in the number reaching the expected level and above. However, fewer pupils reached the higher Level 5 than in 1999. Inspection evidence indicates that the attainment of pupils in the present Year 6, early in the school year, is above national expectations in speaking, listening and reading, and similar to national expectations in writing.

72. In the 1999 National Curriculum tests for pupils aged seven, the number who reached the expected Level 2 or higher in reading and writing was above the national average. These results were also above average when compared with similar schools. Between 1996 and 1999, pupils' performance was well above the national average overall, though it was lifted by particularly high results in 1998. Such results have not been achieved since. Compared with their age groups nationally, the performance of boys was above the national average and that of girls well above in that period. In the most recent tests in 2000, more pupils reached the expected level or above in reading than in 1999, but fewer reached the expected level or above in writing. Fewer pupils reached the higher levels in reading and writing than in 1999. Teachers' assessments in both 1999 and 2000 matched the test results closely in reading, but teachers judged a much larger number of pupils to be at the higher Level 3 in writing. Inspection evidence indicates that the attainment of pupils presently in Year 2 is above average in speaking, listening, reading and writing. Whilst all pupils make satisfactory progress overall in English as they move through the school, progress is inhibited in writing because the independent skills of checking and proof reading their work are not sufficiently encouraged. Neither are there enough opportunities for writing in other subjects, for example in religious education, geography or history.

73. Through the school, pupils become confident in speaking to larger audiences for a widening range of purposes. By age seven, pupils pay close attention to instruction in the literacy hour, and take an active part in discussions. A few pupils, mainly boys, become restless when questioning is not energetic and does not actively involve them, but, overall, attentiveness is good. Many pupils extend their answers, responding well when encouraged to develop their ideas. They speak clearly in standard English, though generally very quietly. This was noted in the last inspection, and the final review sessions of literacy lessons are not well used to develop speaking skills. Pupils at Key Stage 2 listen politely to the views of others, and show good levels of skill in negotiating to solve problems in group work. They use more formal language appropriately in class discussions, with correct use of

technical terms. These good skills help their learning in other subjects, where ideas are explored and developed through talk. For instance, Year 5 pupils responded very well as actors and audience in a class role-play, exploring the viewpoints of historical characters. Many pupils in Year 6 still speak quietly, and no instances were seen in the inspection of older pupils taking the lead in making formal presentations to the class. However, videotapes of school productions show that some pupils reach excellent standards in performance, confidently speaking and acting in character.

74. Standards in reading are good overall, and pupils make steady progress because reading materials are both well chosen for their high interest and clearly graded for difficulty. Many parents give very good support at home. Pupils aged seven know how to sound out new words to find the meaning, and have a good understanding of what they read. Those with special needs are given additional support, and are carefully monitored so that they build on success. Enthusiasm for reading is evident in all years. By age 11, pupils read longer texts silently and with good concentration. They have good understanding of what they have read, and some read aloud with dramatic expression. They generally prefer to read fiction, though they are confident in using non-fiction books to find information. This helps them to learn in all subjects. However, their knowledge of how to find books in a library is not well developed, reflecting the under-use of the school library for borrowing and research. Many pupils have large collections of books at home, and class libraries have enough good quality books suitable for the range of pupils' attainment. As a result, most pupils have favourite authors and can explain their preferences fluently, showing keen interest.

75. Through the school, pupils learn to write for a widening range of purposes and audiences, though less creative and personal writing is evident than noted in the last report. By age seven, pupils express their meaning clearly in personal accounts. They show a wide range of vocabulary in descriptions, and a good grasp of conventions for beginnings and endings of stories. Current work in Year 5 is well focused to build on these skills, using techniques to influence the reader. Progress in handwriting is satisfactory, with a joined style becoming generally established by Year 3. By age 11, pupils create appealing word pictures in brief forms of poetry, such as Japanese haiku. Vocabulary range is generally above average, so book reviews express subtleties of response. Information is clearly expressed in longer pieces, such as news reports and book reviews, though paragraph structures are not well established. In all years, some pieces are word-processed, but there is no evidence of more complex desk-top publishing by older pupils. Pupils with special educational needs and those for whom English is an additional language are given additional support so that they make satisfactory progress in expressing their meaning for real purposes.

76. The most significant weakness through the school is the high level of inaccuracy in spelling and punctuation in daily work in all subjects. Key technical terms are frequently misspelt, even when copied, and this was noted as affecting achievement in science, mathematics and religious education. Though pupils learn lists of spellings for regular tests, they do not necessarily remember or use these words when writing for a real purpose. Their dictionary skills are sound in specific exercises, but proof-reading does not become a habit and pupils do not learn to take responsibility for the standard of their own work. Writing is often very brief in all subjects, indicating that pupils need more time to develop their ideas in

full. Standards of presentation are often unsatisfactory in exercise books, but the much higher standards in displays indicate what pupils are capable of when given time to take care. The school has noted spelling as an area for improvement, and has gained funding to purchase scheme material and train staff.

77. Teaching is good in Key Stage 1, and is satisfactory in Key Stage 2, where one lesson was unsatisfactory. Teachers have a sound understanding of the targets of the literacy framework, leading to well-focused instruction at the beginning of the lesson. In the best lessons, teachers set specific targets and give pupils clear guidance in how to achieve them. Phonics patterns are well taught to younger pupils, though older pupils need more detail on the characteristics of major forms of writing. Shared texts are well chosen for their appeal and quality of language. Teachers generally read aloud well, helping pupils to understand and raising their interest in books. Interaction with pupils is generally brisk, with the intention of involving and challenging all to learn and remember. In the less successful lessons, pupils' attention wanders when instruction lacks pace and vigour, and answers are taken only from volunteers, leaving others not actively involved. In the best lessons, questions on material just taught give lower attaining pupils the chance to shine, and an element of competition stimulates most to volunteer eagerly. Teachers of younger pupils hold attention very effectively by using soft toys as puppets to sound out words, or as characters around which to plan stories.

78. A weaker element of teaching at both key stages is in planning tasks to match the needs of pupils across the range of attainment. The pace of individual work is slow when pupils do not fully understand the task, or discussion has not helped them develop their own ideas. In such instances, pupils' slowness in settling and inability to stay on task indicate the mismatch. Progress is also slower when an open task, such as writing a story, lacks the precise instructions and high expectations needed to lead pupils to higher standards in character development, plot structure, descriptive detail and grammatical accuracy. In some cases, teachers spend too much time overseeing all groups as they work, rather than intensively teaching one group. The final whole class review is generally too brief to develop pupils' speaking skills and reinforce their learning of language targets.

79. In marking, teachers respond sensitively to pupils' ideas, give encouragement, and identify some weaknesses that need attention. However, much of the impact is lost because pupils are not routinely required to do corrections or follow-up work. There is a tendency to over-praise, which also has a significant effect on standards over time. Teachers' marking in other subjects generally ignores literacy errors, and expectations for accuracy are too low. Good practice was seen in one lesson at Year 4, where proof-reading was the target. The teacher demonstrated the principles on the board with great care and emphasis, using a wide range of pupils' contributions. Pupils were keenly involved in the following task of proof-reading their own work, because they knew what to do and had been challenged to do it well.

80. There is a satisfactory arrangement for management of the subject during the temporary absence of the co-ordinator. Some elements of the National Literacy Strategy are securely in place, such as the rotas for group reading, which are working well. Initiatives to raise standards in writing are beginning to show results, as in Year 6, where a high attaining group is now given intensive instruction by an additional teacher. Nevertheless, although

literacy lessons have been observed and pupils' work has been monitored, this has not been fully successful in establishing consistent good practice in lessons. This is particularly so in relation to the match between the work set and the needs of different attainment groups, teachers' expectations for the quantity and quality of work produced by each group and the use of the final review session to reinforce the lesson's targets.

81. The new assessment procedures are a good improvement since the last report, and are allowing pupils' progress to be tracked more closely so that appropriate help can be given. Writing tasks currently planned within each year are appropriate and interesting, but planning from year to year is not detailed enough for skills to be developed progressively. The programme for writing does not ensure that pupils have regular and in-depth practice in major kinds of writing, such as letters, stories and factual accounts. Neither have writing opportunities in other subjects been co-ordinated with provision in English, to ensure greater impact and more efficient use of curriculum time. Particularly effective work has been done in structuring resources for reading through the school. To raise pupils' interest and enjoyment, the curriculum is very effectively extended through an exciting range of visits and visitors, and print of all kinds is well displayed in all areas. The co-ordination of English has experienced some disruption over recent years, and the co-ordinator is currently temporarily absent. Monitoring of provision has taken place, but this has not had enough impact on the quality of planning to consistently meet the needs of all pupils.

MATHEMATICS

82. In the national tests in 1999 for pupils aged 11 years, standards in mathematics were close to national averages. The percentage of pupils reaching the higher Level 5 was above the national average, with a small percentage reaching Level 6. These results were also close to the national average in comparison with those schools having similar proportions of pupils eligible for free school meals. Results for those pupils aged seven in the national tests in the same year were above both national averages and those of similar schools, with a well above percentage reaching the higher Level 3.

83. The unpublished results for the most recent national tests in 2000 show that test standards have risen for those pupils aged 11, with an increase in the percentage of pupils achieving the higher Level 5. These results indicate standards that are well above national averages for all schools, and above national averages in comparison with similar schools. In the test results for seven year olds in 2000, the results were broadly similar to those of 1999. Test results in mathematics have fallen against the national trend between 1996 and 1999 at both key stages, with more marked variations each year at Key Stage 2. These differences are influenced by small year groups, and variations in the characteristics of each group. National test results also show that boys are under achieving compared with girls at the end of Key Stage 1, whilst this trend is reversed at the end of Key Stage 2. With the introduction of more sharply focused assessment systems this term, the school is planning to track pupils' progress in terms of factors such as gender to help to analyse why this is happening. The school will review its targets this term to ensure that they have included the appropriate level of challenge for pupils in the current Year 6.

84. Inspection evidence of standards in the current Years 2 and 6, very early in the school year, indicates pupils' attainment to be above national expectations at both key stages. All pupils make satisfactory progress as they move through the school, including those with

special educational needs and English as an additional language, with the strongest progress being made in relation to their knowledge and understanding of number. Currently there is effective teaching of mathematics in year groups at Key Stage 2, and particularly towards the end of the Key Stage where planning and delivery are effectively supported by the co-ordinator. The implementation of the National Numeracy Strategy has made a positive and exciting impact on the teaching of mathematics, particularly in relation to whole group discussion and exploration of mathematical concepts and skills. However, evidence from lessons during the inspection and from scrutiny of pupils' work from this and the previous year shows that work is not consistently planned to meet the needs of individual pupils. This is inhibiting progress over time. In addition, some worksheet material at Key Stage 1 does not give pupils enough opportunities to develop independent skills of learning.

85. In keeping with the findings of the previous report, pupils throughout the school have confident number skills and explain their strategies clearly. Early in the school year, pupils in Year 2 are familiar with the ten times table, reversing answers and the relevant calculation, with many working beyond 100. They have a good awareness of the linear standards of measurement, and higher attaining pupils measure different parts of their body in centimetres and record the results. The majority of middle and lower attaining pupils are estimating correctly when making straightforward comparisons of longer or shorter than a metre and check their hypotheses with a metre stick. Pupils in Year 2 make and interpret simple graphs, and investigate three dimensional shapes and right angles. Middle and lower attaining pupils in the current Year 6 make accurate mental calculations in the four operations using one and two digit numbers. They identify equivalent percentages, fractions and decimals to two decimal places, although this knowledge and understanding is less secure for a few lower-attainers. Higher attaining pupils tackle mathematical investigations methodically, forming hypotheses and applying their mathematical knowledge effectively to test and check for accuracy.

86. The quality of teaching during the inspection was satisfactory at Key Stage 1 and good overall at Key Stage 2. This reflects the findings of the previous report. Of those lessons seen, all were satisfactory or better, with 33 per cent good and 17 per cent very good. However, this evidence together with that from pupils' work, shows that the quality of teaching is not consistent, particularly with regard to levels of challenge and the planning of work to match the needs of individual pupils. Within numeracy lessons, the strongest teaching often takes place within whole group sessions, although these sometimes lack pace and rigour. Group activities are generally less effective and are sometimes rushed because too little time has been left after earlier discussion. Where teaching is most effective, pupils' attention and involvement are captured and maintained by highly focused teaching and interesting strategies. For example, in a numeracy lesson in Year 1, door-stop snakes of different lengths and with different coloured eyes were used for estimating length and developing mathematical vocabulary as the pupils identified which snake was the longest. As a result, pupils were carefully drawing and expressing logical conclusions from the comparison of two snakes about the length of the third. In another numeracy lesson in Year 5, there was also good support for speaking skills during discussion about place value and ordering numbers to two decimal places. In this lesson, questions were challenging and the teacher maintained a fast pace by swiftly moving on whilst not sacrificing any exploration or explanation, or failing to give more hesitant pupils a chance to contribute. The good relationships with pupils helped them to feel comfortable about exploring and expressing their ideas. Resources are good, well prepared and used well in lessons. They were effective with pupils in Year 6 where they matched percentage and fraction dominoes. In these

lessons, the majority of pupils were fully engaged and making rapid progress in their knowledge and understanding. Weaknesses in otherwise satisfactory lessons often relate to the nature of the tasks given during group activities. These sometimes lack challenge or are not sufficiently modified to meet the differing needs of pupils. High noise levels also sometimes impede progress during activity sessions.

87. The school is appropriately continuing to target the development of the Numeracy Strategy. Planning is generally sound, but the weekly format does not sufficiently encourage teachers to plan in detail or identify work for pupils' differing needs. All aspects of the subject are satisfactorily covered, with an emphasis on number, but activities do not always give enough scope for pupils to use and apply their mathematical knowledge or use initiative. Opportunities for the use of numeracy skills in other subjects, such as science, are generally satisfactory. Assessment procedures are developing well, and pupils are usefully tracked by National Curriculum levels of attainment to check progress and set targets. In the past this information has been used to set ability groups in order to improve standards further, but the school did not find that this was a successful strategy. However, the most recently introduced strategy where pupils are set individual targets is in its infancy and has yet to be fully established. Other procedures are not fully effective in guiding planning which informs the planning of work for pupils' individual needs.

88. Despite temporary absence the part-time co-ordinator has conscientiously maintained her role, and is providing very effective support to new staff both in their planning and by working alongside them in the classroom. This is particularly so at the very end of Key Stage 2, and these pupils make very good progress in these lessons. She is aware of the need to look in more detail at pupils' progress so that it can inform planning more effectively, and of the benefit of further liaison with specialist staff, such as the teacher of pupils with English as an additional language, to ensure that these pupils can participate fully.

SCIENCE

89. In the 1999 National Curriculum tests at the end of Key stage 2, pupils attained standards that were above the national average and above those achieved in similar schools. The percentage of pupils reaching the higher Level 5 was well above the national average. At the end of Key Stage 1, teacher assessments for pupils aged seven showed that standards were below the national average for Level 2, but close to national averages at the higher Level 3. When compared with similar schools, teacher assessments showed that at Key Stage 1 these standards in 1999 were well below similar schools at Level 2, but in line with similar schools for the higher Level 3. Results of the most recent tests in 2000 broadly reflect the previous year's results at Key Stage 1, but with a higher percentage of pupils achieving the higher Level 3. However, they have exceeded the test results of the previous year at Key Stage 2, and significantly so for the percentage of pupils reaching the higher Level 5. These unpublished results indicate standards to be very high against national averages for all schools, and well above national averages for similar schools.

90. Evidence from the work of pupils in Year 2 last year shows standards that were below national expectations. Whilst there was a sound coverage of all aspects of the science curriculum, topics were not studied in enough depth. Worksheet material gave only superficial coverage, and was not modified to meet the different needs of individual pupils. However, as a result of challenging, focused work from the co-ordinator, current Year 2

pupils are achieving above the national expectations, as they work on life processes and living things and plan and talk about the importance of a healthy diet. In the current Year 6, at this early stage of the year, and with new staff, standards are closer to the national expectations as pupils demonstrate their growing understanding of living things, and recognise that plants and animals obtain food for growth in different ways.

91. Scrutiny of pupils' work over time, indicates that attainment varies at the end of each year. Present inspection evidence suggests that during the last few years the differences in each year group on entry to the school, together with their small size, have affected the results at the end of each key stage. Another contributory factor is the increase in the percentage of pupils with English as an additional language and pupils entering the school at other times than the initial point of admission.

92. Progress made by all pupils is generally satisfactory by the time they leave the school at 11. However, when activities are not accurately matched to abilities, pupils sometimes make insufficient progress during the lesson, in particular when it is necessary to write independently. This inhibits them from making greater progress over time. Pupils make good progress in lessons when activities are well pitched to their abilities, and resources are used well to develop pupils' understanding.

93. At Key Stage 1, pupils develop scientific vocabulary and descriptive skills. In Year 2, they explain that a healthy diet strengthens muscles and predict what will happen to their bodies during exercise. Lower attaining pupils make good progress when they are given suitable extra support from a parent. At Key Stage 2, pupils have many opportunities to make progress in developing investigative skills. In Year 3, with help from their teacher, they use graphs and develop ways of recording their investigations using the computer. They use magnets and observe what is happening, and begin to understand cause and effect. Scientific skills are satisfactorily promoted. For example, pupils make sound progress in investigating and recording which materials make good thermal insulators in Year 4. Skills in measuring are used well in Years 5 and 6, as pupils plan and develop an investigation which involves measuring pulse rate, or growth in plants.

94. The quality of teaching is sound overall, with good teaching at the end of Key Stage 1. Teaching was unsatisfactory in one lesson at the end of Key Stage 2 where work was not planned effectively to meet the differing needs of individuals and groups of pupils. When this occurs, it affects learning during lessons, and over time, and ultimately has an impact on standards. Expectations in lessons are generally realistic, but there is sometimes not enough challenge for higher attaining pupils. Questioning is at its best when pupils are expected to justify their answers and explain their reasoning, as in the introduction to a lesson in Year 5, when pupils discussed how they could plan a method of testing the effect of activity on their pulse rate. The management of pupils is generally sound, but sometimes the management of behaviour is less effective, and as a result, pupils do not listen carefully enough to what they are being told. In some lessons, not enough attention is paid to promoting subject vocabulary or literacy skills, such as correct spelling.

95. The subject is enthusiastically led by a knowledgeable co-ordinator. Science test and assessment results have been analysed, and areas of weakness have been identified. This has resulted in the development of a detailed action plan. Sound guidelines have been developed to assist teachers with their planning, and this is an improvement since the last inspection. The local environment is used well to enhance the science curriculum. For example, pupils

visit the Nature Study Centre on Wandsworth Common and the Natural History Museum. Informative displays enhance the learning environment and reinforce concepts previously taught. However, information and communication technology still does not effectively support the science curriculum: an issue from the last inspection. The co-ordinator has monitored planning and marking, and is aware of the need to develop satisfactory assessment procedures that consistently inform the next stage of planning and teaching for all pupils. This reflects the findings of the previous inspection report. As yet there has been no direct monitoring of the quality of teaching to establish strengths and those areas needing further development.

ART AND DESIGN

96. The school remains committed to promoting pupils' creative development, and art and design is consequently given a high priority within the school's curriculum. The high standards identified in the last report have been maintained. Pupils are making good progress and achieving standards above national expectations throughout the school. This is particularly apparent in work produced during exciting whole school projects, such as Art Week, and the creation of the indoor garden. Where pupils have worked alongside visiting artists, such as a stage set designer, their work is of a very high standard. Skilfully completed collages on an environmental theme won a local competition. Secondary school pupils have taken part in whole school initiatives, and these projects also have valuable links with other subjects, such as English, geography or design and technology. Pupils regularly visit art galleries, such as the National Gallery.

97. The co-ordinator is an enthusiastic leader of the subject and gives staff good informal support and advice. A new scheme of work has been produced to reflect recent national guidance, and will be reviewed during the year to ensure that it is effectively supporting planning. Samples of work have been collected to monitor the development of pupils' skills, and assessment systems are satisfactory. In addition, the co-ordinator formally monitors planning.

98. Pupils are confident with the use of different media. For example, during the inspection, pupils in Year 1 thoughtfully and imaginatively selected from a range of materials to make collage pictures of themselves. Pupils are clearly familiar with developing ideas from their own sketches and from the work of other artists. During Art Week for example, pupils in Year 4 used their drawings of flowers as a stimulus for paintings, and for making high quality three-dimensional flowers from material. Their work showed a close observation of detail and colour. Observational work is also of a good standard. Pupils in Year 5, during the inspection, were competently tackling some challenging still life arrangements and confidently using pencil shading techniques. Pupils in Year 2, used the school's dark room to produce photograms of flowers, and used these as a stimulus for computer generated flower designs. In Year 6, pupils looked at patterns in nature to create abstract patterns, using oil pastel. They also considered associated vocabulary to describe their shapes. Year 6 pupils also completed large paintings in the style of Mondrian.

99. There is insufficient evidence to make an overall judgement about the quality of teaching and pupils' attitudes to the subject. However, work of other artists from different cultures was used well in Year 1 during the inspection, to introduce and extend the pupils' knowledge and understanding of portraiture. Pupils cut out fruit and vegetables from

magazines to create faces like those of the artist Arcimboldo. In the observational drawing lesson in Year 5, shading skills had been carefully demonstrated as an introduction. Resources were well prepared and of good quality. In both lessons there was a busy working atmosphere, and pupils responded with commitment and enthusiasm.

DESIGN AND TECHNOLOGY

100. Good improvement has been made to design and technology since the previous inspection. Although few lessons were observed during the present inspection due to time-tabling arrangements, this evidence, in addition to scrutiny of samples of past and present work, resources and planning, indicates that pupils are now achieving expected standards at the end of both key stages. Since the previous inspection, a scheme of work has been introduced, which reflects recent national guidance and progressively develops skills. Pupils have experience of all aspects of the design, make and evaluation process, including the teaching of specific skills and techniques.

101. Pupils in Year 1, design and make highly imaginative moving pictures using sliders, levers or pivots. Planning sheets are satisfactorily varied to meet the needs of different groups, and pupils evaluate the difficulties they encountered when completing their tasks. As a preparation for work on moving vehicles, pupils in Year 2 join wheels to axles, using dowling rods and plastercine. These skills are transferred into designing, from junk material, a vehicle that is able to carry a tomato the distance of a metre. Diagrams of designs are labelled, materials chosen for suitability and methods explained. In Year 3, pupils evaluate their sandwiches against criteria such as appearance, taste and texture. No work had been retained from Year 6 pupils last year, and the present Year 6 pupils, early in the school year, had not yet completed any design and technology work. However, the quality of work produced in Year 5 last year, suggests that pupils are achieving expected standards by the time they leave the school at 11. In order to design musical instruments, pupils in Year 5 first evaluated musical instruments in common use, and then produced detailed designs and diagrams of their own ideas. They also made prototype wooden frames, using a range of tools, in order to incorporate these skills in their designs. The completed instruments showed originality and careful thought. In some cases, the design brief had been exceeded: through making an instrument that produced three sounds rather than two. During the year, pupils in Year 6 design and make slippers, shelters and controllable vehicles.

102. There is insufficient evidence to make an overall judgement about teaching or pupils' attitudes to design and technology, but in a Year 3, subject vocabulary was introduced and reinforced well during a challenging discussion about the features of a good picture frame. As a result, pupils made good progress both in their knowledge and use of vocabulary, and in making evaluative judgements about the quality of the product. Links with work in science and mathematics were effectively identified when talking about transparent materials and the importance of a triangle as a strong and stable shape. There was a good selection of different frames for pupils to evaluate against their criteria, although the groups were a little too large to allow all pupils to take a full part in the investigation and discussion. The picture frames belonged to members of staff, and the pupils handled them with respect and care.

103. Staff confidence and expertise has been extended since the previous inspection. The subject has been well co-ordinated and the very newly appointed co-ordinator is keen to continue the initiatives and developments introduced by her predecessor.

GEOGRAPHY

104. Pupils aged seven reach standards that are appropriate for their age, but progress is not sustained during Key Stage 2, and standards at age 11 are lower than generally found. Standards have fallen since the last inspection when they were above average at the end of both key stages. The main reasons for the decline are that the curriculum is not planned carefully enough for key skills, knowledge and understanding to be developed year on year, and too little time is given to the subject at Key Stage 2.

105. Pupils at Key Stage 1, successfully interpret maps, atlases and globes to find their own home in relation to the school and the world beyond. They follow the adventures of Barnaby the Bear in his storybook travels around the world. By age seven, pupils name the countries in the British Isles and locate them on a globe and world map. They compare features of a storybook island with their observations of their own locality. Current work by pupils in Year 2 shows good use of literacy skills in finding information on the flora and fauna of desert regions, and good development of correct technical terms.

106. Pupils in Key Stage 2 study maps and aerial photographs of the locality. They compare their features with those of other places, with a special focus on a village in India. Their creative writing shows a sensitive empathy with conditions in this contrasting climate zone. They consider causes of change in the environment, and work completed on this theme last year, produced through collaboration in Art Week, included collages of a very high standard. By age 11, pupils understand how to collect data in fieldwork on traffic movement and river flows. They know how to read maps in different scales, and interpret evidence from a range of sources. However, there is no evidence of higher attainment in writing up their conclusions, and their written work is generally too brief to develop informed explanations of geographical patterns and processes. In every year, pupils' work in geography is scattered through a general topic book, making it difficult for pupils to appreciate the nature of the subject and the development of their own understanding.

107. Few geography lessons were seen during the inspection and so it is not possible to make an overall judgement about the quality of teaching. However, of those lessons seen, the teaching quality varied from very good to unsatisfactory. Where teaching was most effective, pupils showed strong interest in searching for information because of the use of stimulating pictures and information books. In a lesson in Year 2, the teacher's energy and enthusiasm set a good pace for pupils' learning. In a geography lesson in Year 4, good use was made of the literacy hour structure. Pupils were given detailed and well-focused instruction on how to measure distances between symbols on a map. Quick-paced instruction involved them in solving practical problems, from counting grid squares to measuring diagonally across the grid, using a ruler. Converting centimetres to miles gave good practice in numeracy skills, and the teacher set very high expectations for accuracy in pupils' answers. Pupils rose to the challenge by concentrating hard to answer difficult questions, using technical terms correctly. There were five versions of the same task in the practical work that followed, to match five bands of attainment in the class. Because they understood clearly what they were to do, pupils worked at a good pace and showed enjoyment in their achievement. Where teaching was unsatisfactory, pupils were not given clear enough instructions to complete their tasks, particularly if the activity was complicated. Neither were tasks modified appropriately for pupils at different levels of attainment in the class. As a result, many pupils in these lessons did not understand what was expected of

them, and did not settle to work. They made too little progress in the limited time available. However, lower attaining pupils were given effective additional support so that they take a full part in activities. Throughout the school, pupils with special educational needs follow the same curriculum, take a full part in discussions, and work on similar tasks that teachers have modified to suit their level of attainment.

108. There have been recent improvements to the co-ordination of the subject, and this is satisfactory. National guidelines have been adopted as the basis for planning, but a scheme of work is needed to ensure that skills, knowledge and understanding develop progressively as pupils move through the school. New assessment procedures allow pupils' progress to be monitored, and the co-ordinator has begun to collect samples of pupils' work to guide teachers in monitoring standards. Effective use is made of visits into the local community and further afield. Activities as part of the school journey for pupils in Years 3 and 6, are good opportunities to develop fieldwork skills.

HISTORY

109. By the end of both key stages, the standards of pupils' work are similar to those generally found. Standards have been maintained at this level since the last inspection for all pupils.

110. Pupils aged seven have a sound appreciation of what has changed over time in the context of their own families and everyday life. They learn to interpret evidence in objects and pictures, for instance comparing toys of former times with their own. They understand the significance of some famous people in the past, such as Florence Nightingale, and events such as the Fire of London.

111. Pupils aged 11 have a sound understanding of a range of historical periods, including the civilisations of the Greeks and Egyptians, and aspects of British history including the Roman and Saxon invaders, Tudors and Victorians. They make sound progress in identifying and interpreting evidence from a range of sources, including documents and objects from the periods studied. Good quality work is produced in a study of changes in Southfields over time, using evidence from fieldwork, as well as maps and photographs from different periods. Pupils produce good work in projecting into the lives of people in distant times through imaginative writing. For instance, everyday life in ancient Egypt, seen through eyes as lofty as the Pharaoh to those of the lowliest slave, or imagined entries in Henry the Eighth's diary. Older pupils with higher attainment write lively newspaper accounts, imagining events such as the Olympic Games of ancient times.

112. Factual accounts are briefer and less detailed than generally found, and do not reach the levels of achievement noted in discussions in lessons observed. Pupils with higher attainment produce little written work at the higher level for their age, for instance in explaining cause and effect of major events, comparing interpretations of different sources of evidence, or researching topics of their choice, using reference books. This is partly explained by the limited time given to the subject, but it is also a reflection of teachers' expectations. Pupils are often set the same tasks, and these are more usually appropriate for pupils with average attainment and below, with not enough account taken of the higher

levels of the National Curriculum. Some written work is well displayed to give pupils pride in their achievement, but most work is presented in a general exercise book, mixed with other subjects. This does not give pupils a clear picture of their own development, or allow teachers to review the effectiveness of their teaching over time.

113. Too few lessons were seen to give an overall judgement on the quality of teaching, but in those observed, the teaching quality was at least satisfactory, and sometimes very good. Where the teaching was of high quality, subject knowledge was very good. For example, in a history lesson at Year 5, fiction and factual texts had been well chosen to highlight social issues of the Victorian period. Instruction was brisk, detailed and with high expectations for concentration and accurate recall. Skilful questioning extended pupils' understanding, and in response they were keen to show what they had learned, so reaching a very good standard. Pupils responded very well to a role-play exercise, collaborating in asking sensible questions to identify key features of Victorian social life. In otherwise satisfactory lessons, relative weaknesses occurred when written tasks were not challenging enough for pupils with above average attainment.

114. Management of the subject is satisfactory. Good new assessment procedures identify pupils' successes in learning and weaknesses in knowledge and understanding, so that future teaching can be adjusted. The scheme of work is based on official guidelines and has recently been reviewed. There are some links with other subjects, particularly geography, but more detailed planning is needed to support literacy targets, particularly extended writing and reading for information. The curriculum is extended through good quality visits to a range of museums, from the Bethnal Green Toy Museum to the British Museum, and sites of historic interest such as Hampton Court. An excellent school production in 1999 raised the profile of the subject by involving all pupils in a celebration of the changing issues, personalities and concerns of the twentieth century. The subject makes a good contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Pupils' attainment in information technology is below national expectations at the end of both key stages, and progress for all pupils is unsatisfactory. These findings are slightly lower than those of the last inspection because the demands of the subject have developed rapidly since that time, and the necessary basic skills and knowledge to meet those demands are not systematically planned for and taught throughout the school. Neither do pupils have enough opportunities to use computers to practise skills. Although the school is now using nationally recommended guidelines, they have not been in place long enough to have had an impact on standards. It is the school's intention to use this guidance material to produce a scheme of work, to ensure that skills, knowledge and understanding are developed progressively, but currently the school is not meeting statutory requirements in the subject. For example, in Key Stage 1, there is little evidence of pupils using equipment, such as floor turtles, to programme information. In Key Stage 2, there are limited opportunities for pupils to use information and communication technology to present information in a variety of forms, or demonstrate an awareness of the expected audience.

116. A very comprehensive development plan has been devised for the subject that includes an increase in resources and developing a 'mobile suite' of laptop computers. The co-ordinator knows clearly what must be done to improve the subject, and has worked hard to identify priorities for its future development. She has completed a breakdown of resources, and has recommended software that will give staff good guidance in specific subject areas. A volunteer helper also gives the school valuable support, taking small groups of pupils. However, there is a lack of consistent planning for the subject in all areas of the curriculum. Timetables show that only a few teachers plan and teach basic information and technology skills and there is little evidence to show that computers are used to support other areas of the curriculum during lessons. During the inspection, pupils were seen working on computers on only a few occasions during lessons. Sometimes planned opportunities for information and communication technology are not fulfilled.

117. Pupils generally work at a level lower than expected for their ages, in particular when completing word-processing tasks. In Year 2, basic keyboard skills and control of the mouse are weak, for example when working on a program where pupils have to click and drag body parts and then complete a labelled diagram. Few pupils know how to save and print work. In Year 3, pupils compose tunes using a music program showing a limited knowledge of the keyboard, for example how to use the 'return' button. The majority of pupils in this year group were confused about how to complete a task where they had to compare computer based data with hand written information. In Year 4, pupils develop basic mental mathematical skills with varying degrees of success, as they use a mathematics program to add and subtract two and three digit numbers. Pupils in Year 5, use an art program to develop a plan of their classroom. Pupils in Year 6, discuss how to produce different fonts and pictures, and use bold text, but are unable to try out their ideas on the computer. Discussions with a large number of Year 6 pupils showed that they have few experiences of working on the computers at school. A few pupils use the Internet at home, but most have little understanding of how to send e-mail. Some know how to retrieve stored information, save and print out their work. Most have a sound idea of the functions of some tool bar symbols.

118. There is too little evidence to make a judgement about the quality of teaching. However, pupils' responses to present and previous tasks are enthusiastic, and observations show that when given the opportunity, they work well in pairs on the computers. Displays around the school enrich the teaching environment, and link well with some other areas of the curriculum. Very good displays were seen in Year 3 where, with support, pupils had developed graphs, which were linked to their science work on shadows, and in Year 5, where pupils had developed interesting artwork in the style of Kandinsky.

MUSIC

119. The quality of the school's music provision makes a very good contribution to pupils' personal development and the ethos of the school. Standards in music are better than generally found at age seven and very good at age 11. High standards have been sustained since the last inspection because of the commitment of staff, support from a visiting specialist, the very good resources and the high profile that music has in school assemblies and stage productions.

120. Pupils in Key Stage 1 sing well together, tunefully and with good expression. They know many songs and are quick to learn others, projecting the words clearly and with feeling. They respond positively to suggestions as to how to improve their performance. Those pupils who support with percussion instruments pick up the rhythm confidently and play sensitively. Performance skills develop well through Key Stage 2. By age 11, pupils understand musical notation as a means of recording their own compositions and as a guide to singing and playing. They show good control in playing a wide range of tuned and untuned percussion instruments to achieve different textures. Higher attaining pupils reach very good standards in singing, for example in a school assembly, where a small group performed confidently with accurate pitch and clear diction, projecting the descant part very well over the school's melody line. Videotaped evidence of a school production at Christmas in 1999, indicates very good standards in performance by groups from all years, singing songs in a range of styles in solo, group and choral arrangements. Pupils with special needs and those for whom English is an additional language are encouraged to play a full part in all activities and are given additional help when needed.

121. There is not enough evidence to make judgement on the overall quality of music teaching, but in those lessons seen during the inspection, teaching was often very good. This was particularly so when class teachers were skilfully supported by a visiting specialist. The close collaboration between these adults was highly effective in producing very good results. For example, in lessons seen at Key Stage 2, the teachers gave well-focused instruction on specific skills, with consistent use of technical terms that were carefully explained. Each lesson had a very good balance of instruction and activity, developing in clear stages so that the level of challenge was increased. Those who have instrumental lessons outside school were given a special role in accompanying the Year 4 class. Pupils at different levels of attainment were particularly well provided for in the very good lesson. After a review and clearly focused instruction on rhythmic patterns, the choice of who was to play what percussion instrument was organised quickly and firmly, so that pupils had maximum time to practise skills. The class improvised together around a theme set by the specialist musician, with pupils choosing to join in when they felt it appropriate. Pupils' intense concentration and disciplined collaboration made the improvised piece grow in complexity and range over several minutes, creating a performance of a high standard. In a singing lesson for pupils in Key Stage 1, the skill and enthusiasm of the large team of teachers and other adults, and their concern to improve the quality of singing, resulted in pupils singing with gusto, but with a good sense of the overall effect.

122. The recently appointed co-ordinator has made good progress in reviewing the scheme of work to take account of official guidelines, and in developing resources. The development plan for the subject sets challenging targets. These include the formation of a school choir and instrumental groups, which are lacking at present.

PHYSICAL EDUCATION

123. Pupils' achieve standards that are generally in line with national expectations in physical education by the end of both key stages. All pupils make satisfactory progress overall, but the amount of progress made during lessons varies across the school, and this ultimately influences pupils' achievement over time. Progress is very good during lessons where a specialist teacher works with class teachers, but in some lessons pupils' behaviour is not managed effectively. Occasionally, staff have been unable to plan lessons with visiting specialists to make sure that activities meet the pupils' needs. In these lessons, pupils make less and, sometimes, unsatisfactory progress. Because of this, standards are slightly lower than those recorded in the last report.

124. In Year 2, many pupils demonstrate good control of movement and balance and awareness of space. They listen well, and respond very positively as they safely demonstrate actions and movements. Most show a good awareness of how physical exercise affects their bodies. These skills are progressively developed in Year 3 as they travel confidently and safely on the floor and on benches. Younger pupils in Year 1, start to develop the skills needed to play tennis. By the end of Key Stage 2, pupils perform safely alone, in small groups and as team members. They sustain energetic activity over suitable periods of time and show that they understand the effect of exercise on their bodies. All pupils take up the opportunity to learn to swim and, by the end of Key Stage 2, the majority can swim the expected 25 metres.

125. There is not enough evidence to make an overall judgement about the quality of teaching, but in those lessons seen, the teaching quality varied from very good to unsatisfactory. Where teaching quality was of a high standard, lessons were well planned and activities effectively supported and promoted the concepts being taught. There was very good regard for safety, and teachers' expectations were high. For example, all pupils were appropriately dressed for lessons and all were expected to listen at all times. In gymnastics lessons in Years 1 and 2, there were clear instructions and a good reference to subject vocabulary. Pupils were well used to demonstrate ways of moving, and this, together with the use of praise by both adults, ensured that pupils performed with confidence and good physical effort. Watching each other demonstrate, gave them the chance to evaluate their performance. There was very sensitive support for all pupils, including those with special educational needs. In some lessons, pupils do not wear appropriate clothing for physical education.

126. The school offers a good range of extra curricular activities in this subject. Physical education lessons take place in the playground, in one of the two spacious halls and at a local swimming pool. Specialist teachers, who are invited into the school, greatly enhance the provision for physical education lessons. The school works hard to ensure there is equality of opportunity for all pupils in the subject. For example, girls and boys in Year 6 happily play football alongside each other. All pupils have the opportunity to attend residential visits, where they participate in outdoor adventurous activities such as rock climbing, archery and fencing.

RELIGIOUS EDUCATION

127. Standards in religious education are satisfactory at the end of both key stages, and the majority of pupils reach the levels expected for their age against the learning objectives in the locally Agreed Syllabus. Nevertheless, standards are not as high as at the last inspection, when they were well above average at the end of both key stages. The main reason for this decline is that coverage of the Agreed Syllabus is inconsistent year on year, and key elements of the curriculum in one year are not revised and extended in the next. However, the emphasis on making personal meaning from the topics that are studied is a strength of provision, and the subject makes a strong contribution to pupils' personal development.

128. Pupils in the school come from a range of cultural backgrounds, and their experiences are sensitively used as a resource. By age seven, pupils recognise the significance of some religious objects from the faiths of Judaism, Christianity and Islam, and contrast these with objects that have meaning in their own lives. They consider the nature of God and meaningful moments of their own. Pupils in Year 6 recall many facts and impressions of their visits to a mosque and a Hindu temple. They have good knowledge of features of Islam, influenced by pupils who are followers of that faith. Their knowledge of Christianity and other major religions is less secure, though they can name major symbols, holy books and festivals, making comparisons and giving some explanations of significance. They show respect and sensitivity towards other beliefs, and insight into the significance of their learning. Asked why they study religious education, one girl said, 'We need to know what others believe so we don't hurt them.' At both key stages, there is less evidence of written work than generally found, and no clear procedure for collecting it together so that pupils can review their own development.

129. Few lessons were seen during the inspection, but those seen were either good or very good. Where lessons were observed, teachers had very good subject knowledge, used technical terms consistently and gave detailed explanations of basic principles. Discussions were well paced and purposeful, encouraging all pupils to take a full part. Teachers set a respectful tone by treating religious themes and pupils' own experiences with sincerity and sensitivity, so that pupils of different faiths felt confident in sharing their experiences. Other pupils listened respectfully and showed a proper curiosity in asking questions. Pupils with special needs played a full part in these discussions. A particularly effective feature of teaching is the use of religious objects to focus attention and illustrate abstract principles. For example, Muslim pupils in Year 6 had explained the meaning of significant objects of their faith to Year 5 in an earlier lesson. In the lesson observed, the teacher used questions to probe pupils' learning, and her high expectations for precision and accuracy in pupils' responses challenged all to think carefully and to collaborate in pooling their knowledge. However, work seen through the school indicates that writing tasks are not well defined, and are often limited to lists or brief statements of fact. Pupils with special needs and those for whom English is an additional language are able to make a full response to such tasks, but those with higher literacy skills are not fully challenged.

130. The subject co-ordinator is well qualified for the role, and advises staff on their planning. However, there is not enough monitoring to ensure that the scheme of work is taught in full in each year. Written tasks are not planned with enough precision to support literacy targets and to give pupils opportunities to explore and express their learning in depth. Good use is made of visitors from other faiths, including parents, and visits to local places of worship. The subject is supported by links with the themes of assemblies.