

INSPECTION REPORT

TRINITY ST MARY'S CE PRIMARY SCHOOL

Balham, London

LEA area: Wandsworth

Unique reference number: 101047

Headteacher: Mrs H Quintrell

Reporting inspector: Mr Graham Haynes
18064

Dates of inspection: 25th – 28th September 2000

Inspection number: 225384
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	6 Balham Park Road London
Postcode:	SW12 8DR
Telephone number:	020 8673 4166
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sarah McDermott
Date of previous inspection:	6 th – 9 th July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Graham Haynes 18064	Registered inspector	Science	What sort of school is it?
		Special educational needs	How high are standards? The school's results and pupils' achievements
			How well is the school led and managed?
			What should the school do to improve further?
Juliet Baxter 9075	Lay inspector		How high are standards? Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Christine Glenis 15447	Team inspector	English as an additional language	
Anne Shannon 22778	Team inspector	Art	
		Design and technology	
		French	
		Geography	
		History	
Maureen Sinclair 1578	Team inspector	Foundation Stage	
		English	
		Music	
Mervyn Ward 20463	Team inspector	Equal opportunities	How well are pupils taught?
		Information and communication technology	How good are the curricular and other opportunities offered to pupils?
		Mathematics	
		Physical Education	

The inspection contractor was:

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity St Mary's Church of England Primary School serves the multi-ethnic urban area of Balham in London. Pupils are drawn from a wider area than that immediately surrounding the school. The school is above average size with 274 on roll. Assessments when children start school show they have skills that are often below average. Those entering from the school's nursery are in the middle to higher bands on entry to reception classes, particularly in relation to knowledge and social skills. Currently just over 24 per cent of pupils are known to be eligible for free school meals, which is broadly in line with the national average. Nearly 40 per cent of pupils speak English as an additional language and this is a very high proportion compared to national figures. Pupil mobility is high, with over 60 pupils leaving during the last school year and almost as many replacing the leavers. Almost a quarter of the pupils are on the register of special educational needs, which is above the national average; pupils mainly need extra help with language and literacy skills.

HOW GOOD THE SCHOOL IS

The school makes generally sound provision for its pupils. They are well taught in many subjects. Standards are improving throughout the school, but particularly at Key Stage 2, from below the national average. The school is very well led and managed and offers sound value for money.

What the school does well

- Good overall improvement has taken place since the 1998 inspection.
- A very good start is provided for pupils in the nursery and reception classes.
- Pupils achieve good standards and progress in art throughout the school.
- Pupils have good skills in handling numbers.
- The quality of teaching is consistently good throughout the school.
- Good support is offered to pupils for their personal development and they are well cared for.
- There is good teamwork, inspired by the excellent leadership and management of the headteacher.

What could be improved

- The curriculum and teaching and learning opportunities being provided in information and communication technology (ICT).
- The provision for pupils with English as an additional language in meeting their specific linguistic needs and to improve the standard of their written and spoken English.
- The assessment systems being developed to monitor and evaluate pupils' performance in all subjects and to ensure work set is suited to their levels of attainment
- Pupils' rate of attendance and their punctuality at the start of morning lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1998. At that time, the school was judged to be giving its pupils an acceptable standard of education, but to have serious weaknesses. Seven key issues relating to these matters were identified to guide the school's development. There has been good overall improvement on the key issues. One issue has shown very good

improvement: an effective management structure is in place that is providing clear educational direction for the work of the school. Four issues have shown good improvement: pupils' attainment at Key Stage 2 is being raised, particularly in mathematics and science; pupils' behaviour is managed well and generally positive attitudes and relationships exist throughout the school; learning resources have been improved to at least a satisfactory level; and staff are inducted effectively as part of a well-focused professional development programme. There has been partial success on two issues: statutory requirements mentioned have been met, but replaced by a new requirement - all aspects of ICT are not being taught; whole-school planning is much improved, but more remains to be done on the use of assessment information to monitor and evaluate pupils' achievements and to inform future planning.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	D	D	C
Mathematics	D	E	E	E
Science	E	E	E	E

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Last year, pupils' performance in national tests for eleven-year-olds was below average in English and well below average in mathematics and science. Test results over the last three years have risen at the same rate as that nationally, but pupils' performance remains below or well below average in English and mathematics and consistently well below average in science. Pupils are generally achieving poorly in mathematics and science when compared with pupils in similar schools while their performance in English is average. The school is making steady progress in reaching targets set for English and mathematics. There are early indications that current targets are likely to be bettered in the 2000 national tests for mathematics and science. The standards of the present Year 6 pupils are broadly average in all aspects of English, but handwriting and spelling standards remain variable. Mathematics standards are average overall with skills in handling number being a relative strength. Inspection evidence indicates that across all subjects, with the exception of ICT, pupils are achieving soundly and building steadily on their earlier attainment. There is good attainment in art where pupils are making good progress. In ICT, pupils are underachieving throughout the school due to gaps in their learning caused by inadequate provision of resources and learning opportunities in all aspects of the subject.

Most children in the reception group are on course to attain the early learning goals for five-year-olds, demonstrating good achievement. In the 1999 national tests for seven-year olds, standards in reading, writing and mathematics were below the national average, but in line with the standards being achieved in similar schools. Results have shown a downward trend, although over time they have been close to the national average in reading and writing, but below average in mathematics. Early indications from the 2000 test results show an

improvement. Inspection evidence indicates that pupils are achieving soundly in all subjects, with the exception of art and ICT as mentioned above for Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive about coming to school and enjoy their lessons.
Behaviour, in and out of classrooms	Satisfactory, at least, throughout the school representing a considerable improvement since the 1998 inspection.
Personal development and relationships	Good. Pupils are involved in the work of the school and carry out routine jobs conscientiously. Relationships between pupils are amicable and between staff and pupils are often warm and caring.
Attendance	Unsatisfactory. Absences are higher than normal because a small number of pupils take prolonged holidays during term time to their country of origin. Punctuality at the start of the school day is irregular.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching across the school is good. One hundred per cent of the teaching observed was satisfactory or better; over half was good; over ten per cent was very good and two lessons were excellent. The teaching of literacy and numeracy skills is good. Good quality teaching is also particularly evident in the Foundation Stage classes and in English, mathematics, art, history and physical education lessons. Teachers' subject knowledge is generally good in most subjects and they teach basic skills well. Their planning is effective and often detailed, particularly in English and mathematics. Management of pupils is a strength throughout the school. Pupils with special educational needs are provided with adequate support and learn soundly. Provision for pupils with English as an additional language is unsatisfactory in meeting their specific linguistic needs with the result that their learning is barely sound. Generally pupils learn well, for example, in English and mathematics. In these subjects, the successful implementation of the National Strategies for Literacy and Numeracy has improved the pupils' acquisition of skills well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory due to aspects of ICT not being taught. Otherwise the curriculum has appropriate breadth; subjects have schemes of work; teachers' planning in English, mathematics and science is detailed and meets the needs of most pupils.
Provision for pupils with special educational needs	Satisfactory. The school meets the main needs of the Code of Practice. Provision is adequate, but improving, with pupils having individual education plans and targets for improvement. Support is helping pupils to make sound progress and they are included in all activities.
Provision for pupils with English as an additional language	Unsatisfactory. There is no policy or practice in place to plan and assess pupils' learning and progress effectively. Pupils are included in all activities, but there is insufficient focus on their linguistic needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. There are regular opportunities planned to develop pupils' personal, social, moral, spiritual and cultural awareness. Provision for social and moral development is particularly good and linked to the whole-school improvement in pupils' behaviour.
How well the school cares for its pupils	Very well. Individuals and their needs are well understood and problems are dealt with effectively. The arrangements to track pupils' progress in English and mathematics are good, but are less well developed in other subjects.

Parents are strongly supportive of the school as indicated by the opinions contained in the returned parent questionnaires. Some previously poor relationships are being improved and the school has been pro-active in attempting to build a stronger interaction with parents. There are only a few parents who help in classes. Attendance at many events is small, but gradually growing in number. There is an appropriate home/school agreement and homework is used well as one means of involving parents in their children's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is an excellent leader who has inspired good whole-school improvements since being appointed in January 1999. Staff work well as a team to tackle agreed priorities.
How well the governors fulfil their responsibilities	Unsatisfactory due to all aspects of ICT not being taught. Otherwise the governors fulfil their responsibilities with increasing effectiveness.
The school's evaluation of its performance	Good. The team of staff and governors have a clear view of the school's strengths and those areas requiring further development. Systems and procedures for performance evaluation are in place and being developed well, particularly in English and mathematics.
The strategic use of resources	Satisfactory. Resources are targeted to support educational needs by the agreed priorities of the school development plan. Priorities are well linked to budget planning and the aim of raising standards. Principles of best value are applied soundly. Staffing, resources and accommodation are all adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching that the children receive. • Children like to come to school. • The expectations of teachers that children will work hard and do their best. • The good progress that the children make. • The school is well led and managed. 	<ul style="list-style-type: none"> • A more interesting range of activities beyond the classroom.

Inspectors confirm the positive views that parents expressed. Regarding matters for improvement, the school is providing a satisfactory range of activities that would be found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the nursery they come from a wide range of backgrounds that reflect the characteristics of the community the school serves. There is a high number of children from families where English is spoken as a second language. Attainment on entry to reception is broadly average although there are some pupils whose knowledge and social skills are higher. These are often children who have attended the school's nursery and made good progress. Many of those new to school have a limited range of pre-school experience. It is likely that most children will achieve the early learning goals by the time they move onto Year 1 classes.
2. Analysis of the results of national tests at the end of Key Stage 1 shows that over time from 1996 to 1999 the trend has been downward even though overall standards of reading and writing have been close to the national average. In mathematics the pupils' performance was well below average. In the 1999 tests standards in reading and mathematics were well below average with writing standards being below average. Teachers' assessments of science indicated that pupils achieved standards below the national average. When compared with schools of a similar type, that is those with up to 35 per cent of eligibility for free school meals, pupils' standards in writing were close to average, but reading and mathematics were below average.
3. At the end of Key Stage 2, the trend in results of statutory tests from 1996 to 1999 is upward, broadly in line with the rise nationally. However, standards in English were below the national average and the performance in both mathematics and science was well below average. Results of the tests in 1999 show pupils' performance was below the national average in English and well below in both mathematics and science. When compared with similar schools, pupils' results were broadly average at the expected level (Level 4) in English, but well below average for mathematics and science. At the higher level (Level 5), pupils' performance in English and mathematics was average while science results were below average.
4. Results of the 2000 national tests have yet to be compared nationally to establish the level of performance of last year's pupils in Year 2 and 6 classes. Raw scores indicate an upward trend in the percentage of Key Stage 1 pupils reaching Level 2 and a more dramatic improvement in Key Stage 2 scores, particularly in mathematics and science. This improvement is due to a better and more consistent quality of teaching in both subjects and curriculum improvements in science.
5. Across Key Stage 1, pupils' achievement in English and mathematics is sound, based on generally average skills when children start school. Inspection evidence indicates that for the present Year 2 standards in English and mathematics are broadly average. There is average attainment across all aspects of English, but in mathematics standards of number work are the strongest element. This is mainly due to the successful implementation of the National Numeracy Strategy allied to the hard work of staff and greater attention being paid to analysing pupils' performance and test results.

6. Across Key Stage 2, pupils are beginning to achieve soundly in both English and mathematics. The implementation of the National Literacy and Numeracy Strategies has helped the school in its drive to raise standards. Lessons have a clear purpose and structure with learning building effectively on pupils' previous knowledge, understanding and skills. The school is making steady progress in reaching suitably challenging targets set for English and mathematics. There are early indications that current targets are likely to be bettered in the 2000 national tests for mathematics and science.
7. Science standards are in line with national averages at the end of both key stages. This is an improvement when compared to test results, due to the positive effects of better teaching and improvements in the curriculum. Pupils learn effectively in lessons and demonstrate sound achievement. At Key Stage 1, pupils are building scientific knowledge steadily and are able to record their practical activities with some success such as when using wires, bulbs and batteries to make an electrical circuit. At the end of Key Stage 2, pupils achieve steadily in several aspects of the subject, for example, in work on testing the absorption of materials. Pupils have a sound understanding and competence in carrying out a fair test and could explain the importance of being consistent in their actions. In ICT, pupils' achievement is inconsistent and unsatisfactory throughout the school. Pupils are becoming more competent in word processing, but limited opportunities in other areas of the subject, for example, in use of control technology, restrict their progress generally.
8. Pupils' attainment in art is good at both key stages. They are producing a good range of work using many materials. At Key Stage 1, pupils explore ideas well. They can produce good observational drawings and paintings of plants. At Key Stage 2 taught techniques of tracing and burnishing are used to good effect in the creation of symmetrical designs for fabric and wall-coverings. Pupils' progress in history has improved to become satisfactory. The development of enquiry skills is better and a key element in this improvement. The pupils are confident in handling artefacts and drawing conclusions from their observations. Standards in all other subjects at both key stages are generally in line with what might be expected for their ages. Religious education was subject to a separate inspection under Section 23 of the School Inspection Act 1996.
9. Pupils' strengthening skills in literacy and numeracy are satisfactory and increasingly help them to learn appropriately in other areas of the curriculum. The emphasis on technical vocabulary in mathematics and other subjects, such as science, promotes understanding. Sound use is made of the wider curriculum to develop pupils' literacy skills, for example, in the recording of science activities. Pupils make inconsistent use of their numeracy skills in other subjects although some use was seen in science. For example, Year 3 pupils used estimation and counting skills soundly when picking up paper clips with a magnet.
10. Across the school, pupils with special educational needs generally make satisfactory progress relative to their prior attainment. Clear and relevant targets are identified in their individual education plans, and reviews of their progress indicate that targets are being met. Increasingly effective management of the special needs register and the associated paperwork is improving the identification, recording and monitoring of pupils' progress. Pupils with English as an additional language make inconsistent progress in developing and using English and their attainment is below national averages. Their progress is severely limited by the lack of a secure basis from which teachers can plan to meet their specific linguistic needs.

Pupils' attitudes, values and personal development

11. The school's well-planned induction arrangements for its youngest pupils were tested during inspection week at the beginning of the new school year. Children in the nursery confidently greeted visitors and responded enthusiastically and excitedly to their teacher in lessons. In the reception classes the outsider was not able to distinguish between those that had come from the school's nursery and those who had joined the school from elsewhere. They walked confidently into assemblies and particularly noticeable was their composure and good behaviour when they attended their first assembly with the whole school in church. All the under-fives played happily together in their designated outside play area and showed positive attitudes to their new school in their first days as part of its pupil population.
12. Most pupils are positive about coming to school and enjoy their work and lessons, particularly when they are challenged and the content of lessons is interesting and exciting. However, some of them do not have high levels of concentration and become restless when lesson content fails to capture their attention.
13. There has been a dramatic improvement in the standards of behaviour since the last inspection. Behaviour is now at least satisfactory throughout the school day and often good as, for example, on the occasion of the harvest festival service that pupils attended in the school's church. There were seven instances of pupil exclusions in the year prior to this inspection and the rate is falling. Whilst a few pupils tend to rush on occasions, most conduct themselves well as they move around the school. In the playground and when taking their lunch they are noisy but this is due in the main to natural high spirits and enjoyment of free time. In lessons, the majority work diligently and use lesson time to make good progress and enhance their learning. However, despite vastly improved behaviour overall, there remain a significant number of pupils whose behaviour is challenging and often unacceptable. The inspection team did not observe any bullying during the inspection and the school and parents report that this is also an area of considerable improvement since the last inspection.
14. Relationships between pupils, and between pupils and all staff in the school, are good. Pupils socialise well and mix happily together in a richly varied ethnic community. They usually work co-operatively in groups and share resources amicably and fairly. It is noticeable that those pupils who want to work and concentrate on their lessons are able to resist being distracted by pupils who misbehave and take a mature approach to prevent disruption. Most pupils respect and value the contribution of their friends in plenary sessions by listening attentively and making their own observations and comments when appropriate.
15. Pupils' personal development is good and the improvement in behaviour has made a considerable contribution towards this. Staff are now able to trust them with a number of helpful tasks and allocated responsibilities around the school such as operating the overhead projector, preparing the hall for assemblies and helping to keep classrooms tidy. Prefects take their duties seriously and provide good examples of responsible behaviour. The school council is a pleasure to attend. Pupils debate issues that are important to them and they understand the democratic process in collecting the views of their classmates and feeding back to them after each council meeting. The vast improvement in pupils' behaviour since the last inspection has made a considerable contribution to the improved standards of attainment and good progress in learning by nearly all pupils.

16. The attendance rate for the year 1998/99 was good and above the national average. However, it dropped in the last school year of 1999/2000. This is explained by absence on the part of a small number of pupils taking prolonged holidays when returning to their countries of origin. This unfortunate drop in attendance renders the whole school rate as unsatisfactory at the time of this inspection. Teachers take the school register promptly and efficiently at the start of each school day and lessons start on time. However, far too many pupils frequently arrive anything up to 20 minutes late. This means not only do they miss a considerable amount of personal learning time, but that teachers and those pupils who are regularly punctual suffer disruption to the smooth running of the day's first lessons.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall. There is a high proportion of very good or excellent teaching across the school of the lessons seen. Three per cent was excellent, 11 per cent was very good, 53 per cent was good and 33 per cent satisfactory. This represents an improvement on the last inspection, when the teaching was deemed to be of satisfactory overall quality. The fact that pupils make at least sound progress over their time in the school is no small part due to the consistent quality of teaching which the school now provides.
18. The improved quality of teaching has come about because of the sharing of good and effective practice amongst the teachers, who are all determined to give the best guidance they can to their pupils. The teaching staff has a range of subject specialisms and experience, in a balance that is helpful to improving the quality of education for the pupils. Good use is made of the expertise of individual teachers. The greater importance that is beginning to be given to the monitoring of lessons is also having an impact in raising the quality of teaching through the feedback being provided. It is to the credit of the mentoring process that the teachers who are relatively new to the school have settled so well with their colleagues, and have so effectively maintained and improved the standards achieved.
19. Good quality teaching is particularly evident in English, including the literacy hour, mathematics, art, history, and physical education. In these subjects the quality of teaching was good or better in more than half the lessons observed. This shows that all teachers have at least good knowledge of these subjects and they provide their pupils with lessons that promote learning. Particularly high quality teaching was seen in an art lesson where Year 1 and 2 pupils were using a range of media to create a still life picture. In this lesson high expectations and a close attention to detail by the teacher resulted in excellent pictures being produced. The only subject where teaching is ineffective is ICT, a similar situation to that reported in the 1998 inspection. Since that time there has been considerable improvement in the teaching of mathematics, art, history, music and physical education.
20. All teachers have consistently high expectations of pupils to behave well, to listen carefully, and to do their best. These expectations are recognised by nearly all the parents who returned questionnaires. They agree that the school provides good quality teaching and that their children are encouraged to try hard. A particular strength of the teaching is how well teachers manage their pupils. Every teacher has effective behaviour strategies in place to eradicate the negative influence of the few pupils in the school who still exhibit challenging behaviour from time to time. Invariably, the other pupils act with maturity when these occasions arise. This was exemplified by the way that lessons invariably begin on time, by the fact that most pupils get out resources and clear them away efficiently as a matter of course, and

by the good relations between teachers and pupils. A short reminder is all that is necessary in most classes for the teacher to have total concentration from all pupils, which in itself promotes their learning. These actions result in pupils being more focused on their task, which was not evident previously.

21. Teachers plan their lessons particularly well in English, mathematics and science, ensuring that a large majority of pupils are challenged with tasks which are related to their level of attainment and planned to take their learning forward. In the 1998 inspection report it was noted that there was not enough challenge for the higher attaining pupils. This has been addressed in these core subjects but these factors are not beneficially evident in all the other areas of the curriculum. Teachers make clear in their plans exactly what it is they want the pupils to learn. Most lessons begin with a short but lively question and answer session, which both reminds pupils about previous learning and helps them to consolidate their understanding. For example, this was seen in the excellent lessons previously mentioned. This quality of introduction leads to pupils consolidating their knowledge and understanding well. In the best lessons, teachers always used the last part of the lesson to evaluate with pupils what they had learnt. For example, in most of the mathematics lessons observed an effective plenary session was held. During a lesson on fractions with the top set of Year 5 and 6 pupils the plenary was especially effective in revising the pupils' learning and reinforcing the main points of the lesson. There is limited evidence of pupils self-evaluating their efforts.
22. In most lesson planning for the literacy and numeracy hours, the teachers do not fully identify opportunities to assess pupils' learning and rates of progress. Teachers do comment on their planning sheets about individual pupils in an informal way. This is also not evident in other subjects, so that occasionally lessons include work that is set at the same level of difficulty for all pupils in a class. The school has recognised this situation, and is currently addressing the issue within the introduction of the revised National Curriculum.
23. Teachers make satisfactory use of the support staff and volunteers available to them. Members of this group are invariably seen working effectively with small groups of pupils or individuals in accordance with the plans prepared by the teachers. Support staff carry out their work calmly and without any fuss. The pupils have as much a respect for them as they have for their teacher. Pupils with special educational needs benefit from this support and the satisfactory teaching they receive from the class teacher and special educational needs co-ordinator (SENCO). Their learning is sound throughout the school. Pupils with English as an additional language are integrated well into the general work of the class, but there is insufficient attention given to their specific linguistic needs.
24. All teachers set homework regularly. This involves reading practice, mathematical tasks and spellings. Teachers have good relations with parents and successfully encourage them to take an active part in their children's learning at home.

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

25. The school provides a broad range of worthwhile opportunities for all its pupils, including the teaching of French. There is an appropriate balance between these opportunities with the exception of ICT. Whilst the planning of the curriculum in English, mathematics and science is carefully undertaken to meet the needs of all pupils, planning for their needs is not apparent in the other subjects of the

curriculum. The school has successfully introduced the National Strategies for Literacy and Numeracy. Teachers have undertaken a programme of training and the school has bought good quality resources. In both key stages the teaching of literacy and numeracy is planned effectively. Consequently, pupils' attainment in these subjects has improved. The teaching of all subjects is supported by sound schemes of work based on recently introduced nationally agreed guidelines as well as the school's own schemes.

26. A judgement was made in the previous report that there was balance in the curriculum. This situation has remained. Overall the curriculum in Key Stage 2 was unsatisfactory. Now there is a satisfactory curriculum throughout the school, and appropriate amounts of time are being given to each subject, apart from ICT where invariably skills are taught in other subject lessons. There are satisfactory cross-curricular links between subjects. Alongside this, it was reported that teaching was ineffective in mathematics, physical education and information technology, due to poor long-term planning. Planning is now satisfactory in these subjects, but the teaching of ICT is still not properly developed. In the 1998 inspection, subjects were not being covered in sufficient depth and this was affecting physical and intellectual development. Recently introduced national schemes are beginning to have a positive impact on teaching and learning.
27. The school is meeting statutory requirements in all subjects, apart from ICT. In this subject, not all aspects of the subject are taught. There is an inconsistency in the progression of pupils' learning to ensure the continuous development of skills. The time allocated to assemblies is justified by the positive impact that the quality of these assemblies has on the attitudes of the majority of the pupils towards the school, and on their behaviour and personal development. The school's provision for pupils with special educational needs is adequate, but unsatisfactory for the large number of pupils with English as an additional language.
28. All pupils have equality of access and opportunity to the curriculum. Pupils' needs are being met well, for example, in literacy, numeracy and science and they are making good achievements in their learning over time. In other lessons work is not modified as well to meet the differing needs of pupils. The timetable is structured so that the core subjects, English, mathematics and science, are taught at different times of the day. This has a positive effect on the efficient use of support staff for those pupils with special educational needs and who have English as an additional language.
29. All teachers use similar and satisfactory medium and daily planning. The long-term planning for each foundation subject does not identify skills development within the subject. This is an area for future development. At the time of the previous inspection, overall planning was satisfactory. Currently, planning is beginning to have a positive impact on a majority of the teaching in school. There is clear evidence of where the school is successfully teaching skills in one subject and giving pupils opportunities to learn about other subjects. Measuring skills are effectively utilised in design and technology projects.
30. Good use by the school is made of the local and wider community to enhance pupils' learning experiences. A range of interesting visits, often linked to current topics of study, take place during the school year and visitors to the school, for example a drama group, make an additional contribution to this learning. The annual residential visit for the older pupils not only provides them with much enjoyment, but plays a strong part in developing their social skills and sense of teamwork and

responsibility. Strong links exist with the church from which the school takes part of its name and the vicar is a frequent visitor at assemblies. Participation in a number of local festivals and annual events encourages pupils to be confident and aware of what is going on around them in the world they live in.

31. Membership of the local cluster group of primary schools and a group of church schools in the area enables the school to look outwards and make its own contribution to the local network of similar schools. Pupils transfer to a large number of secondary schools from Trinity St. Mary's and this makes close links with them all quite difficult. However, there is good liaison at the time of transfer when pupils make visits to the school of their choice and records are handed over. Secondary school pupils are welcomed each year into the school to undertake work experience.
32. At the time of the last inspection the level and content of extra-curricular activities was judged unsatisfactory. This remains the only concern highlighted by a small number of parents for this inspection. This inspection team consider that the current level of provision is satisfactory and will be enhanced when the school has the opportunity to realise its plans for the formation of a chess club in the New Year.
33. Provision for pupils' spiritual development remains satisfactory as it was judged at the time of the previous inspection. This does not mean to say there are no spiritual moments during the school day and week. Anyone privileged to be part of the school's harvest festival service in the church would agree that this was a spiritual occasion as pupils brought their gifts to be distributed to those in need. They filed quietly into the church with a strong sense of occasion and awareness of where they were and what they were there for. A sense of calm and importance of the occasion had been skilfully instilled into them by their teachers. Pupils sang well and took an active part in the service, behaving well throughout. What is still missing in this aspect of their development is planning for spirituality within the curriculum on a daily basis.
34. New and effective strategies to improve behaviour have had a strong impact on pupils' moral development that is now good as opposed to unsatisfactory at the time of the last inspection. Pupils have a clear understanding of what is right and wrong and this is reinforced through implementation of the revised behaviour policy. Staff provide good role models and pupils are left in no doubt as to what is acceptable or unacceptable behaviour. Rules and codes of conduct are made clear and revised when the need arises. The well-planned and structured programme for pupils' personal and social development is thorough and detailed. It plays a prominent and important part in reinforcing and underpinning the moral code of the school community.
35. Social development is also good. Pupils come from a rich variety of backgrounds and speak a total of 19 different languages. The school provides opportunities for pupils to mix and socialise well together through their interests and play. Staff value the variety of cultures and beliefs. They reinforce the establishment of good relationships with each other and encourage the celebration of similarity and difference.
36. A strength of the school is its provision for multi-cultural development. The school proudly celebrates its mixed intake. A strong feature is the celebration of Culture Week when parents and pupils take part in a variety of activities such as sampling different foods, demonstrating costumes and dress and putting on dancing displays. This is a most popular event that parents and pupils look forward to. The school's

planned educational trips ensure that all cultures are explored widely. Trips to the Victoria and Albert Museum to see the Art Nouveau exhibition, the English National Ballet and the local high street to see Diwali lights and buy Diwali sweets illustrate the school's efforts to ensure that provision for overall cultural development is good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The last inspection report judged pupils' welfare and guidance to be unsatisfactory. The school has worked hard since then to ensure that this aspect of its work is now good with the result that pupils receive high standards of care and support. They feel secure and comfortable in their daily surroundings and know they can turn to anyone for help. The concern for their health and welfare plays a strong part in the general improvement being made by the school. It is beginning to be part of raising pupils' standards of work and the progress they make.
38. Secure arrangements are in place for child protection, and staff are well aware of the importance of adhering to the school's procedures in this respect. The premises manager and headteacher undertake regular health and safety audits that are formally recorded. Fire drills are held at appropriate intervals and there is a sufficient number of staff trained in first aid to deal with any accidents. A health and safety issue identified by the inspection team, and one which is a concern to the school and its pupils, is the smelly and unpleasant condition of some of the pupils' toilets.
39. Procedures for promoting and monitoring pupils' behaviour and personal development are good and this is an area that shows much improvement since the previous inspection. There is a consistent, corporate and firm approach by staff to the implementation of the behaviour policy and their good teamwork results in the development of effective strategies to deal with pupils who present challenging and unacceptable behaviour.
40. The administration staff work with all class teachers to monitor the attendance registers. Procedures include weekly evaluation of attendance figures and telephone calls to the parents of pupils where there is regular non-attendance or poor punctuality.
41. The quality of procedures for monitoring and assessing pupils' academic performance and achievements does not reflect the findings of the previous inspection where an inconsistent picture was presented. In several areas there has been improvement and there is now a more coherent approach.
42. The school is valuably using a range of commercial and national test data and class assessments to identify higher and lower achievement in English, mathematics, and science. Previously, tests were not analysed. As a result of current assessment, there are literacy and numeracy extension tasks being undertaken that fully challenge the higher achieving pupils, in class and for homework. This was evident where Year 5 and 6 pupils were undertaking tasks that fully stretched their knowledge of equivalent fractions. The school also uses the information to predict National Curriculum levels of achievement for pupils, and to make decisions about where it will target extra support to raise achievement in literacy and in numeracy. The information gathered in mathematics is utilised to organise teaching sets in Key Stage 2.
43. However, the school recognises that these systems have yet to be fully developed and refined, both to track the performance of and to set targets for individual pupils,

so that they can be involved in their own learning. There are portfolios of pupils' work covering English, mathematics and science. These have been fully assessed with regard to pupils' levels of attainment. These actions show an improvement in teachers' ability to assess National Curriculum levels. Subject co-ordinators and the assessment co-ordinator are effectively monitoring information about pupils' performance. Effective assessment procedures are in place for literacy and numeracy only. Results in other subjects are not effectively used to inform future planning. Consequently, in the other subjects of the curriculum, pupils are being set tasks that do not necessarily match their level of attainment. This was exemplified in a number of lessons where pupils were all carrying out the same activity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. At the time of the 1998 inspection there had been a breakdown in relations between the then headteacher and the parents although some improvement in this situation was also reported. Few parents offered their services to help in the school and the school had no plans for increasing parental participation. Two years later, the partnership between the school and parents is much improved. Parents are pleased with the improving academic standards and the drastic improvement in pupils' behaviour. They also feel there is good teamwork amongst all staff and the school now has a sense of community spirit.
45. The quality of information provided by the school is good. Newsletters are regular and keep parents informed of forthcoming events and activities. Teachers inform parents of future programmes of study so that parents know what they can do to support their children's learning at home. There are three open consultation evenings a year and parents are strongly encouraged to attend these. Homework is given to pupils on Fridays and teachers expect its return early the following week. Parents are watchful on the allocation of homework and if their children do not come home with it they are quick to make relevant comment to the teachers. Pupils' annual reports are generally good but there are a few inconsistencies in the way in which these are completed by staff. Overall, they inform parents of what their children know, understand and can do and highlight areas where improvement is needed, as well as commenting on strengths.
46. There is very little parental participation in the school. Many parents are out at work during the school day. One parent helps in the classrooms regularly. Other parents are either in full-time employment or choose not to support the school in this way. There is a parents' association but its chairperson runs this almost single-handedly. She works very hard to organise a number of social and fund-raising events that are always very well supported, particularly those that involve pupils, such as discos. Parents often offer willingly to help clear up after events but are still reluctant to participate in the organisation of these occasions. Seven parents joined the pupils at the harvest festival service in the church and those present commented that the amount of parental attendance at such events is increasing very slowly. There is a commitment on the part of the headteacher and the school to improve parental involvement further, but she and the staff have had to prioritise their efforts since the last inspection to improve standards and behaviour.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school benefits from the very good leadership and management of the headteacher and key staff that provide a very clear educational direction for its work. There is a sharp focus on raising pupils' attainment and their rate of progress

through setting priorities and taking actions to improve the quality of teaching and learning. The key person in bringing about whole-school improvement is the headteacher. Since being appointed in January 1999, she has shown excellent leadership and management qualities that have not only moved the school forward, but also developed a continually growing sense of teamwork. Her influence and collegiate approach are building a strong, shared commitment in the school which has a very good capacity to succeed. The headteacher's work is well supported by staff with management responsibilities and by the increasingly effective governing body.

48. Teaching and curriculum development are monitored, evaluated and supported to a good overall standard. One outcome has been the implementation of an improved, whole-school planning system. These good actions include the involvement of members of the governing body, the headteacher, acting deputy headteacher and subject co-ordinators. All are working to well-defined priorities set out in the school development plan, which provides a clear and manageable agenda for improvement. Action is being successfully taken in meeting school targets. Development and improvement are particularly strong in those areas highlighted as a priority, for example, the behaviour of pupils.
49. The collegiate approach is ensuring that the school's aims, values and policies are reflected very well through all its work. Written statements express high and consistent expectations for what pupils can achieve. The staff work with a clear sense of shared purpose to establish and monitor the aims, values and policies into consistent practice throughout the school. Progress in this area has been rapid, but not surprisingly, against a background of a number of staff changes and a great deal of improvement being needed in the school generally, more time is needed to achieve fully consistent practice. Staff provide good role models for pupils and in providing equality of opportunity for all. This has brought about a change in the school culture, particularly in relation to recognising success and encouraging respect for individuals. This vision is seen in all aspects of school life during assemblies, lessons and playtimes. The headteacher leads by example, maintaining a high profile around the school to make an excellent contribution in setting and maintaining high standards. In return, she is very well supported by staff, governors and parents. Parental support of the recent improvements made in the school was clearly indicated in the very positive response contained in the returned parent questionnaires.
50. The governing body conducts its business soundly and with increasing effectiveness. The committee structure works effectively and helps to ensure the involvement of all governors in the process of decision making. Statutory requirements are met with the exception of ICT where all aspects of the subject are not being taught. Other than for this subject, governors have a sound understanding of the school's strengths and weaknesses. They are becoming more effective in shaping the direction of the school through their own actions, for example, by participating in training, and by being better informed by the headteacher and staff with management responsibilities about their work. Good work is being done in supporting educational priorities through careful financial planning. The finance sub-committee works closely with the school in this area. Spending is monitored well ensuring that specific grants, for example, for special educational needs, are used for their designated purposes as effectively as possible. Strategic financial planning is undertaken rigorously by the finance committee within the considerable constraints imposed by the school's very high rate of pupil mobility that results in a claw-back of funds taking place. The school has had to make considerable inroads

into its reserves in order to improve its management structure and the quality of education it provides.

51. The day-to-day organisation of the school is very effective and the secretarial team provides a first class supporting service to staff, pupils and parents. Support and ancillary staff care warmly for pupils and provide them with the security they need to make progress. The premises officer provides a high standard of maintenance and decoration to the large and elderly building.
52. The management of special educational needs is satisfactory, but there remains a great deal of work to be done in improving the organisation of provision. Annual reviews are held and the Code of Practice is met. The SENCO is working very hard to improve the identification of pupils' needs and to work collaboratively with teachers and support staff. Being employed on a part-time basis, and spending some of her time supporting pupils for whom English is an additional language, is not helping the speed of developments that are taking place. The format of individual education plans has been improved and she ensures that the plans are not only in place, but being regularly monitored, evaluated and amended as necessary. Contacts with, and the use of, outside agencies are becoming better organised; for example, the expertise of the educational psychologist has been used well in several cases. The governing body keeps an overview of special educational needs in the school through the nominated governor who has built up a sound understanding of this aspect in a short period of time.
53. The school is satisfactorily staffed with the recent arrival of the acting deputy head completing the staff contingent. The teachers' qualifications and experience match the demands of the curriculum satisfactorily. Arrangements for the induction and mentoring of recently appointed staff have worked effectively. Arrangements for staff development are good due to the close link with whole-school priorities. Professional development of staff is given a high priority. The school makes good use of the allocated funds for this purpose by organising regular in-service training to meet both whole-school and individual needs. Staff appraisal is in line with the expectations and time-scales being set under the national scheme of performance management. Support staff provide a good level of assistance to teaching staff both in and out of the classroom. The school is using new technology soundly in administration work, but there are weaknesses in the teaching and learning of ICT. Specific funds for pupils with special educational needs and for those for whom English is not their first language are spent appropriately.
54. Resources for learning are satisfactory overall. The accommodation is suitable for the purpose in most cases, although one classroom and the library are small, restricting the movement of pupils and the use of the space respectively. The premises are well cared for by the premises manager and his staff. Toilets are in need of refurbishment and improvement.
55. Since the 1998 inspection, very good progress has been made. Weaknesses in the leadership and management of the school have been eliminated. The role of the governing body has improved well. Co-ordinators have a clear role that is well understood and are being encouraged to exert their management influence in line with whole-school development. Less experienced staff are supported well by more experienced colleagues. The management of special educational needs is no longer unsatisfactory. At the last inspection the school gave poor value for money. Taking into consideration the good overall improvement that has taken place since 1998, the school now gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve the quality of education and raise standards further, the governing body, headteacher and staff should now:
- (1) raise standards in ICT by improving the curriculum and teaching and learning opportunities for all pupils and ensuring all aspects of the subject are taught consistently throughout the school;
(paragraphs 7, 19, 25,26,50,81 and 118-124)
 - (2) raise the standards of written and spoken English being achieved by pupils with English as an additional language by meeting their specific linguistic needs;
(paragraphs 137-144)
 - (3) develop the assessment systems and procedures already in place to monitor and evaluate pupils' performance in all subjects and to ensure work set is suited to their levels of attainment;
(paragraphs 43, 81, 95,100, 107, 111, 117, 122, 136 and 142)
 - (4) improve pupils' attendance and their punctuality at the beginning of the school day.
(paragraph 16)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

Continue to manage pupils showing challenging behaviour. *(paragraph 13)*

Explore ways for pupils to self-evaluate their work. *(paragraph 21)*

Plan for spirituality within the curriculum on a daily basis. *(paragraph 33)*

Improve the condition of pupils' toilets. *(paragraphs 38 and 54)*

Continue to work towards establishing greater parental participation in the work of the school.
(paragraph 46)

Continue to improve the overall consistency of pupils' attainment in spelling, handwriting and writing. *(paragraph 78)*

Develop the greater use of pupils' basic skills in other subjects. *(paragraph 81)*

Provide further opportunities for pupils to listen to a wider range of music. *(paragraph 130)*

Provide further training for staff in music. *(paragraph 131)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	11	53	33	0	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)	25	242
Number of full-time pupils eligible for free school meals	0	117

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	65

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	16	16	17
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	79	82	82
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	16	17	17
	Total	27	29	31
Percentage of pupils at NC level 2 or above	School	79	85	91
	National	82	86	87

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	12	30	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	21	12	13
	Total	28	18	20
Percentage of pupils at NC level 4 or above	School	67	43	48
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	17	15	17
	Total	24	22	24
Percentage of pupils at NC level 4 or above	School	57	52	57
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	34
Black – other	56
Indian	4
Pakistani	21
Bangladeshi	1
Chinese	2
White	67
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	
Black – African heritage	1	
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	19.5
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	155

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	35

Financial information

Financial year	99-00
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	£
Total income	619703
Total expenditure	642038
Expenditure per pupil	2479
Balance brought forward from previous year	89205
Balance carried forward to next year	66870

Number of pupils per FTE adult	11.3
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	51	43	1	0	4
Behaviour in the school is good.	56	33	6	3	3
My child gets the right amount of work to do at home.	43	44	9	1	3
The teaching is good.	59	39	0	0	3
I am kept well informed about how my child is getting on.	54	33	4	1	7
I would feel comfortable about approaching the school with questions or a problem.	66	27	0	3	4
The school expects my child to work hard and achieve his or her best.	67	29	1	0	3
The school works closely with parents.	44	43	7	1	4
The school is well led and managed.	54	39	3	0	4
The school is helping my child become mature and responsible.	63	29	1	0	7
The school provides an interesting range of activities outside lessons.	40	30	16	3	11

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

57. Children are admitted into the nursery at the beginning of the autumn term in the year that they are four. They transfer to the reception class in the following September. There are 35 children in the nursery class; 63 per cent attend full time and the rest part time. They are in two groups. The 31 children in the two reception classes attend full time.
58. Children entering the nursery come from a wide range of backgrounds, reflecting the socio- economic characteristics of the community the school serves, which has a high number of families where English is spoken as a second language and an above average number of children with special educational needs. Children make good progress in the nursery as can be seen by their behaviour and attainment in the reception classes when compared to those who have not benefited from this good provision.
59. Attainment on entry into the reception classes is broadly average, although there are some whose knowledge and social skills are higher. These are often children who have been able to develop well as a result of the good provision in the nursery. However, many of those new to the school have had a limited range of pre-school experience and have not yet acquired the basic skills required for a successful transition into the infants. For example, they find sharing and playing independently difficult. They make good progress in the reception classes, and although many reach the early learning goals, a significant minority still need more help; a few surpass.
60. The high quality of the school's provision of the Foundation Stage is an important factor in the good progress made in these classes. The curriculum is well taught, in line with the latest government guidelines. All staff are involved in the very detailed planning which pinpoints the possible stepping-stones for each child as they move towards the early learning goals. For example, pupils go on a range of visits which allow all the areas of learning to be covered. Planning takes account of the literacy and numeracy requirements. Assessment is very good, with well-structured opportunities to observe and assess the children's progress and plan the next stage in learning; for example, portfolios of children's work are kept.
61. There is a strong ethos of care and commitment and very good teamwork that involves all staff. They create a calm atmosphere and a secure environment within which children gain the confidence to develop all their skills, including personal and social ones.
62. The overall quality of teaching is good, with very good teaching taking place in both the nursery and reception classes. Staff have a good knowledge and understanding of the foundation curriculum and early learning goals. Teachers are very good at teaching the basic skills and in their use of day-to-day assessment of children's development. They set high standards for behaviour and expect children to try hard. As a result, children make good progress in all the areas of learning, especially in personal and social development and in the enhancement of their physical skills. Many will reach the early learning goals in these areas before they enter Key Stage 1 classes.

63. Staff are well qualified and between them offer a very good range of languages. This helps the many children who come from homes where languages other than English are spoken to make steady progress in the nursery and reception classes. There are times when there is insufficient adult help in the classes, which limits the one-to-one help many of the children require. The quantity of resources is good. The foundation classes are located outside the main buildings, within an enclosed area that provides a safe and secure learning environment. There is an adequate outdoor play area with a satisfactory range of large apparatus. There are well-considered plans to build covered-in areas and to develop role-play facilities.
64. Improvements since the last report have included the extensive use of baseline testing to give additional information on children's attainment on entry and the early and well-organised implementation of the new foundation curriculum. Its emphasis on the stepping-stones to highlight development, is enabling staff to pinpoint progress accurately. Pupils continue to make good progress as a result of the very good management of the Foundation Stage which is a strength of the school.
65. Partnership with parents is good. They are invited to school in the summer term and a creche is provided to help the attendance of parents with very young children. This is the beginning of a dialogue that continues throughout the Foundation Stage. Parents receive a booklet to help them understand how their children will be educated. They are given advance information about the topics to be studied at the beginning of term.

Personal, Social and Emotional Development

66. Children in the nursery and reception classes generally make good progress. Many are likely to achieve the early learning goals before they enter Key Stage 1 classes. Teachers have high expectations about behaviour and attitudes. For example, they teach the children to sit quietly and wait to be asked before talking to the rest of the group. They deliver interesting lessons that help them to concentrate. Teachers know their pupils well. Perceptive questioning enables each child to reply positively, building confidence and self-esteem. A calm class environment prevails within which teachers continually highlight the correct response. Children are keen to please, to help and to applaud the efforts of others.

Communication, Language and Literacy

67. Language and literacy skills are at an early stage of development for many of the pupils who have so recently arrived at the school. Nevertheless, good quality teaching is already having a positive effect and good progress is beginning to be made. In the nursery a sustained focus on describing and naming objects encourages language development. Some of the children make good progress and are able to talk about a book well. Good teaching in reception classes also enables pupils to make good progress. Many activities include role-play and playing musical instruments and these encourage the use and extension of vocabulary. Children use a computer competently to learn about sounds. They work constructively, looking at letters and simple words with the teacher. They learn to recognise the alphabet through playing card games.

Mathematical Development

68. Pupils make good progress in their learning of mathematical skills in both the nursery and the reception classes. It is likely that many should be able to reach the early learning goals by the time they enter Key Stage 1 classes. The nursery teacher uses the children's interests as a good basis for learning. For example, they learn to choose smaller and larger clothes for big and small teddies. The activity helps them to increase their understanding of size. Reception teachers also use the children's experiences as a starting point to teach them about numbers and to appreciate what a set of three means. Children are able to discuss where they have seen numbers and the discussion increases their understanding of numbers and associated language. Number rhymes are constantly sung to reinforce learning. A few children who had previously been in the nursery made very good progress. They were able to subtract and add to three.

Knowledge and understanding of the world

69. Teachers' planning indicates that children are offered a good range of experiences that extend their knowledge of the world around them, ranging from visits to Legoland that link with their construction activities to practical activities in a nature Study Centre. For example, a carefully planned visit to Gatwick Airport benefited the children beyond just looking at the planes. Children learn about other cultures and values as they look at the Diwali lights and hear some Hindu stories. There is a daily period of quiet thought as they say prayers before lunch. Children explore the local environment and share their knowledge of animals and plants. A very well planned lesson in a reception class results in the pupils gaining a good understanding of facial features. Another reception class learns well about heartbeats and exercise whilst jumping and jogging. Children use computers frequently and with confidence although teachers' support with this activity is variable in frequency and quality.

Physical Development

70. Teachers have a good understanding about the background of the children in their classes. They know that many live in flats with little opportunity for physical exercise. In the nursery, for example, there is a great emphasis on providing activities to aid physical development. Staff give good advice to the children using the outdoor play equipment, not just on safety but to encourage confidence in extending their skills. This was clearly seen during a lesson with reception age children. The teacher gave very clear instructions to the pupils as they set about playing on apparatus. High standards prevail; children warm up before exercising. The teacher then models a crawling baby to illustrate the quality of movement that is required. Pupils' response is excellent as they try hard to copy the teacher. Children make good progress in jumping and jogging. They experiment in walking sideways and backwards and in finding their own space. They learn to balance evenly when they walk. Teachers' planning shows a multitude of activities to enhance fine motor skills such as using scissors. Pupils are developing their skills well to make good progress. It is likely that they will reach the early learning goals by the time they enter Key Stage classes with a considerable number having the potential to reach a higher level.

Creative Development

71. Children make good progress. Teachers' planning shows a wide range of opportunities for them to explore a range of media and materials, including art and collage work. Many good quality displays of creative work are evident in all classes.

There is a great emphasis on developing all their senses through, for example, playing with sand and water and listening and viewing carefully. The children gain from well-planned educational visits, for example, to the theatre and the National Gallery. During the first few weeks of term the children have already been taught a wide range of songs, including nursery and counting rhymes. They handle musical instruments sensibly to produce a variety of sounds and to increase their musical vocabulary. Paintings have been produced and children experiment with printing, producing images of story characters. Children are likely to reach the early learning goals by the time they enter Key Stage 1 classes.

ENGLISH

72. The 1998 inspection judged pupils' attainment at the end of both key stages to be in line with the national average. 1999 national test results at Key Stage 1 showed that pupils' reading and writing skills were below those normally expected for this age group. Fewer pupils reached the higher levels of attainment in reading and results were below those of similar schools. No pupil gained a Level 3 in the writing tests. The 2000 national test results, although not yet confirmed, indicate that this decline has been halted with pupils' results in writing and reading improving. Pupils' work seen during inspection week mirrors this improvement in standards; standards are now judged to be as expected for the pupils' age.
73. The 1999 national tests at Key Stage 2 indicated that pupils' attainment was below the national average although the results were broadly in line with those of similar schools. These results were an improvement on the previous year and this upward trend continued in 2000. These results, still provisional, show that three-quarters of the eleven-year-olds reached the expected level of attainment, in line with the achievement of other schools. Pupils' work seen during the inspection week reflects this standard. The school has improved its use of test data to implement strategies with the aim of improving weaknesses. Booster classes have been used to increase pupils' knowledge, understanding and skills. More spelling strategies were introduced to the pupils. There was a particular focus on teaching deduction and inference skills to enhance scores in the comprehension test. These initiatives continue to be used.
74. Pupils' listening and speaking skills are average at Key Stage 1. Pupils take part satisfactorily in assemblies and during role-play activities, for example, as they pretend to be buyers and sellers. Frequent question and answer sessions require them to listen and respond to the teacher. Some have the confidence and understanding to explain what an author or illustrator does or to ask questions about the meaning of words such as bitten. In small group work they react well to the teacher's requirements that they identify and talk about their mistakes in writing. They listen carefully to the teacher's response. Pupils' spoken words are not always audible, and many are shy. They need a lot of one-to-one help before they can achieve well in this aspect.
75. In Key Stage 2, speaking and listening skills are average and, on occasions, are good. Older pupils respond well to teachers' insistence that spoken answers must go beyond a simple no or yes and that they are backed by reference to evidence and logic. For example, Year 6 pupils discuss their views on future events during a study of 'The Selfish Giant'. Good management of circle time encourages pupils to share ideas and to listen and respond appropriately. Pupils speak with some confidence during the harvest festival and in the school council and these opportunities are available to all. The school recognises the need to further develop

the curriculum to include a greater variety of learning opportunities not covered in literacy work.

76. Younger pupils make satisfactory progress in learning to read through shared and guided reading activities. Standards are average at the end of Key Stage 1. Most pupils are able to read an unknown word through breaking it down into sound components. Literacy hour books stimulate their interest, especially when read with panache by the teacher as seen during a lesson with Year 1 pupils. In this case, pupils were engrossed and progress was good. Pupils read text with good intonation and can answer challenging questions about, for example, why a king should be crowned. The home/school reading partnership is beginning to have a positive effect on raising standards. By the age of seven, the majority of pupils can read simple passages with accuracy and understanding. There are a few more independent readers who can talk knowledgeably about non-fiction books and the use of the alphabet in finding them.
77. By the end of Key Stage 2, pupils' attainment in reading is average. They have made satisfactory progress. Pupils enjoy the core reading sets and other recently acquired books. Boys especially enjoy books with a humorous approach to facts or the Harry Potter novels. Most pupils read a satisfactory range of fiction and non-fiction books and can refer to the text to justify their views about the text. Good quality book reviews are written. Pupils regularly visit the local library and a few can explain the Dewey Decimal System of book classification. Some use is made of the school library but pupils do not find it a very attractive area.
78. At Key Stage 1, pupils' attainment in spelling is generally average although variable. The use of simple punctuation is better and by the end of the key stage many use capital letters and full stops correctly to produce simple sentences. There is a wide range of attainment in handwriting due to inconsistencies in the use of a neat and well-formed script; only a few join letters. The quality of their written work is often more consistent and to an average standard. They write for a variety of purposes, including imaginative stories and recipes.
79. By the end of Key Stage 2, pupils' standards of writing are average. They have produced a good range of narrative and non-narrative writing which includes letter writing, programme notes for a ballet and poetic spells and curses for Macbeth's witches. Teachers prepare very good aide-memoires to enhance extended writing. Pupils are beginning to use these well and benefit from their use, as they emphasise, for example, the good use of grammar. Pupils' use of punctuation is improving steadily, but standards in handwriting and spelling remain variable.
80. The quality of teaching is always satisfactory. In nearly half the observations teaching was good or better and this occurred in all age ranges, but especially in the classes at the end of Key Stage 2. There are a small number of pupils who exhibit challenging behaviour and this is well managed by staff. Pupils' attitudes directly relate to the consistent quality of teaching, particularly to teachers' enthusiasm and subject expertise. The implementation of the National Literacy Strategy is having a positive effect on standards. Teachers have a sound understanding of teaching literacy and pupils react well to the approach that builds steadily on their knowledge, understanding and skills. There are some aspects which could be taught better. The use of time sometimes leads to too little time for pupils to fully participate in the plenary where the main points of the lesson are consolidated. Group work is well planned to ensure that all pupils have tasks that challenge and support their learning. Generally pupils respond well and are active learners, but occasionally lesson

introductions are pitched at too low a level to excite and engage the older and brighter pupils.

81. Marking of pupils' work is often most helpful, although there is an inconsistency on requiring pupils, especially the older ones, to make a response. Assessment activities continue to be developed. Admirable portfolios annotate the pupils' work against National Curriculum requirements, but teachers' judgements do not always relate to the national test results and more work on reaching an informed consensus is required. A teacher with particular expertise in English has been newly appointed as co-ordinator and appropriate targets for further subject development have been identified. There has been a focus on the use of core books and a greater emphasis on teaching reading techniques such as skimming and scanning. In-service training from the local authority literacy consultant has been organised to refine and further develop the use of literacy time. ICT is not frequently used as a tool to aid learning. There is some planned use of literacy across the curriculum, but the co-ordinator recognises that this aspect needs strengthening and has begun an audit of current practice to improve matters.

MATHEMATICS

82. The 1998 inspection report noted that pupils' standards were unsatisfactory. In Key Stage 1, they were in line with expectations, with higher levels being below. In Key Stage 2, they were below expectations, with the higher levels being well below. Results from the 1999 national tests showed that standards at the end of both key stages were well below the national average. When compared with similar schools, standards were below average in Key Stage 1 and well below in Key Stage 2. Boys were achieving at a higher standard than girls, at the end of both key stages. This year, unconfirmed tests show an improvement in Key Stage 1, reversing a downward trend of the previous year. In Key Stage 2 there is a dramatic improvement when compared to the previous year. Primarily, this could be attributed to the higher level of attainment on this group's entry to the school. Considering the high rates of pupil mobility, nearly 50 per cent over the seven years in the school, this may not be the only factor. The school has made significant improvements in the teaching of the subject since the last inspection and they are beginning to have a positive effect on standards.
83. From lesson observations and the scrutiny of pupils' work from last year, there are signs of improvement throughout the school. Primarily, this is due to the introduction and implementation of the National Numeracy Strategy and the hard work of the teachers and subject co-ordinator. Since the 1998 inspection, the school has reviewed the situation and introduced a number of strategies to try to reverse the downward trend in standards. Results have been analysed in order that they can see how pupils are progressing from year to year. Alongside this, they have looked at these results to indicate particular aspects of the curriculum that need improvement. The main area for future development will be in teaching the use and application of mathematical knowledge and skills in a practical way. Areas being gradually developed are in the teaching of space, shape and measures, and handling data. Staff training has been organised to support these needs. Planning and teaching are monitored and evaluated; previously, in the 1998 inspection report, there was no monitoring of teaching. Pupils' attempts at completing areas of the curriculum are recorded on the weekly planning sheets and on, soon to be introduced, record sheets. In this way, teachers can keep track of a pupil's progress. This term for the first time, pupils are being set individual targets to help them develop their knowledge and skills in the subject. The organisation of pupils

according to prior attainment in Key Stage 2 has been introduced so that teachers can more efficiently set tasks that match pupils' levels of competencies. A more consistent approach to homework has been instigated.

84. The impact of these new methods can already be seen. When looking at the work undertaken last year, by pupils currently in the school, it shows pupils were working at a level in line with the national average. In the lessons observed, pupils were achieving a similar level of work. Although pupils' unconfirmed results in the 2000 tests indicate they have achieved a higher standard, this is not reflected in their tasks completed. Their level of attainment in numeracy was high, but their achievements in the other areas of the curriculum, were not of such a high standard. Despite curriculum, management and staff changes, the school has attempted to move forward. Although there is still a lot of hard work to be undertaken to continue this upward trend, the school has made a good start.
85. Children's attainment on entry is broadly in line with that expected nationally. By the time they leave Key Stage 1 it is in line with national expectations, as it is when they leave the school in Year 6. Consequently, pupils' level of achievement is satisfactory in both key stages. Currently, pupils are not making satisfactory progress in using and applying their mathematical skills and knowledge, particularly in problem solving. The school is addressing this issue. In their number work, they are making good progress. Where pupils do not develop so well is in their acquisition of skills in space, shape and measuring, and data handling tasks. Nearly three-quarters of the pupils have satisfactory basic numeracy skills when they leave the school at eleven years of age. These pupils can calculate, using all four types of computation with numbers up to 1000 and beyond, including decimals, accurately and efficiently, both mentally and with pencil and paper. They progress in the mental mathematics part of their lesson from activities like those seen in Year 2, where pupils were successfully counting forwards and backwards to 20, through to Year 4, where pupils were finding the difference by either counting forwards and backwards, or reversing the operation. By Year 6 they are rounding up numbers, including decimals, to a 1000 and beyond.
86. Pupils are beginning to make gains in their learning in lessons because they are taught consistently well. Where the teaching is of good quality, pupils have a positive attitude, tasks set are demanding but achievable, and questions are sufficiently probing to develop understanding further. All these elements were very well exemplified in the top set of oldest pupils, where they were investigating equivalent fractions. Pupils were constructing equivalent fractions using strips of paper, whilst others were calculating them. Pupils with special educational needs make satisfactory progress towards the targets set for them. Those pupils with English as an additional language make satisfactory progress. Many of these pupils cope well with the pace and demands of the introductory mental mathematics session at the beginning of the lesson.
87. By the end of Key Stage 1, pupils are gradually developing their own strategies for problem solving, and this continues in Key Stage 2. Pupils of all attainment levels are competent in counting and recognising numbers. Pupils, whose attainment is average or above average, can add and subtract confidently and show a developing knowledge of fractions. These pupils are not using standard units for measuring length, mass and time consistently in order to reinforce their learning. Also, they do not have a satisfactory understanding of the properties of basic two and three-dimensional shapes. They are not competent in sorting objects using a variety of classifications. There is very little evidence of the use of computers in the subject,

where pupils develop skills and use computers to present their findings. Pupils do not consistently utilise their mathematical skills in other subjects of the curriculum, as in the use of data handling in science, or measuring in design and technology. At the time of the last report, there was more evidence of this occurring. Currently, there is a very limited number of examples of this. Year 1 and 2 pupils have work on display showing the use of graphs of electrical equipment used in the home as part of their science work. Little evidence of this approach was seen in the work completed last year.

88. The quality of teaching is good overall, with no unsatisfactory teaching observed. This is a significant improvement on the situation found at the time of the last report. Nine lessons were observed, of which one was very good, six were good, and two were satisfactory. All teachers have at least a satisfactory understanding and knowledge of the subject and, as a result, questioning is used effectively to check and extend pupils' understanding. Lessons are planned in accordance with the National Numeracy Strategy. Lesson objectives are invariably explained to the pupils. In the last report planning was regarded as unsatisfactory. There is now a clear and consistent indication in the teachers' planning that shows how tasks are to be assessed, and this is still being developed. It does not indicate how those pupils with special educational needs and those with English as an additional language are to be supported. In most lessons, the teaching is lively and the lessons are conducted at a good pace. Throughout the school stimulating teaching is evident. This is a good improvement since the last report. Pupils are well managed and as a result the teaching has a good impact on pupils' learning. In the majority of lessons, pupils are effectively kept on task and consequently their learning develops. In several lessons there was an element of disruption by two or three pupils. The teachers managed this behaviour well. Invariably, other pupils had the maturity to ignore these pupils and continue effectively with their tasks. This is a significant improvement, especially in Key Stage 2 where behaviour was having a definite negative impact on the quality of teaching and learning.
89. Teachers promote good attitudes towards mathematics among the pupils. At the time of the last report, attitudes were satisfactory. A large majority of pupils listen attentively, sustain concentration, and work hard to complete tasks. For example, in all of the numeracy lessons, a majority of pupils were clearly interested and involved; as a result they successfully applied their skills and made progress. Pupils work well both on their own, and in pairs and small groups, when given the opportunity. The presentation of work, either on a worksheet or in their books, is generally satisfactory. The quality improves as pupils progress through the school. There is evidence of uniformity in the presentation and marking of tasks. There are examples of constructive and informative marking. This practice is evident throughout the school and further helps the progress of pupils.
90. The school is using national and commercial tests to assess pupils' development from term to term and year to year. The results of these tests, plus assessments of pupils' work, are then effectively employed in the organisation of class attainment groupings and sets in Key Stage 2. This is a distinct improvement since the last inspection. Also, test data was not analysed; now it is effectively utilised. There are developing portfolios of pupils' work that clearly indicate the level of work that the pupil is achieving. Literacy skills are developed in the subject with the reinforcement of terminology in lessons, and the prominent display of mathematical terms, related to the current topic. This has a distinct impact on pupils' learning. Resources are of satisfactory quality and quantity and are easily accessible, and this enhances learning. Computers are of varying quality, but the selection of programs available to

support learning is not extensive. Consequently, as was observed in the last report, teachers do not fully use this resource. The school is aware of this situation.

SCIENCE

91. Teachers' assessments of pupils at the end of Key Stage 1 in 1999 indicated standards that were broadly in line with national scores at Level 2, but below the national average at Level 3. In comparison with similar schools, results indicated standards above the average at Level 2, but below average at Level 3. Inspection evidence, drawn mainly from pupils' written work and lesson observations, finds that the present Year 2 pupils' attainment is in line with national expectations, as the quality of work they have produced is similar to that seen in many schools. In experimental and investigative work pupils are able to link wires, bulbs and batteries to make a circuit. This action is recorded and described successfully in simple terms. They can give a sensible account of what they have done and why the bulb will light up. Raw scores of pupils' attainment in the national tests for 2000 indicate a continuing upward trend of pupils' reaching Level 2, but these have yet to be validated in order for comparisons to be made against national standards.
92. The percentage of pupils reaching the expected Level 4 in the 1999 national tests for eleven-year-olds was very low in comparison with the national average. The percentage of pupils reaching the higher Level 5 was well below average. In comparison with similar schools the results last year were very low at Level 4 and well below the average at Level 5. Over time from 1996 to 1999, there has been an upward trend similar to that seen nationally, but the performance of both boys and girls is well below the national average. Raw scores of pupils' attainment in the national tests for 2000 indicate a dramatic improvement, but these have yet to be validated in order for national comparisons to be made. Inspection evidence, drawn from current and past pupils' work and lesson observations, finds that the present Year 6 pupils' attainment is broadly in line with national expectations. Pupils are developing a good sense of what constitutes a fair test. They are able to talk about the importance of repeating a process in a consistent way, for example, when experimenting to discover the absorption qualities of different types of cloth. They can make predictions and hypotheses about the likely results of their investigations giving reasons for their thoughts. Work is recorded in a systematic way and, for the most part, provides an accurate account of actions. Pupils are tackling a sound breadth of activities and subject aspects. Pupils' work shows that they can classify living beings and understand the concepts of habitat and food chains. They can classify solids, liquids and gases. Pupils with special educational needs make satisfactory progress. Pupils for whom English is an additional language make steady progress in attaining scientific knowledge and skills. All pupils enjoy their work, often showing good interest and being able to work with some independence when tackling practical activities.
93. The overall quality of teaching is good. There was very good teaching seen in one lesson and good teaching in four of the nine lessons observed. At Key Stage 1, lessons are planned well and with some detail. Basic skills are taught effectively. Activities are relevant to the age and ability of pupils. Teachers have a sound subject knowledge at least. A good mix of whole-class, group and individual work is organised and carried out effectively. Pupils are well managed. Pace is sustained sufficiently to keep the rate of learning moving along without pupils becoming restless or inattentive. Lessons are ended effectively, drawing the pupils' thinking and actions together and giving them a short time to reflect on their work. All the above positive characteristics were seen during a Year 2 lesson on constructing an

electrical circuit. Pupils' knowledge was increased due to focused practical work and amid high levels of enjoyment. A similar picture is seen at Key Stage 2. This results in pupils of all abilities showing a satisfactory, and often good, interest in their work. They do their best to finish their work in line with the expectations set by their teachers, for example, as seen during a lesson on the absorption of materials with Year 6 pupils. Older pupils record their work soundly in designated exercise books while younger ones use project books satisfactorily. Written work is of an overall satisfactory standard.

94. A satisfactory contribution is made to pupils' literacy and numeracy skills by the provision of a range of opportunities that reinforce learning. For example, Year 3 pupils used estimation and counting skills soundly when picking up paper clips with a magnet. Year 2 pupils were learning new words and reinforcing vocabulary when recording their work on making an electrical circuit work. Graphical representations of predictions and actual findings by Year 4 pupils were produced with the use of a computer to print out the results. The subject makes a satisfactory contribution to pupils' personal development.
95. The subject is not one of the school's current priorities for development, but recent improvements have included resource management and re-organising the curriculum in order to meet the requirements of the National Curriculum. The curriculum now provides an appropriate breadth of learning opportunities for the pupils. The co-ordinator has a clear vision for further developments that includes improving the assessment of pupils' work in line with whole-school development. At present the assessment procedures are unsatisfactory because of inconsistency through the school in the monitoring and evaluation of pupils' performance. Teachers' planning of science has improved as a whole-school system has been developed to follow a common format.
96. Since the 1998 inspection, overall improvement has been good. Standards have been maintained in Key Stage 1 and improved at the end of Key Stage 2 to be in line with national expectations. Pupils continue to make sound progress throughout the school, but at an increasingly more consistent and faster rate due to better teaching and improved curriculum organisation. Pupils' attitudes are now consistently satisfactory and sometimes good. Their behaviour is more consistent and the minority previously reported as having unsatisfactory attitudes is much less apparent. The quality of teaching has improved, particularly classroom organisation and management, and is never less than satisfactory. Resources and the curriculum have been re-organised well.

ART

97. Standards of work and the progress made by the pupils are good and have improved since the last inspection.
98. The work on display is of a good standard and shows that pupils' progress is above what is expected for pupils of this age. There are examples of Year 5 and 6 pupils' work inspired by the posters of David Hockney using tissue and poster paint. The pupils have also worked on symmetrical designs for fabric and wallpaper using tracing and burnishing techniques. There are also examples of computer generated designs using draw and fill functions. Year 1 and 2 pupils have illustrated 'The Very Lazy Ladybird' story and Year 3 and 4 pupils look at portraits by Picasso and paint their own portraits based on his style. They have been studying the surreal world of Salvador Dali and the work on display is of a good standard. Work in lessons

demonstrated good progress through the key stages. In a Year 1 and 2 lesson, pupils were engaged in observational drawing and painting of plants and very good progress made by the two-year groups was evident. Pupils are taught different skills to improve their work. Year 3 and 4 pupils were observed learning the techniques of hatching and cross-hatching to shade their pictures. Pupils work with increasing skill with a range of media.

99. In lessons, pupils were working with interest and perseverance. They take care with their work and use resources intelligently, discussing which medium to use when making a copy of a painting. They handle and share resources well. The pupils enjoy art and can talk about the work they have done and something of the artists' work. They have an awareness of when these artists lived.
100. The teaching observed was consistently good and this is having a positive impact on pupils' learning. Planning is done on a two-year cycle based on national planning guidance and provides an appropriate breadth and depth of learning opportunities for pupils. Teachers have a secure knowledge and understanding of the subject and have high expectations for both behaviour and learning. Assessment is done informally and is not as informative as it needs to be. However, the subject development plan includes monitoring of attainment and levelling of work against Curriculum 2000 criteria. The co-ordinator is new to the post and has not had an opportunity to monitor teaching. She has monitored all planning to check that pupils receive learning opportunities in all aspects of the subject.
101. Art helps to promote pupils' spiritual and cultural development and the quality of displayed work and the many pictures of famous paintings around the school enhance the learning environment.
102. Since the 1998 inspection, pupils' attainment has risen at both key stages. Pupils' progress is good overall and this is an improvement. The quality of teaching has strengthened from being satisfactory overall to good. Pupils' response is more positive. The curriculum has been improved and re-organised to bring it in line with the National Curriculum. The role of the co-ordinator has been improved to include the monitoring of teachers' planning. All these factors are having a positive impact in the better standards of pupils' work being seen. The assessment of pupils' work remains an area for further development.

DESIGN AND TECHNOLOGY

103. Very little design and technology was taught during the period of the inspection. However, evidence from the teachers' planning, photographs and displays of pupils' work were taken into account when judging that pupils' attainment is satisfactory at both key stages. There is very little evidence of completed models on display to make a sound judgement on overall standards, but what can be seen is satisfactory. Pupils make sound overall progress in their knowledge and understanding of the subject.
104. Pupils respond well to design and technology activities. They try hard, share ideas and show pleasure with what they achieve. They concentrate well and become absorbed with their work. By the end of Key Stage 1 they can use scissors with reasonable accuracy and are learning to do things for themselves, not relying on the class teacher. Some pupils find it difficult to gauge the amount of glue needed when engaged on a gluing and sticking activity. They select the materials they want and talk about ways in which they can improve their work with the class teacher. They

share materials without fuss. There is a high degree of co-operation among the pupils.

105. The quality of teaching was good. Planning is soundly done on a two-year cycle based on national planning guidance. Day-to-day planning clearly identifies what pupils are to learn and how the lesson would be developed to allow this to happen. Teaching methods are appropriate and effective. There are appropriate expectations for pupils' learning. They are well supported by the class teacher through clear guidance, often in the form of questions or clues that help them to think through the task.
106. The curriculum is sound and ensures that all areas of the subject are covered and that pupils experience a sufficient range of materials and tools. The teaching of design and technology alternates with the teaching of art on a planned basis. The subject contributes to pupils' social development through learning to co-operate and to make informed choices.
107. The co-ordinator is enthusiastic and gives clear guidance on the subject. She has been able to monitor some teaching. Her guidance and monitoring are beginning to have a positive impact on the teaching and learning taking place. The assessment of pupils' work is unsatisfactory, being done informally, and individual records are not yet kept. The use of assessment information does not inform curricular planning. A food technology area is to be developed and this will greatly enhance the opportunities for the subject.
108. Since the 1998 inspection, pupils' attainment has remained satisfactory. The response and behaviour of pupils has improved considerably. The small amount of teaching observed continues to be of good quality. The organisation of the curriculum is much better. The co-ordinator's monitoring role is improving well, but has yet to have a full effect on improving standards.

GEOGRAPHY

109. Most pupils make satisfactory progress and attain expected standards by the end of both key stages. By the end of Key Stage 1, pupils describe where they live and know the features of a house and how a house differs from a block of flats. They have used the immediate locality to look at the use and style of buildings. They understand that some houses in their locality were built a long time ago and have been converted into flats so that now several families occupy the building. By the end of Key Stage 2 pupils understand that the place names of the United Kingdom have been influenced by history. They can explain the effects of climate and use photographic evidence and maps to discover their local area and plan journeys. They have studied rivers and their effect on land formation. They use sources such as the Internet, CD-ROMs and encyclopaedia for personal research. Residential visits enable older pupils to extend their geographical knowledge, understanding and skills.
110. Pupils' attitudes to geography throughout the school are satisfactory. They are responsive and sustain their interest. Most pupils work with care and enthusiasm. When working independently they work at a satisfactory pace and presentation is at a satisfactory standard.

111. The overall quality of the teaching is good. Strong features include clear learning objectives, good planning, high expectations and challenge, and a good balance between giving information and allowing pupils to discover facts for themselves. Teachers have a secure knowledge of the subject and are confident. They use a variety of teaching strategies including brainstorming ideas, investigations and teacher exposition. These positive facets of teaching are beginning to have a positive impact on pupils' learning. The complicated layout of the school enhances work on mapping skills. Pupils with special educational needs, and those with English as an additional language, make slower progress when they are without support. Work is satisfactorily matched to pupils' attainment through questions, group activities and worksheets, but the assessment of pupils' work is barely satisfactory, being done informally. Resources are adequate and used appropriately.
112. The co-ordinator has been in post since the beginning of the school year and has already produced an action plan for the continual development of the subject. The school operates a two-year cycle based on the national planning guidance, which gives sound coverage of the National Curriculum. Staff plan well together, ensuring appropriate content and coverage. The subject makes a satisfactory contribution to pupils' cultural development. There has been satisfactory progress since the last inspection.

HISTORY

113. History was not being taught in Key Stage 1 during the inspection and only two lessons were observed in Key Stage 2. However, these lessons, the scrutiny of work, talking to pupils, and displays around the school indicate pupils make satisfactory progress in acquiring historical facts and in developing the appropriate subject skills. In the lessons observed at the lower end of Key Stage 2, pupils were seen to be using a range of books about the ancient Egyptians to find out why the river Nile was so important to their way of life. In another class, the pupils were looking at artefacts to make deductions about how the ancient Egyptians lived. They were also able to study an artefact and decide whether it was genuine or a replica and explain the reason for their decision. Attainment is judged to be in line with national expectations. During both of these lessons more information was available from a CD-ROM, which the pupils were able to access satisfactorily.
114. Lessons are well planned and prepared, and good use is made of resources. Class teachers make it very clear to pupils what they are going to learn and the lessons start at a brisk pace. Well-planned activities ensure the pupils' interest is held and are reinforcing the learning. Teaching was good. Teachers use a variety of teaching strategies, for example, as seen to good effect in a Year 3 and 4 lesson on Egypt. In this lesson the well-structured introduction developed pupils' learning at a good rate. Classrooms have well-displayed artefacts and examples of pupils' work creating a good learning environment. Good support is given in some lessons to pupils with special educational needs and they achieve soundly. Assessment is done informally on a daily basis and as yet does not clearly provide information for future planning.
115. Pupils are well behaved and are enthusiastic about their learning. They discuss their work sensibly and co-operate with each other.
116. History is co-ordinated well. The subject is planned over a two-year cycle based on national planning guidance with history and geography being taught during alternate

terms. This ensures that in the time available each week topics within these subjects can be studied in some depth. Resources have been built up since the last inspection and work is now planned to include the development of enquiry skills. Visits are regularly arranged to support the curriculum and enhance the learning opportunities for pupils.

117. Since the 1998 inspection, pupils' attainment remains in line with national expectations. Pupils' progress has improved to become satisfactory overall. Pupils' attitudes and response in lessons has improved well. The management of the subject has improved to become good. The assessment of pupils' work remains an area for further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. At the time of the last inspection, standards and progress in this subject were unsatisfactory. Although standards are still below national expectations, pupils are beginning to make a degree of progress, especially in their word processing skills. Since the 1998 inspection, there have been significant changes in staffing, school management and the National Curriculum. Consequently, this subject has not always been a priority in the school's development. Although the number of computers in school is still only adequate, there has been a significant purchase of equipment in the last two years. Currently, there are two computers in each classroom. Every classroom, except for the foundation age groups, now has a connection to the Internet. A scheme of work has been introduced, based on the new national syllabus. Assessment activities are about to be introduced, based on the new scheme. Teachers have had some training to increase their knowledge and understanding of the subject. More extensive training is due to begin in the very near future. The co-ordinator has enthusiastically tried to promote and develop the curriculum throughout the school with varying degrees of success. Different year groups have attempted various elements of the curriculum, but the work planned for pupils appears to have been concentrating on extending their word processing skills. As a result, statutory requirements are not met because pupils are not receiving coherent, continuous teaching in all the elements of the curriculum. This results in their progress not being either continuous or beneficial. As previously reported, the elements of data handling, use of graphics, modelling and control are not fully developed.
119. Pupils' attainment varies between different aspects of the programmes of study of the National Curriculum. Attainment in word processing and use of graphics is below national expectations at the end of both key stages. Attainment in other aspects, such as storage and analysis of information, controlling, monitoring and modelling, cannot be evaluated due to insufficient evidence. The purchase of new equipment and programs, the introduction of a new scheme, and improvements in teachers' confidence in the subject, are beginning to have a beneficial impact on pupils' attainment and achievement in some areas, for example, in text handling.
120. By the end of Key Stage 1, pupils are beginning to develop sufficient mouse control to use some tools in a graphics program. Independently, they can produce images by choosing colours, effects, and brushes and manipulate shapes within the program. This was illustrated in the symmetrical patterns produced by Year 1 and 2 pupils. They use the keyboard and a word processing program to create simple text, but not spreadsheets. Pupils are not rearranging the text and changing fonts. They handle equipment with a limited degree of confidence. Opening programs is achieved with assistance, and they are not saving their work. By the end of Key

Stage 2, pupils create texts with different fonts and colours. They are not consistently using CD-ROMs to retrieve information for their work in other areas of the curriculum. They cannot create, manipulate or interpret spreadsheets. All pupils have access to some other aspects of ICT including data, photographs, television and video. Some are able to locate an appropriate search engine and search for information on the Internet. There are insufficient materials to support learning for pupils with special educational needs.

121. Progress in word processing and graphics is developing at a basic level in both key stages. Key Stage 1 pupils make insufficient progress in using the technology to sort and classify information, control other devices or investigate simulations. At Key Stage 2 pupils make limited progress in the use of complex enquiries, controlling events through simple programming or using the computer to monitor external events. This limited progress is largely due to the lack of hardware and a limited range of programs, and lack of confidence on the part of the teachers. This is well illustrated by Year 5 and 6 pupils who are utilising the computer at least once a week, primarily for word processing purposes. In the rest of the school, pupils use the computer on an inconsistent basis. This lack of development of pupils' skills means that they cannot be used effectively across the curriculum. Thus, progress in other areas of the school's curriculum is affected. The school is aware of this situation and plans to address this issue.
122. There were no instances of this subject being taught during the inspection. Invariably, skills are taught as the opportunity arises with the introduction of a new program that is to be utilised for pupils' tasks. Since the 1998 inspection, teachers have put a lot of time and effort into improving their own knowledge and understanding of the subject. This conscientious attitude is now beginning to have a beneficial effect on the teaching of the subject. Discussion with pupils confirms their attitudes to ICT work are good. Once more this is an improvement. They are interested in the subject and are enthusiastic to gain first-hand experience with the equipment. Teachers, apart from those in the Year 5 and 6 classes, do not fully encourage pupils' independent use of ICT. Last year's work shows that teaching was not satisfactory. Primarily this was due to the fact that pupils were not taught the subject consistently. Unsatisfactory features of teaching are when short-term planning does not cater for the range of pupils' attainment. Arrangements for assessment are unsatisfactory. Work is not systematically planned from what pupils already know, understand and can do. All these issues are currently under review by the school.
123. Management of the subject is showing improvement. The co-ordinator's enthusiasm is now being more effectively utilised and some opportunities to visit other classrooms to observe teaching have been taken. Despite the restrictions of finance and equipment, and the change of emphasis in the curriculum for the subject, the school is attempting to make progress and raise standards. A national scheme of work has been adopted to support teachers' medium and short-term planning, with clear guidance on expectations in each year group. The adoption of the scheme will help to ensure that knowledge, understanding and skills are systematically taught, but this is not yet happening. Previously, there was an inappropriate scheme.
124. Accommodation varies from class to class. There is no computer suite. Space inside some classrooms for computers is limited, reducing teaching and learning opportunities. The school does not have sufficient ancillary equipment, such as data logging and control equipment, to ensure all pupils reach national standards. This

has started to be addressed by the school. As already indicated, several critical elements of the last report remain. Despite this, there is a desire to improve that is slowly beginning to have an effect.

MODERN FOREIGN LANGUAGES - FRENCH

125. The school made the decision to teach French because of the expertise of the staff of that time. Until recently it was taught on an informal basis, but with the appointment of a new co-ordinator, the teaching is being organised to avoid repetition and to build in some structure and progression. Development is very much in its infancy but clear guidance is in place. Some Foundation and Key Stage 1 classes started learning simple French vocabulary the week of the inspection and after one or two days most of the pupils were able to respond to the register in French.
126. Lessons are very short and only one of these sessions was observed during the inspection in Key Stage 2. The pupils were learning the vocabulary of the family and saying a sentence about a brother or sister. The necessary vocabulary was written on the board to support the learning. They also learnt to respond to '*Au revoir*' using the word '*mademoiselle*'. The pupils are very keen to learn and have good accents. By the end of the session the majority of pupils were confident in saying a simple sentence giving the name of a brother or sister.

MUSIC

127. All classes are timetabled for music, but arrangements meant that only two lessons were observed. Standards of work seen at both key stages are satisfactory and pupils make steady progress. Other evidence, such as a scrutiny of teachers' planning, indicates that teaching is satisfactorily organised to ensure pupils cover the main elements of the National Curriculum. A comprehensive music scheme, which includes opportunities for singing and for practising aspects such as rhythm and pitch is used satisfactorily. Some composition takes place and pupils learn about music from other cultures and periods. For example, they sing Jamaican songs and French nursery rhymes, such as '*Frère Jacques*'.
128. All pupils are involved in public performances that include musical opportunities. They participate in school productions which allow them to sing a range of songs and use an array of instruments such as tambourines and maracas. This happens more frequently in Key Stage 1 than in Key Stage 2. On occasions, pupils play their own compositions, but there are few opportunities to use computers to help create music. The school is aware that pupils should make greater use of ICT as a tool to aid musical development.
129. The overall quality of teaching at both key stages is satisfactory. In a satisfactory Year 2 lesson, pupils were learning about the effect of tone and pitch. They were keen to experiment with different sounds, well led by the teacher's lively demonstration of the glissando effect which was reinforced by listening to Gershwin's music. A lower junior class also followed the same scheme. Pupils learnt to sing songs that related to fables. They sang satisfactorily and tunefully and, although the teacher intervened to improve performance, there was insufficient stress on clarity, breathing and posture.
130. Just under ten per cent of pupils are learning to play the violin and brass instruments. Videos of school productions show that steady progress is being

made. The pupils are successful in the grade examinations. The visiting teachers maintain the interest of pupils who attend these lessons regularly. The lessons make a valuable contribution to the personal and social development of the pupils. Another strength of provision is the Gospel Choir and just under 20 per cent of the pupils are members. They made a good contribution to the harvest festival service held during inspection week. These groups perform in assemblies and take part in music festivals. Music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development through such activities. Pupils have the opportunity to make a personal response to live and recorded music. They enjoy the performance of musicians who visit the school, such as the brass band complete with hosepipe. A few classes have listened to Hindu music but the school is aware that pupils need to listen to a wider range of music.

131. There is currently no designated co-ordinator. This role is being filled by the headteacher who is maintaining an oversight of the subject, but she has not the time to implement the necessary changes to move the school's provision from satisfactory to good. The school knows that in-service training for staff is required to promote a greater focus on composition, notation and music that reflects the culture of the school community. Since the 1998 inspection, standards and provision have been satisfactorily maintained.

PHYSICAL EDUCATION

132. At the time of the last inspection the standards and progress in physical education were deemed to be unsatisfactory overall. In Key Stage 1 standards and progress were satisfactory, but in Key Stage 2 they were unsatisfactory. Now pupils are attaining standards that are in line with expectations and they are showing a satisfactory level of achievement in both key stages. Significant improvements have been made to ensure that pupils' progress in the subject is more consistent throughout the school. The improvement has been secured by more precisely focused lessons that ensure skills are developed systematically through the school. Pupils carry out tasks more responsibly and show a greater interest in the subject. The scheme of work now shows how progress can be achieved in all areas of the subject. Leadership of the subject has improved. Resources to support learning have also been improved and maintained effectively.
133. Aspects of physical education observed in nine lessons during the inspection, were dance, games and gymnastics. Previously, dance did not feature in the school's curriculum. Overall pupils' progress is good. They were making satisfactory progress in the development of their skills in four lessons, good progress in four and very good in one. Swimming instruction at the local pool was also observed, where a majority of pupils, although non-swimmers, were making sound progress.
134. In all lessons, a majority of pupils join in activities with energy and enthusiasm. At the time of the last report pupils' attitudes were unsatisfactory. In gymnastics lesson they show good control in developing a series of movements on the floor. The majority of pupils are agile and inventive in travelling in a variety of ways, and show a good sense of balance. All are confident in moving along using different body shapes. They collaborate well with partners, concentrating hard to complement each other's movements, using a wide range of movements and showing a good awareness of space. They work hard to improve their performance and develop routines through rehearsal. All these elements came together in a very good lesson where Year 6 and 5 pupils were developing an arabesque balance into a sequence of balances and movements. Games skills have also been developed effectively.

This was exemplified in two good quality lessons where Year 3 and 4 and Year 5 and 6 pupils were developing football skills well. They were not only being constantly encouraged to attain an improved level of skills, but also have an appropriate regard for safety. This last factor is a key element in all lessons.

135. The overall quality of teaching was good. This is an improvement on the last inspection where teaching was regarded as satisfactory in Key Stage 1 with unsatisfactory teaching taking place in Key Stage 2. During the inspection nine lessons were observed, of which one was very good, five were good and the rest satisfactory. Teachers have good subject knowledge and high expectations for pupils' attentiveness and commitment. Previously, pupils in Key Stage 2 were noisy, rude, insolent and defiant in lessons. Activities are well planned to develop skills progressively through the lesson and over a period of time. This holds pupils' attention so that they concentrate well and make progress. Teachers give clear instructions and focus their attention on identifying what individuals need to do to improve. A key feature of many lessons was the use of demonstrations by carefully selected pupils. In this way, learning moved on to a further stage, because pupils paid attention during demonstrations and their level of performance improved as a result. In some lessons, there were pupils that needed direct control and correction. Teachers used appropriate strategies and the majority of pupils show maturity and were involved in their work and trying to do their best. As a result, the atmosphere was positive and purposeful, with pupils being self-motivated. Lessons on the whole are well paced, because most pupils respond promptly to instructions and behave well, so there are few disruptions. Pupils with special educational needs make satisfactory progress.
136. The subject makes a very good contribution to pupils' social development. There are three clubs developing skills in dance, gymnastics and football. The co-ordinator, who has been in post for just over a year, is enthusiastic and she has put a lot of effort into successfully raising the profile of the subject. The 1998 inspection stated that the scheme of work did not show progress and was unsatisfactory. A new national syllabus has been implemented and addresses this issue soundly. The school recognises that there are areas for further development in the areas of establishing a formal assessment system and the regular monitoring of teaching.

ENGLISH AS AN ADDITIONAL LANGUAGE

137. There are 103 pupils with English as an additional language. Approximately 15 pupils at Key Stage 1 receive additional support from the part-time SENCO. Sixteen pupils at Key Stage 2 receive additional support from a part-time teacher funded by the Ethnic Minorities Achievement Grant (EMAG). This grant is given by the Department for Education and Employment, via the local education authority, to raise attainment of pupils from all ethnic minorities who are underachieving. Several of the pupils with English as an additional language are also identified as having special educational needs although the distinction between these two areas of support is not always clear. There are at least 18 different languages spoken by pupils in the school. The children in the Foundation Stage are supported by a trilingual classroom support assistant and a multilingual reception class teacher.
138. Children with English as an additional language at the Foundation Stage make satisfactory progress in developing their knowledge and use of English. Pupils in Key Stages 1 and 2 make inconsistent progress in developing and using English and, during focused observations, their attainment was below national averages. For example, all pupils, whether at Key Stages 1 or 2, copied words or written language

and most used pencils for writing. Their handwriting style is satisfactory. Even older pupils spend time colouring when they could be focusing on language acquisition. The progress of pupils is severely limited by the fact that assessment and planning for these pupils are unsatisfactory. There is no secure basis from which to plan appropriate language learning opportunities.

139. The multilingual teacher and trilingual nursery and reception support staff use their knowledge of pupils' home languages well to interpret or translate for pupils, families and the school to support pupils' learning through the medium of English. Support teachers, funded by EMAG, work well with staff at Key Stages 1 and 2, in a general way. They reinforce teachers' questioning, use gesture well and have good relationships with most pupils. Focused support for pupils with English as an additional language is less satisfactory because the identification, planning and assessment of these pupils is at an early stage, even for older pupils. When EMAG staff are not present, there is very little difference, or none, from work planned for pupils with English as a first language. There are no references to pupils with English as an additional language in teachers' plans.
140. The curricular and other learning opportunities offered to pupils with English as an additional language are just satisfactory throughout the school, but their specific linguistic needs are not being addressed. Key Stage 1 and 2 pupils usually have access to the full curriculum. However, the learning opportunities planned for these pupils are frequently indistinguishable from those planned for pupils with special educational needs.
141. Extended visits by pupils to visit families in other countries limit access to the full curriculum, and the positive learning opportunities offered by these extended visits are not reflected in schoolwork. The provision for pupils is at an early stage of development and is unsatisfactory; the last report judged the provision to be satisfactory.
142. The assessment of pupils is unsatisfactory; there are very few completed assessments for pupils of any age. The co-ordinator for pupils with English as an additional language and the support teacher, funded through EMAG, have no completed records of attainment, or fluency, to enable them to monitor pupils' progress in language development. Currently there are no systems in place for support staff to share assessment information with teaching staff to inform planning for pupils' language development.
143. Staff funded by EMAG have no records of meetings with parents and carers of pupils with English as an additional language. Foundation Stage staff act as interpreters during meetings between staff and families and translate some documents; this is a good feature of the school. There is no evidence to show contact with the families of pupils with English as an additional language at Key Stages 1 and 2, for example, on entry to school or prior to moving to secondary school.
144. The leadership and management of the provision for pupils with English as an additional language are unsatisfactory. The role has been carried out on a part-time basis in addition to the role of co-ordinator for pupils with special educational needs. Although the co-ordinator is committed to working with staff colleagues to support pupils who need extra help, there is very little focused support and provision for pupils who have differing levels of fluency in English. The school is addressing this problem. There is no monitoring of the identification, assessment, support, curriculum or

progress in pupils' levels of English fluency although national test results are analysed by ethnicity.