

INSPECTION REPORT

PETER GLADWIN PRIMARY SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114443

Headteacher: Ms Jane Bentley

Reporting inspector: Carol Worthington
20609

Dates of inspection: 21st – 24th January 2002

Inspection number: 225861

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs Peggy Bunker |
| Date of previous inspection: | 20 th March 2000 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|---|--|
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| 9079 | Ann Moss | Lay inspector | | Attitudes How well does the school care for its pupils? Partnership with parents |
| 23658 | Stephen Parker | Team inspector | Science Geography History Physical education Special educational needs Equal opportunities | Curriculum |
| 27667 | Carolyn Renault | Team inspector | The Foundation Stage of learning English Art Music Religious education | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school with 224 pupils on roll between the ages of four and 11, with an imbalance of boys and girls in some years. It is part of the Portslade Partnership community of schools. Pupils are drawn mainly from the local area which has a high level of social housing. Nearly all pupils are white. There is no nursery provision in the locality, but most children enter the school having some play group experience. Twenty-three per cent of pupils take free school meals, which is in line with the national average. The school population shows significant mobility. The proportion with special educational needs is well above average and rising (39.9 per cent). Three per cent have statements, which is above the national average. Attainment on entry is well below average, particularly in language and personal and social development, but there is a wide range of ability.

HOW GOOD THE SCHOOL IS

This is an effective school, which has improved considerably over the last two years. Standards are rising in Key Stage 1 in particular as a result of very good teaching. Pupils are happy and respond well. In Key Stage 2, standards in mathematics now meet the national average, though those in English and science fall short. The headteacher and senior staff have good vision for the development of the school, but the recent turnover of staff in Key Stage 2 has made it difficult to achieve continuity. The school gives satisfactory value for money.

What the school does well

- Good teaching in the Foundation Stage and very good teaching Key Stage 1, ensuring children begin their education well and make good progress.
- Above average standards in information and communication technology at Key Stage 2, physical education and art.
- Very good use is made of the community expertise to enhance education.
- Very good provision for pupils with special educational needs.
- Very good pastoral care.
- Good provision for spiritual, moral, social and cultural education, and personal development.
- A wide range of extracurricular activities.

What could be improved

- The standards in English and science achieved by 11 year-olds.
- The standard of writing across the school, both content and handwriting.
- Use of assessment to plan the next stage of the curriculum for all pupils, particularly the more able.
- The monitoring of teaching.
- The deployment of teachers to best advantage.
- Meet statutory requirements in design and technology.
- Attendance.

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 March 2000 when it was judged to be underachieving. Since then, improvement in teaching has been very good in Key Stage 1, with a resultant rise in standards in literacy and numeracy. In reception, improvement has been good and more children are achieving the early learning goals. In mathematics, progress made by pupils of higher ability in both key stages is particularly good. Overall, standards in English and science remain the same as they were at the last inspection, but from the very low attainment on entry, there is good progress. In English, mathematics and science, assessment procedures have improved satisfactorily, so that there are now guidelines for teachers. The requirement for teacher appraisal has been superseded by performance management, which is satisfactorily in place for all permanent staff. Monitoring and evaluation of the school's performance has been effective, particularly in mathematics. The governors are now playing a much more informed role in monitoring the outcomes of the school after extensive training. The school consults parents through the governors' forum and gets the best value it can from goods and services,

but not in the provision for all ages and abilities through the deployment of staff. Other improvements have been made in the provision for spiritual education and standards in physical education, art and information and communication technology (ICT) at Key Stage 2, which are now above average. Due to corporate commitment the school is in a good position for further improvement, provided it maintains stability of staffing.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | D | D | D | C |
| mathematics | D | C | E | D |
| science | D | A | D | C |

| Key | |
|--------------------|----|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |
| very low | E* |

The standards achieved by 11 year-olds in English and science in the National Curriculum tests in 2001 were below the national average; in mathematics, they were well below average. Compared with similar schools, English and science results were average and mathematics was below average. Boys did better than girls in English and mathematics. In the tests for seven year-olds, the standard of reading and mathematics was well below average and that of writing was in the lowest five per cent of schools in the country. Compared with similar schools, the standards of reading and mathematics were below average and writing well below. Against the national trend of the last four years, girls have performed worse than boys in reading, writing and particularly mathematics, though last year there was no significant difference between them. In teachers' assessment of science, attainment was close to average at the expected level 2, but well below average in the number of pupils reaching level 3. As year groups are small for the tests, one pupil counts for a high percentage of the marks and can make a significant difference to the data. The school has set ambitious targets for standards in the past because it lacked the assessment data to make this prediction accurate and they were not met in 2001. However, the school adds considerable value to its pupils' education.

During this inspection, improved standards were seen, especially in Key Stage 1 and in mathematics at Key Stage 2, which is now average. Spoken English and reading are of a similar standard to that expected at the end of both key stages, but pupils' written work is below average because they do not do enough writing in different parts of the curriculum. There is still not enough emphasis on work to challenge brighter pupils who do not do as well as they could. Science has not been a focus for development and the standard seen in the current Year 6 is below that of the previous year. Above average standards were seen in information and communication technology (ICT); in religious education, they are in line with the expectations of the locally agreed syllabus at Key Stage 1, but below in Key Stage 2. Standards in all other subjects are similar to those found nationally, except for history and geography at Key Stage 2, which are below average. In the Foundation Stage, about two thirds of children are on course to meet the early learning goals, which is a great improvement since the last inspection, when only one third achieved this.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Most children enjoy coming to school; they want to learn and are diligent in their studies. |
| Behaviour, in and out of classrooms | Satisfactory overall. Where pupils are challenged by the work they do and have to complete it in a certain time, behaviour is good; inconsistent behaviour management can invite misconduct. |
| Personal development and relationships | Good overall. Pupils relate well to each other and to their teachers. They willingly take responsibility as monitors or school council members. A certain lack of respect for teachers was seen on occasion. |
| Attendance | Unsatisfactory. A few parents are persistently failing in their statutory duty to bring their children regularly to school on time. Figures have improved a little since the last inspection, due to the school's efforts. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|--------------|
| Quality of teaching | Good | Very good | Satisfactory |

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

The quality of teaching has greatly improved since the last inspection in reception and Key Stage 1, and pupils make a good start to their education, but it remains the same at Key Stage 2, where unavoidable staff changes are currently having a detrimental effect on continuity. The teaching of literacy is satisfactory in Key Stage 2 and good in Key Stage 1. The teaching of numeracy is satisfactory and the provision for higher ability pupils in Year 2 and Year 6 is having a good effect on standards. Teachers have a good knowledge of the structure of the National Literacy and Numeracy Strategies, but in some sessions, the pace is too slow and some pupils, particularly the brighter ones, become bored and their behaviour worsens. This is compounded by the lack of specific work planned for the complete range of ability in these classes. The teaching of ICT and physical education are good when led by subject specialists; the teaching of art is good, and standards achieved in these subjects are above average. Pupils with special educational needs learn well throughout the school.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The statutory curriculum is in place with a good range of educational visits and extracurricular activities. Good use is made of expertise from the community to enhance learning. Literacy (particularly writing) is not developed well enough over the whole curriculum and subject material does not always match the full ability range. |
| Provision for pupils with special educational needs | Very good. There are clear targets on individual education plans to guide pupils' development of literacy, numeracy and behaviour. The quality of instruction is very good whether in withdrawal or class groups. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good in every aspect. Spiritual development is enhanced in the curriculum through art, music and religious education in particular. Moral development is provided for well by clearly stated moral values through the 'golden rules'. Social development is well provided from an early age through opportunities for social interaction such as circle time and the playtime club. The school prepares pupils well for life in multi-cultural Britain. |
| How well the school cares for its pupils | Pastoral care is very good. A recent beneficial addition is the 'On-Track' government initiative which supports pupils and parents. Assessment of pupils' progress is satisfactory; effective procedures are now in place, but still need modification to enable teachers to judge the learning of |

| | |
|--|--|
| | individual pupils more precisely. The school generally works well in partnership with parents. |
|--|--|

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The good vision for the development of the school is shared by the headteacher and senior staff and there has been steady improvement in learning since the last inspection. Curriculum co-ordinators in English, mathematics, ICT, art and the Foundation Stage have played a significant role in improving standards, but some others are in early stages of development in their responsibilities. |
| How well the governors fulfil their responsibilities | Satisfactory. The governors are very supportive of the school and their contribution to monitoring and evaluation of the school's performance has improved since the last inspection. |
| The school's evaluation of its performance | Satisfactory. Procedures are in place for the school to know how well it is doing and staff are making assessment data to effect further improvement. |
| The strategic use of resources | Satisfactory. The school uses resources carefully and the governing body monitors the spending well. It procures competitive tenders for goods and services. The governors regularly consult parents and are starting to compare this school with others. The deployment of teachers to ensure high standards is one area in which the principles of best value are still not being applied sufficiently well. |

In Key Stage 1 and reception, staff are very well qualified for their positions. In Key Stage 2, permanent teachers are also well qualified. However, here there have been unavoidable severe staffing problems recently. As well as teacher absences, the school bursar and caretaker have also had long absences which has compounded the problems. Standards have undoubtedly been affected temporarily, but the school is ensuring that Year 6 pupils in particular do not suffer. Accommodation is barely satisfactory at present but will be improved soon when the building is complete; facilities for work with small groups are limited. Learning resources are well cared for and used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Provision for special educational needs. • The caring nature of the school. • That teachers are approachable and curriculum information is good. | <ul style="list-style-type: none"> • Handwriting. • Consistent teaching across the school. • Consistent provision for the more able. • Homework. • The assessment of reading. • Information on children's progress. • The school working closely with parents. |

The inspection team agrees with parents that provision for special educational needs is very good and that this is a very caring school. It also agrees that handwriting could be improved. Teaching is inconsistent across the school, as is provision for the more able. Homework is also irregular and sometimes lacks the rigour to extend learning in class. Reading is assessed rigorously through guided reading in the literacy hour and by annual standardised tests of reading age. The school does not

convey this information to the parents. Written reports on pupils mention achievement and progress. Inspectors found that the school works as closely with parents as it can to involve them in their children's education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with well below average attainment, particularly in literacy, which is poor. Since there is no nursery provision in the area, children's pre-school experience is variable, but from good teaching, they make good progress during the reception year. They enter the infants still well below average, since only about one third reaches the early learning goals in most of the six areas of learning, though the majority does so in personal, social and emotional development.
2. Results in the 2001 National Curriculum tests for seven year-olds showed their attainment in reading and mathematics was well below average. In writing it was very low and in the bottom five per cent in the country. No-one reached level 3. In comparison with similar schools their performance was below average in reading and mathematics and well below in writing. The trend over the last four years has not followed the national rise in reading and writing, remaining well below average, though in mathematics, results have improved over the last two years. Against the national trend, girls have performed worse than boys in reading, writing and particularly mathematics, though last year there was no significant difference between them. Currently, girls are doing better than boys in the top set in Year 2. In teachers' assessment of science, attainment was close to average at the expected level 2, but well below average in the number of pupils reaching level 3.
3. Results of the tests for 11 year-olds in 2001 were below the national average in English and science and well below in mathematics. Compared with similar schools they were average in English and science and below average in mathematics. This represents a decline on the previous year and there were fewer at level 5, but with such small numbers taking the tests, one pupil's achievement can make a great difference. Last year's figures, for example, were distorted by the absence of one pupil and another who had a place in a special school for Year 7. The school's ambitious targets were not reached. Unfortunately, the pupils in Year 6 have suffered severe disruption to their schooling by a lack of continuity over the last three years. Several staff changes have caused inconsistency in the teaching of English, mathematics and science in particular. There was no significant difference between the boys' and girls' attainment. Observation of current work in this year shows that attainment began the year about average but has deteriorated. English and science remain below average, but mathematics is average as a result of the deputy headteacher's initiative in taking the top set in Year 6. The school has undertaken to extend this experienced teaching to English and science for the rest of the year, to halt the downward trend.
4. Observation of current work in Key Stage 1 shows standards in reading to be greatly improved – though still below average - as a result of largely very good teaching. In Year 2, pupils enjoy reading and were seen to be attentive and enthusiastic as they read about Katie Morag's Island. Writing is still a cause for concern. By the end of Key Stage 1, most pupils are beginning to produce simple pieces of legible writing using capital letters and full stops, but handwriting and presentation are underdeveloped. The majority of pupils cannot show a fluent joined handwriting style by the age of seven; although there is a school policy, it is not being applied consistently.
5. In Key Stage 2, current standards in reading are below average. Pupils read a Sherlock Holmes mystery in class with enjoyment, eager to find out who committed the murder. When reading individually, however, their lack of knowledge of synonyms prevented their full understanding of a joke book. By the age of 11, pupils' comprehension skills are satisfactory. The more able have a satisfactory knowledge of genre, are familiar with a range of texts and discuss characterisation from their class reading and home reading books with confidence. Writing is generally below expected standards. Pupils have good knowledge and understanding of the rules of grammar, spelling and punctuation from a clear planning framework and good attention has been paid to these skills in literacy lessons. However, most of the writing evident in their books displays poor pace and poor application of writing skills across the curriculum. Teachers' expectations for writing

in other subjects are inconsistent; writing targets are not consistently used. In one lesson pupils were told that spelling did not matter in this work. In the best teaching pupils are reminded of the importance of punctuation, as seen in a religious education lesson. There is no consistency of handwriting style.

6. In both key stages, speaking and listening are about average. Pupils listen well and speak articulately when they are motivated, using subject specific vocabulary with understanding. In discussing Katie Morag's Island, for example, Year 2 pupils described its physical and human features and described how she might have to be transferred to hospital on the mainland by helicopter in an emergency. Year 5 pupils discussed their methods of dividing during a mathematics lesson with accurate use of specific language. When pupils are not motivated, they quickly lose concentration and chat about irrelevancies.
7. Standards in mathematics of seven year-olds are now around average and pupils are making good progress as a result of very good teaching, as shown by the work on reflective symmetry by average and below average pupils. Higher ability pupils achieve well, showing good skills in mental computation, adding, multiplying and halving numbers up to 100 and writing number sentences to explain what they are doing.
8. Current standards of 11 year-olds in mathematics are close to the average of those expected for children this age, which is a great improvement since the last inspection and is a result of the hard work done in analysing previous test results and good teaching. Pupils in the top set are working with the deputy head, consolidating work at level 4 and working towards level 5. They order decimals to three places mentally, including negative numbers and solve word problems relating to the activities, such as the duration of a television programme.
9. In science, teachers' assessments of seven year-olds in 2001 showed that standards were in line with the national average. However, the number who reached the higher level was well below average. This was similar to the previous inspection. Current standards are at the expected level, representing very good progress compared with their standards on entry, though there continues to be no evidence of attainment at the higher level. Pupils described the properties of paper for strength, for example, opacity and texture, with understanding at the end of a Year 2 lesson.
10. At Key Stage 2, current attainment is average. By age eleven, pupils have a broad knowledge of key features of living things, materials and physical processes and have a sound understanding of how to design a fair test. Those of higher ability explain the processes of evaporation and distillation and know how to recover solids from liquids, accurately describing different ways of carrying out the process and reasons why it is relevant in everyday life. However, they are not covering all required elements of the programme of study in enough detail, moving too slowly. They planned an investigation into separating solids from water, for example, but did not carry it out, thus losing the impetus and getting further behind.
11. Standards in other subjects are mostly in line with expectation except in information and communication technology (ICT) at Key Stage 2 and art and physical education across the school, where they are above average. Pupils produce art of good quality from reception through Key Stage 1, when they are introduced to a wide range of materials and work of various artists, such as Kandinsky and taught to handle paint carefully with a range of brushes to produce different effects. This grounding is built upon well in Key Stage 2. Through specialist teaching, pupils make good progress in physical education. By age eleven, they understand a range of tactics for attack and defence in team games, such as football and netball. Overall standards of pace and agility are better than generally found in most schools. Very proficient teaching of ICT in Key Stage 2 keeps pupils motivated and leads to above average work, such as the skilful use of 'Powerpoint' presentations. Below average standards in history, geography and religious education at Key Stage 2 are due to the inconsistent progress made by the present Year 6 since Year 3; all subjects dependent upon literacy for good standards to be achieved. Tasks planned to extend the skills and understanding of pupils of different abilities - particularly those with potentially higher attainment - are erratic and pupils' limited ability in writing impedes progress.

12. The standard of work of pupils with special educational needs is commensurate with their ability in each subject and they make good progress. They usually achieve as well as they can because of the great attention and support they receive from classroom assistants, especially in Key Stage 1. They do particularly well in practical subjects such as art and design and technology. Special needs are identified as soon as possible after entry to the school, so that pupils can be given appropriate individual education plans. Targets in these plans are clear, specific and suitably challenging for their academic and personal development. The standard of literacy in the curriculum, particularly writing, is below average. There are too few opportunities for extended writing in humanities or structured science and technology writing. There was little evidence of numeracy being used satisfactorily in subjects such as geography, science and design and technology.

Pupils' attitudes, values and personal development

13. Pupils' attitudes have improved since the time of the last inspection and are now good. The school has worked hard to instil an appreciation of learning and good attitudes amongst its pupils. These are reinforced generally by the school's good ethos and in lessons where the teachers have high expectations. Most parents report that their children enjoy coming to school, and try to ensure that they arrive on time each morning. Pupils are polite and cheerful and eager to learn in the majority of lessons, particularly where the quality of teaching is good. They concentrate well on their work and persevere to finish the tasks set, as seen in an information and communication technology lesson where the pupils were also very attentive. Very positive attitudes were seen, too, at a meeting of the multi-media club and in special needs groups which were withdrawn from the main classes. Pupils are enthusiastic about their work and proud to share their successes. The safe welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best and the pupils respond accordingly. They develop good habits of working and settle down quickly to tasks. Sustained levels of concentration were observed in many of the lessons seen during the inspection.
14. The standard of behaviour in and around the school is satisfactory overall and sometimes good. However, some unsatisfactory behaviour was seen in a few lessons, particularly in the upper school where there has been a high turnover of staff and where some teachers do not clearly explain their expectations for concentration, listening and good behaviour. Pupils generally are well behaved at play and at lunchtimes and no bullying was evident. At assembly their conduct and participation were seen to be good. The rewards and sanctions systems are becoming well established; the school reacts quickly and positively as soon as it becomes aware of any incident of inappropriate behaviour. The new government 'On Track' initiative is enabling the school to give extra help where needed, especially to children who have emotional, behavioural or social problems and to those parents and children who have speech and language difficulty. All find the system very supportive. There have been no exclusions in the past year.
15. The school has maintained the good relationships amongst pupils and between pupils and adults seen in the last inspection. Pupils work and play together well and they co-operate and collaborate when necessary, as seen in a personal, social and health education lesson where the children participated with enjoyment and showed complete trust in their partners as they treated them as a ball of clay and moulded them into shapes. They readily share their knowledge and skills, which raises the quality of learning of the whole class. The 'golden rules' throughout the school are understood and followed. Pupils are friendly and treat each other and adults with courtesy and respect. At break times, they play in a happy, friendly atmosphere. Teachers are beginning to use circle time sessions effectively to discuss common concerns and any issues that may have arisen during playtime. Pupils develop a good understanding of the impact of their actions on others and respect each other's feelings, values and beliefs.
16. Pupils' personal development is good as it was at the time of the last inspection. They readily accept responsibility by, for example, taking registers to the office and tidying up at the end of the lunchtime period. Older children help younger ones at playtimes and play games with them on a Friday afternoon. The School Council is well organised and very active. It meets every two weeks, helping the children to improve their skills of communication, personal awareness and action

planning.

17. Attendance is unsatisfactory, being well below the national average. The school is aware of the importance of good attendance and is doing all it can to encourage children and parents to improve it. Registration procedures are properly documented and effectively implemented, meeting statutory requirements. Unauthorised absence is above the national average: some parents do not exercise their legal duty to send their children to school regularly or on time; others take family holidays during term time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory overall. It is very good in Key Stage 1, good in the Foundation Stage and satisfactory overall in Key Stage 2, though during the inspection some unsatisfactory lessons were seen in the juniors. At the last inspection, teaching was also judged satisfactory in Key Stage 2 and the Foundation Stage, but unsatisfactory in Key Stage 1. Current evidence shows that there have been significant improvements in the teaching of younger children, both in the Foundation Stage and, particularly in Key Stage 1, where pupils are learning well. In Key Stage 2, the position is variable. Permanent teachers are generally teaching well, but a proportion of significantly unsatisfactory teaching by some temporary teachers has had an adverse affect on the current Year 6 in particular, which has also suffered the instability caused by a succession of different teachers. During the inspection, however, this class was given extra remedial support by experienced teachers who will continue permanently from the week following the inspection to ensure these pupils receive the best attention.
19. Teachers have good knowledge and understanding of the Foundation Stage curriculum and the ways in which young children learn. They work particularly hard to develop the personal and social skills of their pupils. The co-ordination of activities is good between the two teachers and all children therefore make good progress. The teachers in Key Stage 1 have very good all round knowledge of the curriculum and build on each other's strengths during team teaching, ensuring that the children learn well in all subjects. In Key Stage 2, however, teachers' expertise is more variable. Despite much training, some newer staff are still not fully conversant with the demands of the literacy and numeracy strategies; expertise is lacking in the group activities, as seen, for example, in a lesson on the identification of different text genres. The guided reading had no particular focus to improve pupils' understanding and consisted of reading books in turn with no learning objective identified. In science, teachers' expertise was insufficient to explain the terms 'distillation', 'evaporation' and 'condensation'. Excellent expertise in ICT was seen in a lesson for older juniors, as the teacher demonstrated the use of 'Powerpoint' to pupils, who then successfully created a multi-media presentation on themselves to inform their high school.
20. The teaching of basic skills of literacy and numeracy is satisfactory overall, good in reception and very good in Key Stage 1. Particular features of very good teaching of pupils with special educational needs are the use of resources with a strong visual stimulus, such as magnetic letters and games and well planned lessons based on prior assessment of pupils' needs. In class teaching, most teachers are fully conversant with the structure of the literacy hour, having been well trained. However, in Key Stage 2, where classes are large and the rigid structure imposed by the arrangement of desks does not easily lend itself to group work, there is a lack of focus in group activities and the literacy strategy objective of raising the attainment of each ability group in turn is not often fully met. Few classroom assistants are trained to work with the more able and generally concentrate on the lower ability pupils. There is no such problem in Key Stage 1 where there are enough trained staff to conduct group work very well. Literacy and numeracy are not yet being developed well enough throughout the curriculum, especially writing.
21. Teachers use of time both for literacy and numeracy sessions is not always well managed. Although sessions start promptly, they often run over the specified time, particularly after break, which brings about a slower pace than is intended for these lessons. Pupils expect a leisurely pace, as reflected in their volume of work. This is particularly noticeable in numeracy where it is common to find teachers taking one and a quarter hours instead of the recommended 45 minutes; pupils become restless and start to fidget and chatter. Brighter ones do not find this pace

intellectually challenging, especially when their group work consists of a list of sums to do, written on the board with no variation or reference to the application of mathematics in real life, as observed in one junior lesson. In science, a distinct lack of pace was observed in one lesson where pupils spent far too long on written preparation for an investigation that was not then carried out.

22. In Key Stage 2, official guidelines have not been expanded in enough detail to support teachers' planning and this is a weakness which causes some lessons to have too little content, while practical activities are poorly focused and not adjusted appropriately for pupils at different levels of attainment. It is a further weakness that teaching does not cover all the work set out in the scheme of work for each subject in Key Stage 2. Standards in science in particular are affected, with elements of pupils' education missing. This was a key issue from the previous report, and it remains a weakness.
23. Provision for higher ability pupils has improved and is now good through withdrawal groups in Year 2 for literacy and numeracy and for Year 6 numeracy. Teachers' expectations of the amount and level of work of which above average pupils in particular are capable are still too low and work designed to motivate and challenge all abilities in all subjects is not apparent in all classes. Planning is good between assistants and teachers, who themselves teach in teams in reception and Year 2. However, plans do not always take into account the spread of ability in the class and careful planning to extend all pupils is not always possible: class assessment sheets do not refer specifically to what is expected of the different abilities - especially higher ability - nor do they refer to the National Curriculum levels of attainment. Pupils in the upper juniors, for example, were all seen using the same prompt sheets for their evaluation of slippers in design and technology and, in science, the teacher's inadequate preparation for the explanation of technical terms led to higher concepts of solubility and separation of mixtures to be inadequately communicated to many pupils capable of understanding it. Because of such low expectations and a lack of stimulating methods, pupils were not motivated by the work and behaviour became a problem. There were several instances when this happened in the juniors; when higher ability pupils were removed for the extension work, there was not the same amount of disruption.
24. Often, the presence of learning support assistants in classes is helpful in aiding the management and discipline in Key Stage 2 by ensuring that pupils do not have to wait too long for adult help. Assistants are well trained and very competent; their help is invaluable in raising attainment, especially of lower ability pupils who receive help, particularly with literacy during lessons, so that they gain a satisfactory understanding of the work being done. However, very few examples of higher ability pupils being given extension work were seen in lessons. There was also inconsistent extension by homework. In the withdrawal classes for numeracy in Year 6, good consolidation and extension homework was seen. There was also a regular homework timetable adhered to in Year 5, but parents' concern about the inconsistency of homework provision was found to be justified, because the homework policy - known to parents - is not strictly adhered to, particularly by new or temporary teachers.
25. All pupils with special educational needs take a full part in the main activities in class lessons. Teaching assistants are highly committed and experienced and make a valuable contribution to pupils' learning, particularly of basic skills. They give well-focused help because they work with teachers to plan appropriate material, resources and activities for individuals or small groups, mainly of low ability pupils. Pupils with special needs are very well taught when withdrawn for intensive instruction. They take part in a range of well structured and interesting activities so that they learn in small steps with a high degree of success. As a result, withdrawal sessions are productive and happy because pupils realise for themselves that they are learning well. In class lessons, they work with other pupils at a similar level and are given additional support wherever possible. Their progress is carefully monitored and adjustments are made to their individual education plans so that future lessons meet their needs.

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

26. The school offers a good curriculum that includes all the required subjects of the National Curriculum and religious education. Pupils' interest is stimulated by a good range of educational visits and occasional events that focus on aspects of the curriculum. Official recommendations and guidelines have been adopted for all subjects, so that, in principle, there is a sound structure to guide pupils' learning through the school. The National Numeracy Strategy is proving successful in guiding planning and standards in mathematics are rising through the school as a result. A particularly effective feature is that tasks in some classes are planned to match closely the needs of pupils at different levels of attainment. The National Literacy Strategy has also been adopted and standards in Key Stage 1 are rising because tasks are also appropriately adjusted to meet pupils' different needs. However, this approach is not adopted consistently enough in other classes and progress, especially in writing, is being slowed because tasks are not specific enough to develop the skills of pupils with different needs. Significant opportunities are missed to develop skills in literacy and numeracy through other subjects because their schemes of work do not clearly identify literacy and numeracy targets. Little use is made of numeracy in recording the results of science investigations, for example. Reading and writing tasks in history are not planned well enough to challenge older pupils at the higher level in either history or English.
27. The scheme of work for information and communication technology (ICT) is well planned to develop pupils' knowledge and skills through the school, using key pieces of work in each year on which to focus learning. Good progress has been made in planning ICT applications into other subjects, though further opportunities remain. The programme for physical education has been very effectively boosted by participation in a government-funded initiative. A key part of this initiative is that visiting specialists teach lessons and run sports clubs, giving high quality coaching. There is a satisfactory programme for the teaching of swimming and older pupils take part in adventurous activities as part of a residential visit. The scheme of work for art is well planned to develop pupils' skills through an imaginative and stimulating series of tasks. The range of famous artists used as a stimulus for pupils' own creations is a particular strength, recognised by teachers in the secondary schools to which pupils progress.
28. There is good provision for pupils' personal, social and health education, based on a local education authority approved scheme of work. It includes relevant aspects of citizenship, health education and drugs awareness, with a significant contribution from the police liaison officer. Sex education is sensitively taught with the assistance of a school nurse and the approval of the governing body and parents. In some classes, pupils take part in weekly discussions, where issues of concern are raised, though not all staff have been trained in leading this approach.
29. The school takes care to ensure that all pupils have equal opportunity to benefit from the curriculum and this is satisfactory overall. Good provision is made for pupils with special educational needs. They are provided with individual education plans that have clear targets to guide their development, mainly in language, mathematics and behaviour. The targets are regularly reviewed and appropriately brought up-to-date so that these pupils make consistently good progress. The quality of instruction is very good when they are withdrawn for intensive instruction as individuals or in small groups. Their progress is assured by carefully planned activities with a high interest level, so that they learn in small steps and gain confidence through consistent success. The very good quality of such planning also ensures that teaching assistants can give well focused help in lessons and when pupils are withdrawn. The programme of withdrawal is planned so that they do not miss teaching in the same subject all the time.
30. The curriculum is extended effectively through a good range of extracurricular activities in which many pupils take part. These activities are used well to stimulate interest and raise attainment in the subjects concerned. There are several sports clubs; that for football involves the help of a professional coach as part of a government sponsored initiative. School teams continue to take part in local competitions and sometimes do very well. Very good use is made of contacts with the local community to extend the curriculum and support pupils' personal development, for example through the 'On Track' initiative. Other clubs include art, contemporary dance and recorders. The media club has involved contributions from visitors from the community and led to high quality work using computers, digital and video cameras.

31. Fieldwork in geography and history makes use of the locality and further away. The school takes part in local festivals and competitions. A range of visitors from the church and other walks of life present role models of citizenship. There are very good contacts with the receiving secondary school, whose staff visit to ensure that pupils make a smooth transfer to the next stage in their education.
32. The provision for pupils' personal development, including spiritual, moral, social and cultural development was judged to be good by the last inspection and has remained so. Good quality assemblies contribute well to this aspect and often propound particular spiritual, moral, social and cultural elements, such as that seen during the inspection, led by Year 5. This contained strong moral and social messages as well as a firm Biblical reference, though there was no prayer. The spiritual development of pupils is also well provided through curriculum subjects such as religious education, art and music. In the best lessons, teachers encourage pupils to reflect and consider questions of a philosophical or religious nature.
33. The moral development of the pupils is good. The school promotes a clearly stated set of moral values through the 'golden rules', which recognise the importance of respect for one another. The personal, health and social education programme includes circle time during which pupils are encouraged to develop language to express their emotions. Rewards for positive behaviour and consequences for bad behaviour are clearly understood.
34. Provision for social development is good. Pupils are encouraged from reception to Year 6 to take responsibility for such tasks as taking the register to the office. Younger children develop social language and behaviour through such activities as 'milk and snack' time, 'circle time' and 'golden time'. Pupils in Key Stages 1 and 2 are helped to develop co-operative play through the Playtime Club. The School Council provides opportunities for pupils to be involved in decisions and take responsibility within school. The school has good links with the Emmaus Community, which encourages the children to support the underprivileged in society.
35. Provision for cultural education is well made. Good links with the local community and the local college enriches the music, drama and art work in school. Work with the artist in residence has produced a good piece for the local museum as well as some good quality ceramic mosaic work. There are well planned educational visits to enrich cultural experience, for example to a Chinese restaurant to celebrate Chinese New Year in February. The extensive use of visitors from a wide range of ethnic and social backgrounds enhances pupils' awareness and respect for different groups in the community, including multi-ethnic groups, especially through the school's link with Fiankoma through the Ghanaian Educational Trust.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has improved the procedures for ensuring pupils' welfare since the last inspection, and its standards of pastoral care are now very good. Procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour are satisfactory. Behaviour is managed according to the agreed policy, but this is not applied rigorously enough in some classes. The school is now impressing on staff the need to implement the clear guidance given in the policies; teaching support assistants and dinner ladies have been shown how to deal with any bad behaviour.
37. All staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for pupils, both in and out of lessons. Procedures to foster pupils' personal and social development are very good. Staff know the pupils well and respond sympathetically to each one. Playtimes and lunchtimes are well supervised. The school receives regular advice and assistance from the Pupil Support Service and the 'On Track' initiative, which supports children (and parents), develops social skills and helps with some learning difficulties. The effect is noticeably beneficial.
38. There is a strong emphasis on raising all pupils' self-esteem. Pupils are becoming confident in their dealings with each other and with all members of staff. Teachers give praise and

encouragement during lessons and achievements – large and small – are all recognised. Pupils' confidence increases and they consequently achieve more. Circle time, used in some classes, helps pupils learn to understand themselves and others and some ably take responsibility with daily routines around the school.

39. Procedures for child protection are very good. Staff receive training to enable them to keep up to date with aspects of care and welfare. The health and safety policy is comprehensive, and regular risk assessments are carried out. The governors are now recording these assessments formally, in writing.
40. The procedures for monitoring and promoting regular attendance are good. Even though attendance is still unsatisfactory, the school is doing all it can to make sure that parents and children realise the importance of attendance and punctuality for continuity in the children's learning. This is mentioned very regularly in newsletters, in letters home where necessary and in school publications. The school follows up any unexplained absence or lateness rigorously. Attendance figures are entered and checked regularly to detect any particular emerging pattern and the school works closely with the education welfare officer to follow up non-attendance. Registration provides a calm and efficient start to the day, but pupils who arrive late sometimes cause some disruption, as well as missing a vital part of their own education.
41. Careful monitoring of progress and regular adjustment of targets for pupils with special educational needs ensures sustained good quality of learning. The level of need of many is reduced as they progress through the school. Teachers and other adults give positive encouragement to these pupils to promote their self-esteem, so that they play a full part in all aspects of school life.
42. The lack of adequate assessment procedures was a key issue noted in the previous report. There has been an improvement and procedures are now satisfactory overall. Nevertheless, the uses made of assessment information to guide planning, monitor pupils' progress and set targets are unsatisfactory.
43. The school has adopted a sound starting point in the standard format for assessing and monitoring progress in each subject through the school, which sets out the main teaching targets term by term in each subject, with more detailed targets for English, mathematics and science. It requires teachers to make evaluative comments on each pupil's progress, though records seen generally lack detail in identifying the rate of progress, the overall quality of work and individual strengths and needs. It is a significant omission that the procedure does not offer teachers criteria for judging the quality of pupils' learning or relate assessments to national expectations. As a result, teachers do not have the full and accurate information needed to set rigorous targets for their teaching and pupils' performance as each year progresses. The information recorded is not complete or reliable enough to track pupils' progress over successive years towards national expectations for their age. A significant further weakness is that tasks in Key Stage 2 are often not modified to meet the needs of pupils at different levels of attainment. Work is most consistently adjusted to meet the needs of pupils with low attainment or with special educational needs, but pupils with potentially high attainment are not set more demanding work regularly enough. Overall, the inadequate use of assessment information to guide planning is a significant weakness that continues to affect the school's performance; it is unsatisfactory in English, geography, history, music and religious education.
44. There are some positive features, however. Children's attainment is assessed using a baseline test when they begin the reception year. Their progress towards the early learning goals recommended for their age group is then monitored closely and provision is sensitively adjusted to meet their needs as they emerge. Results of national tests in Years 2 and 6 and optional tests in other years give a broad picture of trends in English, mathematics and science. Senior management is beginning to explore the implications of these trends, though the implications need to be more clearly and emphatically explained to all staff. The school provides a good standard of care for the large number of pupils with special needs. Good use is made of assessment procedures to identify and monitor their needs and the information is used well to identify the necessary support from within school and from outside agencies. Groups of pupils with low

attainment in literacy are given well targeted additional support in response to their assessed needs. Co-ordinators have produced portfolios of examples of pupils' work to illustrate provision and the best also indicate whether the work meets the standards expected at each age. This benchmarking is not yet extended to all such portfolios to guide teachers in judging pupils' standards and thereby the effectiveness of their teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school strives for a good relationship with parents, but at their pre-inspection meeting, some parents voiced discontent about a number of aspects of the work of the school. This was also reflected in the response of parents in the questionnaires. All parents value the school for its caring attitudes and a high percentage thinks their children are making good progress. However, although many believe the school is approachable, some parents believe the school does not work closely with them, nor provides enough information about progress. Inspectors found that the school works as closely with parents as it can to involve them in their children's education; communication between the school and parents is judged to be good. A few parents were concerned about the assessment of reading, but this is judged to be satisfactory. Inspectors agree with those parents who said that provision for the more able is inconsistent and understand those who are confused about the amount of homework their children are expected to do. The homework policy, which is sent to parents, is not used consistently across the school.
46. Some parents were worried about staff turnover. At the time of the inspection there were staffing difficulties, but inspectors acknowledge the school is doing all it can to stabilise the situation. They agree with those parents who are concerned about the quality of children's handwriting. The handwriting policy is used inconsistently across the school. A few parents said that their children do not like coming to school. The inspection team cannot comment on this, except to say that the majority of children clearly enjoy school.
47. There were a few concerns about whether the attention given to children with special educational needs detracts from that given to other children. Inspectors judge that the attention given to all children is appropriate, but there is room for improvement in the amount of challenging work given to the higher ability pupils. Behaviour, including bullying, gives rise to some concern as parents think there is no consistent procedure for dealing with this. There are procedures in place and staff are receiving support to deal with inappropriate behaviour. A small minority of parents would like to see more of a male influence in school. There are regular visits by men to the school including the schools' police liaison officer, a physical education coach from the secondary school and male parents who help in the school.
48. The partnership with parents is working effectively, as it was at the time of the last inspection. Parents come into the school to listen to the children read and to help with, for example, cookery, gardening and sewing. During the inspection, a class assembly was very well supported by parents. This all makes a valuable contribution to pupils' learning. There is a dedicated band of parents involved in the 'Friends of Peter Gladwin School' who arrange fund-raising and social events to provide extra equipment for the school. The money raised has been used, for example, to buy presents for the children at Christmas and to buy some of the equipment for the adventure playground. There is never a shortage of volunteers when help is requested.
49. Parents speak highly of the informal links with the headteacher and staff and feel welcome in the school. A very few parents said that although they did not find approaching the school with ideas difficult, they were not always sure that these ideas were acted upon. Inspection evidence shows that the school attempts to solve problems as they arise. Parents appreciate the home-school agreements and regular informative newsletters. They are well informed regarding the curriculum and topics that their children will be studying during the term. The annual written reports to parents are good and now mention achievements and progress of the children. Parents said these reports describe their children accurately.
50. Induction procedures for children entering the school are good. Parents are pleased with the way that their children settle into and enjoy school and how they are expected to work hard. They also

appreciate the good procedures for transfer to secondary school. Parents are given clear information about the school's special educational needs policy and practice. They are kept fully informed of their children's progress and are invited to annual reviews. Whenever they have concerns, they are able to contact the class teacher and special needs co-ordinator.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school by the headteacher and key staff is satisfactory overall. The headteacher, her deputy and senior management team have a good vision for the development of the school and there has been a steady improvement over the two years since the last inspection. In some of the areas identified as underachieving, such as under fives and Key Stage 1, there has been good improvement due to measures put in place after the last inspection, such as monitoring and evaluating teaching and the improvement of assessment procedures. For higher ability pupils, measures such as the withdrawal of certain groups in Years 2 and 6 is having a good effect on standards, but there is still some element of underachievement for such pupils, mainly in the juniors.
52. The headteacher has been very successful in improving the school environment, including the funding and planning for the new extension nearing completion and obtaining money for educational initiatives such as 'On Track'. She has successfully created an ethos where everyone is valued, their views respected and where relationships are very good, so that, for example, when a teacher lost her voice and needed to take a whole-school singing lesson, a Year 6 pupil immediately stepped forward to help.
53. The senior management team work together as a cohesive body and all are able to lead by example, being good teachers. The monitoring and evaluation of teachers' planning and classroom observation and guidance given has done much to improve the teaching of literacy and numeracy since the last inspection. There is, however, still a great deal to be done. With such frequent turnover of staff, there are new teachers who are still inexperienced in adapting the literacy and numeracy strategies to the specific needs of their pupils, particularly the more able and this is not being satisfactorily checked regularly enough.
54. Due to staff changes through absence, there have been several changes to subject co-ordinator posts. The well qualified and effective mathematics co-ordinator, for example, has recently taken maternity leave. The joint science co-ordinators are both new to this job of co-ordination and have spent much time organising the Foundation Stage provision. Co-ordination for literacy is good from a long-established teacher, who is also involved in assessment of writing for the local authority. This has been of great benefit in enabling other teachers in the school to assign National Curriculum levels to their pupils' work using samples exemplifying levels of attainment, placed in a portfolio by the literacy co-ordinator. The English and mathematics co-ordinators have both carried out extensive monitoring of the curriculum through plans and in class, but this has not extended to other subjects. The assessment co-ordinator is also a member of the senior management team and procedures are now satisfactorily in place and starting to be used for tracking pupils' progress through the school from reception to Year 6. The Foundation Stage is well managed, as is provision for special educational needs and there is good leadership of art and design, which enables this to be a strength of the school. Other co-ordinators, for example of humanities, are still getting to grips with the job and staff absence has placed a heavy burden of the subject co-ordination on the headteacher.
55. The governing body takes a keen interest in the school and its contribution has improved since the last inspection. It now plays a good role in shaping the educational direction of the school, its members having received much training. Governors are well known to pupils in school; they are frequent visitors and are attached to classes and subjects. Some, such as governors for special educational needs and literacy, make frequent monitoring visits, which are satisfactorily focused on specific areas. The governing body has recently been able to change its constitution to increase the membership, since so many parents and friends would like to be governors. With the increased assessment data now becoming available from the last two years, the governors are now more aware of the school's performance and training is helping them to hold the school to

account for the standards it achieves. They are well aware of the main strengths and weaknesses of the school; they have striven to find money to improve the working environment and keep good communication channels with parents through a half termly forum, at which concerns may be discussed. They are aware of the school's socio-economic status and the low attainment on entry and oversee the value added to pupils' education as they move up the school and as the school raises its position in the local authority's 'league' tables. They know that science is weaker because of the concentration on literacy and numeracy.

56. Governors now have more involvement with the school improvement plan, and are very active in its review and monitoring through the curriculum and special educational needs committees. However, at the moment, the main responsibility for drawing up the plan lies with the chairperson, the headteacher and local education authority consultant. It focuses satisfactorily on the development of the school and the continuation of the action plan following the last inspection. Each subject and aspect has a current action plan drawn up by the teacher in charge and this makes the document rather too large and unwieldy for the main priorities to be as clear as they might. There is currently a lack of rigour about the targets and several relating to time for completion of plans have not been met. This is mainly due to the staffing problems the school has been faced with. There has also been a lack of data to allow target setting to be more precise, for example the improvement of writing and the number required to progress, for example, from level 1 to level 2. This is being remedied; there are now two years sets of data available, which with the current year's figures, provide a more accurate baseline for the school's achievements in all years. Progress towards meeting targets has been satisfactorily monitored by the headteacher, the deputy, the subject co-ordinators of English and mathematics and other staff with responsibility. The satisfactory range of monitoring methods includes checking of planning, lesson observations and staff meetings in which work samples are assessed against National Curriculum levels of achievement. However, it does not include checking provision for all abilities in all classes for all subjects. The results of the yearly testing using the QCA National Curriculum tests are also analysed to identify areas of strength and weakness to be addressed. This has been particularly well done for mathematics. The information gathered is beginning to be used to realise the priorities for improvement and to make plans for achieving them.
57. The school fulfils its statutory responsibilities for special educational needs and complies with the official Code of Practice. There is a named governor for special needs, who makes formal reports to the governing body on all relevant matters. Good use is made of funds for pupils with special needs in providing high quality support.
58. The school's budget is directed towards school improvement and the governing body monitors this satisfactorily through budget reports to the finance committee. Strategic management is good and ensures there are sufficient funds to sustain development such as the current building works to add a classroom and to remove the old swimming pool. Good use has been made of the parents' and friends' association money to improve the outside environment with spacious play facilities and adventure playground. Specific funds for special educational needs and new opportunities funding for training to improve teachers' expertise in ICT are being used well for their designated purpose. The senior staff and governors debate best value satisfactorily when seeking specific goods and services, but do not consider this carefully enough when deciding on the economics of staff deployment. Key Stage 1, for example, is generously staffed, whilst Key Stage 2 has had severe problems: one teacher is on long term sick leave and one on maternity leave. Year 4 and Year 6 teachers are new to the school and there is currently a supply teacher in Year 3. The deputy head, an experienced teacher, is currently employed to oversee the 'On-Track' project for the equivalent of two days a week. Whilst this is has great social value, it is not translated into educational standards, which have been falling in literacy and science in Year 6 since September because they are not receiving enough attention. Mathematics standards are being successfully addressed by the deputy head, who takes the top set during lessons and the school started this process for literacy during the inspection, with good effect. The chairman of governors has given written assurance that Year 6 will have a regular, experienced teacher for English, mathematics and science until the end of the year.
59. The number of staff is generous for curriculum coverage, but they are not deployed to give best

value as there are too many in the Foundation Stage and Key Stage 1 and not enough in Key Stage 2, especially classroom assistants. Staffing problems in Key Stage 2 are mostly due to teachers being taken on from other schools with good references and experience, but they find the pupils at this school more of a challenge – particularly those of higher ability, who are not given enough work to extend their intellect. The high percentage of pupils with special educational needs fuels teachers' low expectation of some classes and, although this situation is improving, there is still inconsistent provision for the more able in most classes. As well as teacher absences, the school bursar and caretaker have also had long absences which has compounded the problems. The school has spent much time and effort in the induction and support of new staff, but in one or two cases, this has not been successful and there is some concern about competence.

60. The accommodation is well looked after and satisfactory for curriculum purposes, though the Year 3 classroom, in particular, is very small and cramped. This is not ideal but will become the computer suite after the new classroom is built. There are a few suitable areas for teaching pupils with special educational needs when they are withdrawn for intensive support. Resources are satisfactory throughout the school, are well cared for and used well in most classes to promote learning; there are sufficient library books. Resources for pupils with special educational needs are of good quality and are planned effectively into their programmes of instruction. The school uses computers well in the curriculum and in administration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To raise standards, the headteacher, senior staff and governors should:

- (1) improve attainment in English and science at Key Stage 2 by:
 - ensuring that the timing of the literacy hour is adhered to and that pupils of all abilities have sufficient work at an appropriate level (paragraphs 19, 20, 21, 23, 24, 26, 53, 83, 85);
 - ensuring that the requirements for text and word level work are adhered to in all classes (paragraph 19);
 - ensuring that plenary sessions take place and reinforce the lesson objectives (paragraph 90);
 - increasing teachers' awareness of pace and the amount of subject material to be completed in science lessons (paragraphs 21, 97); and
 - ensuring that the science curriculum is continuous and progressive in content throughout the school, and improving assessment procedures to consider National Curriculum levels of attainment (paragraphs 22, 98).

- (2) Improve the standard of writing across the school by:
 - Ensuring that the existing policy is adhered to for the teaching and assessing of handwriting by all staff, and checking it is done (paragraphs 4, 5, 46, 79);
 - using writing targets in all subjects (paragraphs 26, 85);
 - improving the provision for extended writing in the whole curriculum (paragraphs 11, 81, 83, 107, 110, 115, 133).

- (3) Use assessment more rigorously to plan the next stage of the curriculum for all pupils by:
 - ensuring that lesson plans make reference to easily assessable learning objectives for pupils of all abilities (paragraphs 23, 91, 98);
 - using the outcome to plan the next stage of the curriculum for all pupils (paragraph 42);
 - keeping track of assessment data for all pupils and using it to set targets to make sure they do as well as they are able (paragraphs 43, 44, 85, 102, 112, 117, 126, 135).

- (4) Improve provision for pupils of higher ability by:
 - providing work matched to their ability in all lessons (paragraphs 11, 23, 24, 26, 43, 51, 59, 84, 113);
 - providing opportunities for extension work and individual research projects (paragraph 24).

- (5) Improve the consistency of teaching in Key Stage 2 by:
- ensuring that new teachers have access to curriculum plans and assessment data at a suitable level to enable them to teach to the level of achievement in the whole class (paragraph 53).
 - making sure that older classes receive continually good teaching -especially for English, mathematics and science - by making the best use of time and of staff with particular expertise (paragraphs 1, 11, 18, 58, 85, 88, 91, 93, 105, 113, 115, 134);
 - considering the deployment of teachers and learning support assistants between key stages to ensure best value is obtained (paragraph 58);
 - monitoring planning intentions against the outcome for pupils of all abilities regularly and make this a focus of lesson observations.
- (6) Continue to improve attendance by considering further measures, such as – perhaps - the introduction of learning mentors (paragraphs 17, 40).

In drawing up their action plan, the headteacher and governors should consider the following minor issues:

- provide for control work in design and technology using technical kits (paragraphs 107, 121);
- make the provision of homework more consistent (paragraphs 24, 45, 85).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 47 |
| 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 |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 11 | 14 | 16 | 3 | 1 | 0 |
| Percentage | 4 | 24 | 30 | 34 | 6 | 2 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 224 |
| Number of full-time pupils known to be eligible for free school meals | 38 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 7 |
| Number of pupils on the school's special educational needs register | 83 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 17 |
| Pupils who left the school other than at the usual time of leaving | 19 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.2 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 1.6 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2001 | 17 | 14 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 11 | 14 |
| | Girls | 12 | 11 | 14 |
| | Total | 24 | 22 | 28 |
| Percentage of pupils at NC level 2 or above | School | 77 (74) | 71 (68) | 90 (81) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 13 | 16 |
| | Girls | 10 | 12 | 13 |
| | Total | 22 | 25 | 29 |
| Percentage of pupils at NC level 2 or above | School | 71 (74) | 81 (81) | 94 (77) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2001 | 11 | 10 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 9 | 9 |
| | Girls | 6 | 5 | 9 |
| | Total | 15 | 14 | 18 |
| Percentage of pupils at NC level 4 or above | School | 71 (62) | 67 (76) | 86 (94) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 10 | 9 |
| | Girls | 6 | 5 | 9 |
| | Total | 14 | 15 | 18 |
| Percentage of pupils at NC level 4 or above | School | 67 (58) | 71 (73) | 95 (97) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 222 |
| Any other minority ethnic group | 2 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 11.6 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 31 |

Education support staff: YR – Y6

| | |
|---|--------|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 145.25 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 4 |
| Number of teachers appointed to the school during the last two years | 5 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|--|-----------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 492,192 |
| Total expenditure | 472,297 |
| Expenditure per pupil | 2,227 |
| Balance brought forward from previous year | 11,591 |
| Balance carried forward to next year | 31,486 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 220 |
| Number of questionnaires returned | 50 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 38 | 43 | 14 | 5 | 0 |
| My child is making good progress in school. | 34 | 53 | 4 | 5 | 4 |
| Behaviour in the school is good. | 23 | 59 | 8 | 6 | 2 |
| My child gets the right amount of work to do at home. | 27 | 54 | 14 | 5 | 0 |
| The teaching is good. | 42 | 44 | 4 | 5 | 5 |
| I am kept well informed about how my child is getting on. | 31 | 44 | 11 | 10 | 4 |
| I would feel comfortable about approaching the school with questions or a problem. | 47 | 34 | 4 | 11 | 4 |
| The school expects my child to work hard and achieve his or her best. | 40 | 52 | 2 | 4 | 2 |
| The school works closely with parents. | 31 | 43 | 14 | 8 | 4 |
| The school is well led and managed. | 30 | 43 | 8 | 14 | 5 |
| The school is helping my child become mature and responsible. | 32 | 56 | 5 | 5 | 2 |
| The school provides an interesting range of activities outside lessons. | 33 | 47 | 8 | 8 | 4 |

Other issues raised by parents

- The provision of homework.
- Concern over whether the attention given to pupils with special educational needs detracts from that given to other children.
- Progress in reading.
- Approaching the school with ideas is not difficult, but some parents are concerned that their problems are not dealt with.
- Behaviour, including bullying for which there seems no consistent procedure.
- The lack of a male influence on the teaching staff.

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

62. The quality of provision is good. It has improved since the last inspection because of the improvement in planning and assessment and the increased adult:pupil ratio. Children's attainment on entry remains well below national expectation but they make good progress during their reception year and two thirds are expected to achieve all the early learning goals by the end of the Foundation Stage this year, a great improvement over past achievement.
63. The quality of teaching in the reception class is good. Two teachers work effectively with support staff to provide a good range of interesting activities matched to the needs of the children. There is a clear commitment to raising standards. Assessment and tracking procedures are good and include constant observation and recording of children's progress in order to plan the next step in learning. Children with special educational needs are given a good level of support, which helps them in all areas of the curriculum. The work of the learning support assistants makes a very good contribution to the provision and expectations for all children are high.

Personal, social and emotional development

64. Provision for children's personal, social and emotional education is good. Relationships are good and a calm atmosphere ensures that children feel secure and confident to benefit fully from the wide range of learning activities. The design of these activities, the organisation of the classroom, and the high level of supervision ensures that all the children are secure and happy. They have learned classroom routines well and know, for example, that 'carpet time' follows registration. They are encouraged to develop independence by making choices from a wide range of interesting activities and take turns, share and listen during 'milk and snack time'. A group of children showed good independence in preparing for outdoor activity by putting on coloured bands and getting the equipment organised without adult help.
65. The teachers and assistants model caring behaviour with the children who show empathy with each other when someone is hurt or upset. Children are encouraged to be polite and said thank you, for example, to the pianist who played at song time. All the children make good progress towards this early learning goal as a result of good teaching and are likely to achieve it by the time they are five.

Communication, language and literacy

66. When they start school, children's attainment in language and literacy is well below that expected for their age. Detailed planning is a feature of the good teaching, ensuring that ample opportunity is provided to enrich children's vocabulary and to encourage them to speak in different ways for different purposes. Cue cards are placed near activities, such as the sand tray and role play area, so that learning support assistants and parents know the language learning objective. Children speak readily and with confidence to each other and to adults. They listen with enjoyment to stories and some join in reading from the shared text when invited to do so.
67. The children have satisfactory knowledge of how to handle books and recognise many letter sounds. The more able children are beginning to read whole words and phrases and they know that stories have a beginning, middle and end. They identify the initial letter sound in many words.
68. Writing is generally below average. The more able children form many letters correctly and are developing good phonic knowledge to help with word building. As well as whole class literacy teaching, children work in small ability groups so that they may develop skills at their level. All children recognise that writing conveys meaning and the more able write simple phrases and sentences with good pencil control and phonetic spelling. With the good teaching they receive, about two thirds are likely to achieve the early learning goal in literacy and language by the time

they enter Key Stage 1.

Mathematical development

69. Teaching of mathematics is good and most of the children satisfactorily count and talk about number. Activities are well designed to motivate the children. A 'playing trains' poster helped children count to ten and learn the meaning of 'more'. Following whole class oral work, the children are grouped on a rota basis throughout the week so that one of two teachers can work with small groups of similar ability. In this way the more able children were seen encouraged to record numbers informally in a mathematics workbook as they added more animal models to a large drawing of train carriages. Children are familiar with number rhymes and stories. Opportunities to develop counting skills and language are well used throughout the day, such as during registration when children counted how many people are away and the more able took two away from 32 to calculate the number present. About two thirds are likely to achieve this early learning goal by the end of reception. This is an improvement over previous years.

Knowledge and understanding of the world

70. Children are introduced to the world around them through a wide variety of experiences and teaching is good. Standards of work seen varied, with able children achieving good standards, but the majority of children still below expectation. A group of able children working with a learning support assistant used a wooden ramp to investigate toy cars rolling onto different surfaces and described it as 'smooth', 'hard' or 'bumpy'. They identified and named corrugated cardboard and bubble wrap plastic. They were encouraged to give reasons for the differences and showed good conceptual understanding. However, a group of lower ability children found it difficult to describe what was happening and needed much encouragement to sustain attention. Another group of able children, experimenting with magnets, hypothesised that a plastic pen top could not be picked up because it was not metal, whilst a group of lower ability children played with a marble tower without any clear purpose. A simple computer program involving moving traffic around a roadway was a good introduction to maps and plans. The role play corner is frequently changed to become a bus or a train, with uniform hats and a purse of money to encourage role play as driver or passengers.
71. The wide range of choice activities is a strength of the good teaching provision in this area. Sand and water play and constructional toys were chosen readily by children who enjoyed working alongside others as they explored the tactile experience, but they needed guidance from an adult to describe what was happening. All adults work very well with different groups of children to extend their learning through good questioning and encouragement. Two thirds of the class are likely meet this early learning goal by the end of reception.

Physical development

72. Good planning and teaching has established outdoor play as a regular feature of the day. This is structured and purposeful and children show satisfactory skills in guiding balls through cones and running and jumping. Opportunities to develop spatial awareness and control are evident in the unstructured outdoor play. Good use of the hall is made for circle songs and games, and children have good awareness of each other's safety.
73. The teaching of fine motor skills is well planned in the range of choice and guided activities. The more able pupils hold and use a pencil correctly and can also manipulate scissors and paint brushes with skill. Most of the children are below average in this area of learning, but have made good progress since starting school. Two thirds are predicted to reach the early learning goal by the end of reception.

Creative development

74. Children achieve well in creative development and make good progress in their learning as they are

well below expectations on entry to school. Standards here have remained the same as at the time of the last inspection, but teaching has improved to be good and pupil tracking ensures that children have a wide variety of experiences in accordance with their needs. Two thirds of the children are predicted to achieve this early learning goal.

75. Good teaching and a wide variety of activities offer good opportunities to explore colour, texture, shape and sound. Paints, pencils and crayons are all readily accessible. Self portraits and imaginative paintings show a wide variation in attainment. Some children produce carefully painted pictures with identifiable features, sun and flowers, whilst others produce simple paintings lacking detail and demonstrating poor understanding of paint mixing.
76. The children enjoyed singing in the hall, especially when the songs included actions and travelling around the circle. Good teaching to introduce new words encourages everyone to join in and this makes a good contribution to literacy.

ENGLISH

77. The National Curriculum test results in English at the end of Key Stage 2 in 2001 showed that standards were below the national average and broadly in line with similar schools, though the percentage of pupils reaching level 5 was below average. This is an improvement since the last inspection. At the end of Key Stage 1 test results for seven year olds show that standards in English, particularly in writing, remain well below the national average and below the average of similar schools. The number of pupils reaching level 3 in reading was well below average. None achieved level 3 in writing. However, the value added to children's education from reception to the end of Key Stage 1 is increasing, as shown by the local education authority figures of the school's rise up its 'league tables' of similar schools at this time.
78. Since the last inspection good progress has been made in raising the attainment of children in reception and Key Stage 1. Approximately 40 per cent of children enter school with attainment well below expected standards and after one term in school they have made good progress in reading and writing. This progress is continued through Key Stage 1, where teaching and learning are well organised and the needs of the wide range of ability groups are met. Most children enjoy reading by the age of seven and have made rapid progress in their knowledge of books. Shared reading observed of 'Jack and the Beanstalk' involved the whole class. Good questioning encouraged the more able to extend and use a wider vocabulary, considering alternatives for words such as 'big', 'huge' and 'enormous'. Teachers provide a good range of activities to teach phonic knowledge in a systematic way and the most able children show satisfactory word building ability and writing. Pupils with special educational needs are well supported by Learning Support Assistants for short periods of time to develop their ability to identify rhymes, initial and end sounds in words.
79. Observation of current work shows that good progress is being made throughout Key Stage 1, particularly in the enrichment of pupils' vocabulary and expressive language. Handwriting and presentation are underdeveloped. By the end of Key Stage 1, most pupils are beginning to produce simple pieces of legible writing, using capital letters and full stops. Teachers make the learning objective known to pupils and encourage them to use their phonic knowledge, such as the difference in spelling the oo /ou digraphs, in their writing. The majority of pupils have not developed a fluent joined handwriting style by the age of seven, although this is slowly improving.
80. Since the last inspection an effective system of tracking the progress of every pupil has been introduced. This has enabled teachers to plan more precisely. A portfolio of pupils' work has been used effectively to improve teachers' knowledge of the expected levels of attainment for each year group. An extensive analysis of children's literacy skills in the reception class has been particularly successful in helping the school deploy resources and plan teaching and learning appropriately and this is being continued in Key Stage 1. Here, planning between teachers and learning assistants is a great strength, making a good contribution towards standards.
81. Attainment of pupils overall in Key Stage 2 is barely satisfactory and progress is uneven. Recent,

unfortunate staff changes have caused inconsistency in the teaching of literacy and a lack of continuity for some pupils. This particularly affects the standard of writing, with many pupils finding it difficult to produce a sustained piece of writing with the variety of language and accuracy expected. Most teaching is well planned with classes well organised to promote learning.

82. The structure of lessons, with whole class teaching of reading and phonics followed by guided teaching in small groups is used effectively in most classes. However, the poor ability of a number of pupils to sustain concentration and work independently often disrupts the teaching in guided groups. Where teachers have high expectations for behaviour and pupils are supported by Learning Support Assistants, then pupils' work with satisfactory pace. By the end of Key Stage 2, pupils' comprehension skills are satisfactory. The more able have a satisfactory knowledge of genre, are familiar with a range of texts and discuss characterisation from their class reading and home reading books with confidence.
83. Writing in Key Stage 2 is generally below expected standards. Pupils have good knowledge and understanding of the rules of grammar, spelling and punctuation from a clear planning framework and good attention has been paid to these skills in literacy lessons. However, most of the writing evident in their books displays poor pace and poor application of writing skills across the curriculum. Teachers' expectations for writing in other subjects is inconsistent. In one lesson pupils were told that spelling did not matter in this work. In the best teaching pupils are reminded of the importance of punctuation, as seen in a religious education lesson.
84. The standard of speaking and listening is average at the end of both key stages. Pupils listen carefully and speak articulately when they are stimulated and this is the main vehicle for extending literacy through the curriculum. ICT is also well used in this respect. In an excellent ICT lesson, for example, pupils were very absorbed in watching the teacher's demonstration closely and queried what she was doing. They confidently asked questions, which were well informed, using technical vocabulary and complicated terms fluently in debate. Where pupils are not motivated, they quickly lose interest and chat about matters irrelevant to the lesson, as seen in design and technology where pupils were supposed to be evaluating slippers, but the teacher left too much time for this and certain pupils' discussion wandered into unrelated areas.
85. Some lesson observation carried out by the local education authority literacy adviser, the head teacher and literacy co-ordinator has begun to guide planning and support for pupils in Key Stage 2. All staff have benefited since the last inspection from extensive training both within the school and on local authority courses. A number of support systems have been introduced to raise standards in Key Stage 2, such as the extra literacy support in Year 3 and booster classes in Year 6. However, there is insufficient monitoring of standards in Key Stage 2, which has led to variable progress and continuity from year to year and targets not being met. Homework is not set and marked with sufficient regularity and rigour to raise the standards of writing by average and above average pupils. The instability in staffing has caused many new initiatives for improvement not to be established consistently in Key Stage 2.

MATHEMATICS

86. The standards achieved in the National Curriculum tests in 2001 by both 11 year-olds and seven year-olds were well below the national average and below the average of similar schools. The percentage of pupils reaching the higher levels at both key stages is well below average. Standards have been consistently well below average for the last three years in Key Stage 1, but have fluctuated in Key Stage 2, though tending to be mostly in the lower side of average. Pupils enter the school with well below average mathematical skills; the majority have little idea of the concept of number often gained by young children through counting rhymes and games in pre-school playgroups. There is no nursery provision. From this very low starting point, the school does well to improve standards by the end of Key Stage 2 and current standards observed during the inspection show they have improved since the last National Curriculum tests and are now average. In reception, great emphasis is put on the recognition of patterns, shapes and numbers, so that the children make good gains and the majority achieve the early learning goal in mathematical development by the time they enter Key Stage 1.

87. In the infant years, pupils make good progress, particularly in Year 2 where the generous staffing allows higher ability pupils to be taken out of class and given work designed to extend their achievement into the higher level 3. More able seven year-olds – mostly girls – were seen during the inspection doing mental work which they enjoyed and showed that they are capable of correctly and quickly working out in their heads simple additions and subtractions, for example the difference between ten and sixty, using tens and units. They also halved even numbers. Their teacher's very good introduction to reflective symmetry, using images such as pegboards and gummed paper and subsequent production of more and harder examples enabled the majority to understand how to draw the reflection of shapes through a line of symmetry. All the pupils were very well motivated, showed a keen interest in the subject and obviously wanted to succeed; they were disappointed when the lesson ended. Work books show that infants have covered all aspects of the mathematics curriculum at an appropriate level and from lessons seen, the standards have improved since the last year's tests and are on course to be closer to the national average this year as a result of very good teaching.
88. In Key Stage 2, the standard of work seen was about average, reflecting the hard work the school has put in to implement the numeracy strategy, the good effect of which is just beginning to be seen throughout the school. It is particularly effective in Year 6, where the withdrawal of the above average pupils by the deputy head is having a beneficial effect, enabling about one third of the class to achieve at a high level, whilst the rest receive more attention from the teacher and work at a slower pace to help them reach their potential. Average pupils in Year 6 are just learning to divide and to use multiplication to check their answers. The majority showed they are secure on the two, five and ten times tables and some found it easy to divide, for example, 384 or 351 by three. The seven times table is still presenting problems; this was mostly because the teacher, though not expecting remainders, had not given pupils examples, which were exactly divisible. They were stuck on 284 divided by seven, when 294 would have been easier for them to work out. Average pupils are working at below average levels, whilst the top set working with the deputy head are consolidating the expected level 4 and working towards level 5, are able to order decimals to three places mentally, including negative numbers and to solve word problems relating to the time taken by train journeys or for watching two or three television programmes.
89. Work seen in pupils' books shows that they are covering the programme of study of the National Numeracy Strategy in both key stages, but the books of pupils in Key Stage 2 show much emphasis on number and too little written work relating to the wider programme of study. There is particularly good coverage in Year 5 at a high level and pupils are making good progress at a similar level already to Year 6. There is also good evidence of ICT being used for data analysis to produce graphs and charts using spreadsheets.
90. The teaching of mathematics is good overall in Key Stage 1 and satisfactory in Key Stage 2. Planning is good between teachers and teaching assistants, who play a valuable part in ensuring that good learning takes place. Teachers know the structure of the numeracy strategy and most are applying it well. Mental mathematics is developed well in both key stages, though sometimes the sessions are taken at too slow a pace. Particularly effective methods are used in some classes, for example the dartboard games in Year 3 where landing in a certain position requires pupils to double or triple the number round the edge of the board. Resources, such as number squares and lines, counting sticks and individual whiteboards to enable pupils to give a quick response easily checked by the teacher, are used well. Teachers generally have higher expectations of their pupils in mathematics and plan work in most classes which is matched to the ability of all pupils, based on the assessments of previous work. It is for these reasons that standards are rising and reaching levels close to the national average. The actual timing of many numeracy sessions, however, is too long and many lessons lose impetus during the last 20 minutes as pupils become restless for want of a change of subject. Plenary sessions are not well considered in some classes and are sometimes left out altogether so that pupils cannot consolidate the learning objectives nor have the opportunity to demonstrate what they have learned.
91. Day to day assessment was seen being used well in some classes to identify that the next day's

plans should be altered to take into account that which has gone before and this resulted in consolidation of work which allowed greater progress to be made. In other classes, however, work is held over until the next day simply because pupils have not worked fast enough to finish, with the result that they fall behind their learning schedule. Time is not managed well by all teachers; the group sessions tend to go on too long; pupils feel they do not have to rush, so chatter whilst producing a surprisingly small volume of work. Some teachers compound this by congratulating pupils on working well. Pupils with special educational needs and those of low ability are generally most productive as they have guidance from teaching assistants who manage them well and use simple resources such as multilink cubes to focus pupils' thought.

92. The subject has been well managed in the past, but currently, the co-ordinator is on maternity leave. She has done a good job to ensure that the National Numeracy Strategy is running smoothly and that teachers have had training. She has done particularly valuable work in identifying weaknesses in provision through analysis of pupils' answers to National Curriculum tests and the Qualifications and Curriculum Authority (QCA) yearly tests in Key Stage 2, which has drawn attention therefore to areas where pupils find concepts difficult and need more guidance. Use of number sentences is one example which has received good priority and the mathematics action plan was seen developing well. Numeracy is not used regularly in other subjects such as science, geography and design and technology, however.

SCIENCE

93. Results in the national tests in 2001 for pupils aged eleven were below the national average, but average compared with similar schools. The number reaching the higher level was low, though almost all pupils reached the expected level. This represented satisfactory progress during Key Stage 2 and reflected the findings of the previous inspection. The results of the last three years taken together were above the national average, but the overall picture was lifted by the well above average results in 2000. Standards have fallen since then, and the work of pupils presently in Year 6 is below average. They have made inconsistent progress since Year 3, with good progress in some years not followed up rigorously enough in others. They are presently making unsatisfactory progress.
94. Teachers' assessments of seven year-olds in 2001 showed that standards were in line with the national average for level 2 and above, but the number of pupils who reached the higher level was well below average. This was similar to the previous inspection. Pupils presently in Year 2 are also achieving at the expected level, and this represents very good progress compared with their standards on entry, though there continues to be no evidence of attainment at the higher level.
95. By age seven, pupils have carried out a range of practical investigations into the properties of materials and the effects of processes. They understand the relevance of familiar appliances that use electricity from different sources. Their diagrams of completed electrical circuits are detailed, recording accurately their findings following an investigation using batteries, switches and bulbs. They correctly classify objects that float or sink and describe, in simple statements and diagrams, the features and behaviour of some insects and mammals. They show a broad understanding of the forces acting on toy cars travelling over different surfaces, though this work lacks a precise focus because they do not measure the exact distances the cars travel under different conditions. The limited literacy skills of many pupils result in very brief records of findings and much of their understanding is expressed through discussions or in brief written forms such as labelled diagrams.
96. By age eleven, pupils have a broad knowledge of key features of living things, materials and physical processes, though they have not covered all required elements in enough detail. Pupils in Year 4 make sensible predictions as to which parts of the classroom will be hotter than others and use thermometers correctly to test their ideas. Pupils in Year 5 understand the function of the skeleton and its component parts. Their knowledge of technical terms is a strength and they have made good progress over the last two years because of consistently challenging teaching, with high expectations for precise and accurate recording. During a school assembly with parents present, they rose well to the challenge of explaining how the earth's rotation produced day and

night and the seasons. Pupils in Year 6 have a sound understanding of how to design a fair test. Those of higher ability explain the processes of evaporation and distillation and know how to recover solids from liquids, accurately describing different ways of carrying out the process and reasons why it is relevant in everyday life. They have made good quality labelled diagrams of plants and carried out research using information books to find out how seeds are spread. However, the quality of their technical drawing is not as high at present as earlier in the year, their written explanations are poorly developed, and the pace at which they are covering the curriculum is unsatisfactory. During Key Stage 2, pupils do not make enough use of numeracy and ICT skills to measure data and record their results.

97. Teaching is satisfactory overall. Of the three lessons seen in Key Stage 2, two were satisfactory and one unsatisfactory. Teaching was of very good quality in the one lesson seen in Key Stage 1. In this lesson, a well focused discussion helped pupils to deepen their understanding of the qualities of different kinds of paper and their uses. Careful teaching of technical and descriptive terms gave them the means to identify and classify different types of paper in the practical work that followed. They all showed strong interest in the wealth of samples available and the quality of their work was lifted by well designed recording sheets, adjusted appropriately for pupils at different levels of attainment. This very good match of task to ability enabled all pupils to concentrate on their work, happy and busy in producing good results. The strong team of two teachers and a teaching assistant ensured that all pupils were well supported and successful. In both key stages, pupils with special educational needs are included in all activities and given additional help where possible so that they make similar progress to that of other pupils. In the unsatisfactory lesson seen, the slow pace and low expectations caused pupils to produce work of low quality. Enough time was available for pupils to plan and carry out an investigation, but the teacher limited the task to the planning process alone. All pupils were given the same task, but the expectations of pupils of different abilities were not made clear. Consequently, there was a marked lack of challenge, in particular for pupils of higher ability, while pupils generally did not have enough to do. Standards were not monitored carefully and as a result, much of the work produced was untidy and lacking in depth or detail. Levels of interest and motivation were generally low.
98. Management of science is satisfactory. The scheme of work has been adjusted to follow official recommendations, but too little detail of content and suitable activities is available to support teachers who lack subject knowledge. The two recently appointed co-ordinators have not yet been able to monitor teaching or standards in the subject, although inconsistencies in provision and expectations are affecting standards. The assessment procedure is linked to the scheme of work and focuses appropriately on the main targets for each term. However, it does not give teachers guidance in assessing the quality of pupils' work in relation to national expectations. Teachers therefore do not have good quality information on which to plan future work so that it builds on pupils' strengths and eradicates their weaknesses.

ART AND DESIGN

99. Limited lesson observation was possible during this inspection, but the extensive range and high quality of pupils' work across the school indicates that standards in art are above average at the end of both key stages, as a result of good teaching. This is an improvement since the last inspection when standards were judged to be average.
100. In reception and Key Stage 1, children are introduced to a wide range of materials and work. They are taught to handle paint carefully and to use an appropriate range of brushes to produce different effects. ICT is also appropriately integrated into art through the use of specific software. This grounding is built upon well in Key Stage 2. A strength in the teaching throughout the school is the use of the work of famous artists to provide inspiration for the children's work. Kandinsky's abstract colour pastel provided the starting point for Year 2 pastels, collage and painting through which pupils demonstrated above average ability in using a wide range of media and a sensitive use of colour tone. Good progression from Year 2 to Year 4 was demonstrated in the fruit collage pictures produced by Year 4 pupils where they used a wide range of textures and colour to interpret a life subject. From Year 4 to Year 6, it was evident in the work based on Marchel

Duchamp. Pupils' work demonstrated very careful observation and skilful use of paint with a sophisticated colour palette.

101. The art in the school has been enhanced by having an 'artist in residence'. Opportunities are also taken to involve other adults whenever possible. In a Year 3 lesson, for example, pupils designed sculptures which were to be constructed from metal, wood and plastic. They had previously learned some essential skills and would be working with parents to build and erect their sculptures in the school grounds. The Art club provides further extracurricular opportunities for pupils to explore painting, drawing, printing and clay work.
102. The basic planning in art is drawn from the QCA scheme of work. Assessment procedures are minimal and not sufficiently developed to provide more information on the progress of individual pupils. The peripatetic support has enabled teachers to develop their understanding and knowledge necessary to teach art.
103. Art makes a very good contribution to the enrichment of the children's language. The display of clay tiles produced by the Art Club was effectively labelled with descriptive adjectives to widen the pupils' vocabulary. Art also makes a good contribution to the pupils' spiritual and cultural education. The very knowledgeable and hardworking co-ordinator ensures teachers have sufficient expertise to enable pupils to take part in activities such as the Brighton children's parade, for which the school prepares a float, costumes and musical instruments.

DESIGN AND TECHNOLOGY

104. The standard achieved by pupils aged seven and 11 in the projects completed is very similar to that expected of children of these ages. This was also seen at the previous inspection. Pupils in Year 6 have designed and made propeller-driven vehicles and tested them to check the distance travelled. A project linked well to their science study of forces, as another recent project did to sound when pupils made musical instruments. The display of these outside the Year 6 classroom is striking: the instruments are very well made, showing accuracy of measurement and good finishing skill.
105. Year 2 pupils have produced some high quality diagrams of puppets, showing good observation. They have satisfactory knowledge of materials when evaluating commercially made puppets, as they remarked on the appropriateness of the fabric used for a large shaggy bird, for example, for its appearance, but the disadvantage of the material because of its tendency to moult led one group of pupils to realise that this would not be safe for young babies. Pupils in Year 2 demonstrated a very good attitude to their work in one lesson seen. They were very well motivated by their teacher and made good progress in acquiring knowledge of different types of puppets. Conversely, the attitude of pupils in Year 6 was unsatisfactory, largely due to the slow pace at which they were working.
106. Only two lessons were seen, but the co-ordinator keeps a comprehensive portfolio containing photographs of work done in all years, so it was possible to have a good idea of standards achieved. Pupils make satisfactory progress in both key stages, designing and making a variety of products, such as 'my dream bedroom' and dustbins in Key Stage 1 and, in Key Stage 2, paper made and sewn into small books, Tudor houses and air raid shelters to go with history topics. Every year, all pupils design and make an Easter bonnet for a competition, and much enjoy making models and a float for the annual Brighton Children's Parade. From this evidence, it is judged that teaching is at least satisfactory overall; one very good lesson was seen given by the co-ordinator in Year 2. This was characterised by a very sharp focus on skills throughout; the teacher turned the puppets inside out, for example, to see how the material was joined and how specific parts such as the squeak worked. Pupils saw how the stitching on the inside made a neat finish to the outside; they began to appreciate the purpose of the designs and how well they fulfilled the criteria that a puppet needs for entertaining.
107. Design and technology has not assumed much importance, because art has been the main focus of the co-ordinator's brief. She is enthusiastic and knowledgeable and leads by example,

monitoring work informally. There is still some confusion about what constitutes art and what is design and technology. Pupils make decorative plaques, for example and Greek masks and their evaluation of work tend to be of the process rather than the finished product against its design specification. Literacy is developed satisfactorily through written evaluations, though these are not used well enough to develop writing. Numeracy is not developed as well, nor is ICT. There is no evidence of control work using technical kits which is required for Years 5 and 6, so statutory requirements are not met.

GEOGRAPHY

108. Standards of pupils aged seven are broadly in line with national expectations, the finding of the previous inspection. Pupils make good progress in Key Stage 1, but progress thereafter is inconsistent and they do not cover enough of the planned curriculum. As a result, standards achieved by 11 year-olds are below national expectations and lower than noted at the previous inspection when they met expectations. There is no evidence of work at the higher level at either key stage, though pupils with special needs are given additional help where possible so that they make similar progress to that of other pupils.
109. Pupils make good progress in Key Stage 1 because the curriculum is well constructed to develop their understanding across a broad range of topics. By the age of seven, they successfully interpret maps, atlases and globes to find their own home in relation to the school and the world beyond. Their interest is motivated by the travels of Barnaby Bear. They understand that people adapt their way of life to their surroundings and climate by, for instance, comparing their own experience with that on an imaginary Scottish island. Pupils with limited writing skills are guided by worksheets, but those with higher ability express themselves in longer pieces of writing.
110. By the age of eleven, pupils understand some of the features of major climate zones of the world and the effects of weather patterns on human activity. They know the main cultural features of some European countries and have studied aspects of India and Ghana, contrasting them with their own experiences. Year 6 pupils produce satisfactory diagrams of river formation, with correct use of technical terms, but they produce very little extended factual writing. They have sound skills in interpreting maps of different kinds and in different scales. There is no evidence that map drawing skills are developed consistently and there is very limited evidence of the use of numeracy in interpreting statistics or in the use of ICT to find or record information.
111. Teaching was good in the one lesson observed. Pupils in Year 2 were told clearly at the outset what was expected of them and the activities that followed were well planned to build on their previous learning. Questioning was well focused to prompt recall of facts about an imaginary island, producing a good list of its key features that they were then helped to classify as human or physical. The map-drawing activity gave pupils a good opportunity to consolidate their understanding and they showed strong interest in this practical activity. Good teamwork by teachers and assistants helped all pupils to concentrate well to complete their work. Pupils responded well to the positive encouragement they were given, coupled with firm management, clear directions for their work and interesting resources. No lessons were observed in Key Stage 2.
112. Management of the subject is satisfactory. The scheme of work has been adapted in line with official recommendations, though more detail is needed on the work that pupils at different levels are expected to produce to guide teachers in their planning. Monitoring does not focus rigorously enough on the pace of coverage to ensure that all planned elements are covered. There is a satisfactory outline assessment procedure Resources are satisfactory, with effective use made of visits into the local community and further afield to give pupils practical experience. The subject makes a good contribution to pupils' cultural development, particularly through the stimulating contact with a school in Ghana.

HISTORY

113. Standards in history meet national expectations for pupils aged seven, but they are below expectations for those aged eleven. This shows a decline at Key Stage 2 as the previous inspection judged standards to be in line with national expectations for both seven and 11 year-olds. This is because pupils presently in Year 6 have not made consistent progress since Year 3. Tasks planned to extend the skills and understanding of pupils of different abilities, particularly those with potentially higher attainment are erratic. Generally, the work planned is successful in helping pupils with special needs to make the same progress as other pupils.
114. Pupils in Key Stage 1 make good progress in understanding changes over time in the context of their own families and everyday life. They learn about differences between today and former times in toys, household equipment and family holidays. They express themselves accurately in different ways, such as labelled diagrams, family trees and time lines. They understand the significant contribution made by famous people, such as Florence Nightingale. Pupils of higher ability write longer extended commentaries, with a good level of detail explaining cause and effect.
115. In Key Stage 2, pupils study a wide range of historical periods, including the Egyptians, Romans, Tudors, Victorians and Britain since the 1930s. They develop sound skills in identifying and interpreting evidence from different sources, including pictures, documents and objects from the periods studied. Some of their factual knowledge is expressed through lively creative writing, for instance in the letters home written by Year 4, projecting into the lives of soldiers in Julius Caesar's invading army. This work is very well presented, indicating pupils' considerable interest in the topic. In discussion, pupils in Year 5 showed a good recall of facts and made sound interpretations of the evidence concerning social life in Victorian times. Work in Year 6, on the Tudors, includes a good series of biographies and a few pupils have written well constructed commentaries on social conditions. The achievement of most though is limited by lack of skill in expressing themselves in writing with sufficient depth and detail. Those of lower ability show a sound understanding in their brief pieces of writing, drawings and diagrams.
116. The standard of teaching was good in the one lesson seen during the inspection. A good quality video recording held the attention of Year 5 pupils well for the most part. The teacher's good subject knowledge led to well focused questions at a brisk pace to prompt recall of facts before viewing and afterwards to extend understanding. Pupils generally listened attentively and gave good responses to questions, making sound comparisons with other periods and their own experience. The teacher had to work hard to hold the attention of a few with weak concentration, but she was successful because of her vigilance and consistently high expectations for behaviour and accurate answers. As a result, pupils made good progress in their understanding.
117. Management of the subject is satisfactory. The policy and scheme of work have been effectively revised, following official guidelines. The subject is soundly planned to develop pupils' understanding from simple to more sophisticated concepts. Nevertheless, the work that pupils are intended to complete in each unit is not set out in enough detail. Outline assessment procedures are in place, but not enough use is made of the information to plan appropriate work for pupils at different levels of attainment in each class. The subject makes a sound contribution to pupils' cultural development, with visits to sites of historic interest to extend their knowledge and enjoyment of history. There is little evidence of the use of ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. The standard of ICT is above average for 11 year olds and average for pupils aged seven. This is an improvement at Key Stage 2 since the last inspection. Pupils aged 11 manipulate text, sound and graphics to make multi-media presentations about themselves to send to their secondary schools. They have produced good examples of tiling patterns from handling motifs identified in different materials, and have identified commercial items, such as wrapping paper, where this is an important technique. Above average pupils excel at a programming language where they produce patterns through a given angle of turn. Average pupils competently use a spreadsheet to make price comparisons between two stores for certain items of shopping. Pupils all enjoy computer work and are well motivated to succeed.

119. Seven year-olds are familiar with the keyboard, use word banks to help them write sentences about themselves, use a mouse satisfactorily to manipulate 'furnishings' as they design their dream bedroom and have satisfactory experience using a programmable robot to take 'teddy' for a walk.
120. All classes have one lesson a week, usually with the very skilful ICT co-ordinator working with the class teacher. This ensures her very good expertise is not only passed on to the pupils, but also to their teachers who are all undergoing ICT training under her supervision. Teaching was excellent in the Year 6 lesson in which the co-ordinator led pupils with great proficiency into methods of using 'Powerpoint' presentations. Strong features of the lesson were in the planning, which contained a high degree of detail to show the stages in the complex demonstration, the excellent resources, which included a data projector which enabled all pupils to see clearly and the teacher's utter confidence in her demonstration. All these strengths ensured that pupils could understand the process and all of them produced elements of above average presentation. This was all the more remarkable because of the conditions in which pupils were working. Due to the building works in progress, the computer suite has had to be squeezed temporarily into a very small space, sufficient for only about one third of a class, who have to work with the keyboard on their knees. Nevertheless, teachers' planning for this shows resourcefulness in the rotation system being used until the new suite is available later this term. Very good use is being made of all available resources and pupils' education is not being compromised – they are achieving above average standards in Key Stage 2. Every pupil has achieved level 4 by Year 6 and a significant number level 5.
121. The co-ordinator is very able and leads the subject very well, disseminating information at staff meetings and supervising seven members of staff in their training. She holds a half-termly staff meeting based on ICT skills so that teachers feel supported. There is also a fortnightly technician visit at which technical problems are resolved. The school had a full curriculum which is now being compared with the QCA guidance and there is some merging. The portfolio of work shows that assessment is taking place, mainly in the form of what pupils can do. The co-ordinator acknowledges that control work is less advanced than the rest of the curriculum and must be developed in Years 5 and 6 to meet all the requirements for design and technology.

MUSIC

122. Standards are in line with those expected for children this age, as found as at the time of the last inspection. By the time pupils reach Year 6, they are able to read simple notation, to compose and to perform with un-pitched percussion instruments.
123. A lively introduction to a Key Stage 2 singing assembly signalled high expectations. Pupils responded well, singing and clapping with enjoyment. They sang in parts, clapping and swaying to hymns such as 'He'll be there'. Pupils receive good instruction at the beginning of singing lessons to sit well to enable air to fill their lungs. In one lesson observed, they showed positive attitudes and a good range of ideas as they participated in composing accompaniment to a familiar song, using a range of un-pitched percussion instruments.
124. The teachers in reception and Key Stage 1 link most of the music with other aspects of the curriculum so that the children have many opportunities to sing, which they clearly enjoy. They know a satisfactory range of songs and rhymes linked to number work or religious education. They clap a simple rhythm, recognising change in pace and melody.
125. A strong tradition of music and the arts in this school sets high expectations for pupils' participation. Music enhances assemblies and other whole school events. A rich variety of extracurricular activities enhance the provision, with visits from performers such as an African band and a recent concert at the Swedish Centre. The school has a multi-media club, which facilitates composition using ICT. There is a boys' drumming club every Friday and the school has formed a samba band which performed in the Brighton Festival. Music makes a very good contribution towards the spiritual and cultural education of the pupils. Extracurricular tuition is also available for some pupils in recorder and violin. Resources are satisfactory and displays around the school of African musical instruments and those made in design and technology enhance the musical

environment.

126. A new co-ordinator has been appointed this year. Existing planning is based on the QCA scheme. Valuable part-time peripatetic support is provided by a pianist who plays for singing lessons and hymn practice. The co-ordinator has not had the opportunity to observe or monitor the teaching of music across the school, and assessment procedures are currently inadequate. The staff have been supported with two half-day training sessions to improve their competence and confidence in teaching music. Further training is planned for the music co-ordinator in her role.

PHYSICAL EDUCATION

127. At the time of the previous inspection, standards at the end of both key stages were in line with national expectations. They have now improved, partly because of the significant contribution of additional specialist teaching. Standards in dance and games skills seen during the inspection were above average at the end of both key stages. No judgement could be made on other elements that were not taught during the inspection. Nevertheless, the curriculum covers all required elements, including gymnastics. Older pupils are now taught swimming and most achieve the standard 25 metre length by the age of 11. Pupils have the opportunity to take part in adventurous activities as part of a residential visit.
128. Levels of fitness are generally good throughout the school and pupils take energetic part in activities. Those in Year 2 have learned a sequence of warm-up exercises, which they carry out confidently with minimum need of instructions. They work well in teams, concentrating hard to improve their accuracy in aiming and throwing. Most are quick to learn basic steps in country dancing and achieve good results working with others. Those of higher ability are nimble and well controlled, adjusting their movements appropriately to the quality of the music.
129. By age eleven, pupils explain why it is important to stretch and warm up before exercise and to cool down afterwards. They understand a range of tactics for attack and defence in team games, such as football and netball. Competition is fair, with respect for the rules. Passes are usually accurate, with good awareness of the position of other players. Overall standards of pace and agility are better than generally found in most schools. Pupils evaluate their own performance and that of others to identify strengths and weaknesses in technique. They respond positively to coaching and try hard to improve their performance.
130. Teaching is good overall. One lesson seen in Key Stage 1 was excellent and two were very good. In Key Stage 2, teaching was unsatisfactory in one lesson, but good in the remainder. In most lessons, challenging activities taught at a good pace held pupils' interest well. A very good feature of a dance lesson in Year 2 was the change of pace and activity to keep pupils' attention keen, and the steady increase in challenge so that they improved the quality of their performance with confidence. As a result, even those who began the lesson showing clumsy movements made very good progress and worked well with others to produce a convincing performance. In the unsatisfactory lesson, activities in the new and demanding topic of expressive dance were not planned in enough detail beforehand or demonstrated clearly enough in the lesson, with the result that pupils did not know what was expected of them. Their lack of prior experience made them very slow to develop ideas when working in independent groups, with some showing frustration and few achieving satisfactory results. In the best lessons, activities are carefully structured to develop skills through small steps, with intervals in between for instruction, demonstration and evaluation. This ensures that pupils are well focused throughout, with time to recover and consider what is expected of them before they try to improve their performance in a second attempt. Coaching of specific skills is very well done and a strong feature of the teaching of a visiting specialist, who has high expectations for pupils' commitment and the quality of their work. They respond very well to firm guidance and generous praise and are clearly pleased to know exactly how to improve their performance. In both key stages, pupils with special educational needs are included in all activities and encouraged so that they make similar progress to that of other pupils.
131. Management of the subject is good. The school's participation in a government funded initiative has secured high quality teaching for pupils and further professional development for staff, leading

to a good improvement in standards. The problems of the on-site swimming pool have been resolved and swimming instruction now takes place in a local pool. Pupils are offered a good range of after-class sports activities, with opportunities for professional coaching as part of the government initiative. The subject makes a good contribution to pupils' personal development.

RELIGIOUS EDUCATION

132. Standards are broadly in line with the requirements of the locally agreed syllabus at the end of Key Stage 1 but below average at Key Stage 2. At the last inspection, they were in line at both key stages.
133. Children in reception experience religion within the personal, social and emotional area of learning, where carefully planned opportunities for them to play and learn take account of their particular religious beliefs. At Key Stage 1, pupils are satisfactorily taught the basic tenets of the major faiths through a wide range of experiences. Important celebrations throughout the year are often used as a focus for teaching about that faith, for example Christmas, Easter, Diwali and Ramadan. There is a strong emphasis on Christian teaching; pupils are familiar with Jesus and know many stories and songs about him. They show respect when talking about Jesus to adults and to each other. At Key Stage 2, pupils' knowledge and understanding is satisfactory overall and in some classes it is good. However, standards of written work are below expected standards generally.
134. During the inspection, it was possible to observe three lessons in Key Stage 2. From these, two assemblies and an examination of pupils' work the quality of teaching is judged to be satisfactory overall, though unsatisfactory in Key Stage 2. Teachers' planning is satisfactory and a good range of experiences about Christian and other faiths is provided. In one lesson seen, the theme of 'Images of Jesus' encouraged pupils to move to a deeper level of religious understanding as they were invited to reflect on their own perceptions of the qualities of Jesus. In another class, pupils showed a high level of respect and interest in learning about Muhammed and spoke with confidence about the Qur'an as a Holy Book. The teacher's good knowledge and questioning enabled the children to deepen their factual knowledge of Islam and also reflect upon how religious beliefs have common strands, such as helping us cope with fear. One poor lesson was observed, judged so because of ineffective behaviour management. Whilst the majority of pupils responded positively to the teacher's sometimes searching questions, at one time, she did not hear the responsible discussion of three pupils and lost the opportunity to explore their beliefs; a significant minority of pupils were noisily disruptive because the pace of the lesson was too slow to stimulate their interest.
135. Procedures for assessment of children's progress and attainment in this subject are still insufficient. Monitoring and lesson observation is also inadequate to ensure that the subject is taught with recognisable continuity and progression throughout Key Stage 2. Good use is made of the local community, with visitors from the local Christian church welcome in the school. The subject makes a good contribution to pupils' personal, spiritual, moral and social education, particularly their respect and understanding for the multi-cultural community. Resources are satisfactory.