

INSPECTION REPORT

SOUTHWOOD PRIMARY SCHOOL

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 131845

Headteacher: Miss M E Pease

Reporting inspector: Martin Beale
19385

Dates of inspection: 15 - 18 January 2001

Inspection number: 230196

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
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Keppel Road Dagenham Essex
Postcode:	RM9 5LT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor S Kallar
Date of previous inspection:	17 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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19385	Martin Beale	Registered inspector	Mathematics; physical education	The school's results and achievements; teaching; leadership and management
9275	Candy Kalms	Lay inspector		Pupils' attitudes, values and personal development; the school's care for its pupils; partnership with parents
16773	Raminda Arora	Team inspector	Art; music; under-fives	Curricular and other opportunities offered to pupils
21103	Val Ives	Team inspector	English; religious education; special educational needs	Provision for the pupils' personal development
14806	John Stevens	Team inspector	Information and communication technology; geography; history	Staffing, accommodation and learning resources
10140	Rajinder Johal	Team inspector	Science; design and technology; equal opportunities; English as an additional language	Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southwood Primary School is a large primary school for pupils from 4 to 11 years of age, with an attached nursery. The school was formed in 1998 by the amalgamation of the infant and junior schools, which shared the same building. There are 410 pupils, with considerably more boys than girls in each year group. The Nursery has 78 part-time places, with 60 places currently taken up. A small number of pupils are from minority ethnic backgrounds and 22 have English as an additional language. The proportion of pupils eligible for free school meals is above average. The number of pupils identified with special educational needs is below average, although the proportion with statements is broadly average. The overall attainment of the pupils on entry to the school is below average, their language skills being a particular weakness.

HOW GOOD THE SCHOOL IS

The strong leadership of the headteacher and the effective management of the school during a period of reorganisation have enabled staff to remain successfully focused on the drive to raise standards. Teaching is satisfactory overall enabling most pupils to achieve expected standards in English, mathematics and science. The majority of pupils work hard and behave well, although attendance is below average and several pupils are regularly late to school. The school provides satisfactory value for money.

What the school does well

- Most pupils are making good progress in English at Key Stage 2 as a consequence of the good teaching.
- Structured mathematics teaching at Key Stage 1 is resulting in the pupils making good progress.
- The teaching of science through investigations is enabling good progress to be made at Key Stage 2.
- Pupils develop good information and communication technology (ICT) skills by the end of Year 6.
- The school benefits considerably from the strong leadership of the headteacher and the priority placed on improving teaching and standards.
- Careful financial management has enabled resources to be increased, the buildings to be refurbished and a high level of support staff to be deployed.

What could be improved

- Insufficient use is made of assessment information in teachers' planning, particularly in providing a consistent challenge for higher-attaining pupils in English, mathematics and science.
- Attendance is below the national average and several pupils are regularly late for school.
- Pupils do not use their ICT skills sufficiently to support learning in other subjects.
- The role of the subject co-ordinator needs to be developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory progress has been made since the separate inspections of the infant and junior schools in 1997. National Curriculum test results have improved at both key stages, the exception being in mathematics at Key Stage 2, where they are unchanged. The key issues have been tackled particularly those relating to improving lesson planning and aspects of the provision for the pupils' personal development. Learning resources have increased and the fabric of the building improved. The role of governors in planning and review needs further development and higher-attaining pupils are still not being consistently challenged.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	D	D	C
Mathematics	B	C	D	C
Science	A	D	C	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

National Curriculum test results at the end of Key Stage 1 in 2000 were close to the national average in mathematics but below average in reading and writing. When comparing these with results achieved in similar schools (those with a similar proportion of the pupils eligible for free school meals), results were average in writing, above average in reading and well above average in mathematics. These results were an improvement over those in 1999. Overall test results and those in English and mathematics at the end of Key Stage 2 in 2000 were below the national average but close to the average of similar schools. Science results were better. They were close to the national average and above average in comparison with similar schools. English and science results improved in 2000, following a decline in all results in 1999, while those in mathematics were very slightly lower. The school achieved its targets for English, but failed to achieve them in mathematics.

The school is understandably concerned about the decline in standards in mathematics and has their improvement as a major priority. Evidence from the inspection indicates that most pupils are making good progress in mathematics at Key Stage 1 and in English at Key Stage 2 as a result of the systematic teaching of both subjects. Good progress is also being made in science at Key Stage 2. Most pupils are achieving nationally expected standards in each subject, which is an improvement on the most recent test results. The pupils develop good ICT skills at Key Stage 2, although they do not use these skills sufficiently to support their learning in other subjects. Less able pupils do particularly well with a substantial proportion achieving nationally expected standards in English and mathematics, but higher-attaining pupils do not make the progress they should. The children make good progress during the time that they spend in the Nursery and Reception in their personal and social, physical and creative development. By the time they enter Year 1 most achieve expected standards in these areas. Progress is slower in literacy, numeracy and the children's knowledge and understanding of the world and most do not achieve expected standards in these areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have good attitudes to school and to their lessons. They concentrate, try hard, listen attentively and work well together in pairs.
Behaviour, in and out of classrooms	Most pupils behave well in classrooms and around the school, resulting in a calm and harmonious atmosphere in which they feel secure.
Personal development and relationships	Pupils generally develop the capacity to take responsibility, forming constructive relationships and working well together in pairs.
Attendance	Attendance is unsatisfactory. Authorised and unauthorised absence are both above the national average and several pupils are regularly late for

	school.
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The school has effective procedures to develop good behaviour but the procedures to monitor and improve attendance and punctuality have had insufficient impact.

TEACHING AND LEARNING

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

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

Teaching has improved since the previous inspection, particularly so at Key Stage 1, as a result of the vigorous action taken to eliminate weaknesses. Teaching is satisfactory or better in almost 98 per cent of lessons, and good or very good in just under half. English and mathematics teaching have benefited from the adoption of structured schemes of work, although these are not used to extend higher-attaining pupils consistently. The teaching of English is satisfactory at Key Stage 1 and good at Key Stage 2, while teaching in mathematics is good at Key Stage 1 and satisfactory at Key Stage 2. Most teachers have developed a harmonious working atmosphere in their classrooms in which the pupils concentrate and work hard. The structured approach to each lesson and the regular review of previous work enable the pupils to consolidate their knowledge and develop new skills at a satisfactory rate. The marking of work and the feedback that the pupils are given by teachers give them a good indication of how well they are doing and what the next steps are to improve their work. Teachers in the Nursery and Reception classes provide imaginative experiences and generally match tasks to meet the needs of most children; however, children capable of higher achievement are not always suitably extended by the work provided. The teaching of literacy is satisfactory with some support for the development of writing in other subjects. Numeracy teaching is also satisfactory but more could be done to develop number skills in subjects such as science and design and technology. The specific needs of pupils with English as an additional language and those with special educational needs are not always clearly identified in lesson planning, although the careful structure to lessons and the good support from learning assistants ensures that they generally make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and balanced curriculum is taught throughout the school. Good provision is made for the development of ICT skills but pupils have few opportunities to use these skills to support their learning in other subjects.
Provision for pupils with special educational needs	Satisfactory arrangements are made for pupils with special educational needs, although teachers' planning does not always clearly show how their specific needs are to be met.
Provision for pupils with English as an additional language	The individual needs of these pupils are not clearly identified in planning although the provision for pupils with English as an additional language is satisfactory overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Improvements have been made in the arrangements for the pupils' personal development. Provision is good for moral and social development and satisfactory for their spiritual and cultural development.
How well the school cares for its pupils	The school provides a secure environment for the pupils with satisfactory procedures to ensure their health and safety.

The school has established satisfactory links with parents. Child protection arrangements are satisfactory but staff have not had recent training in the procedures to be followed. The programme for PSHE is in the process of being developed and is currently not planned systematically. The school recognises that it needs to do more to broaden the pupils' understanding of the wider multi-cultural community. Assessment procedures in the core subjects are satisfactory but insufficient use is made of assessment information in teachers' planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has successfully amalgamated the two schools, while maintaining the drive to raise standards. Because of their teaching commitments other senior managers have taken only a limited part in this.
How well the governors fulfil their responsibilities	Governors have supported the development of the school well, although they need to become more systematic in scrutinising its work and the standards achieved.
The school's evaluation of its performance	Regular observations of teaching and an analysis of test data have enabled weaknesses to be identified and steps taken for their elimination, with the result that teaching has improved, particularly at Key Stage 1.
The strategic use of resources	Finance available to the school has been used very effectively to increase learning resources and improve school accommodation.

The role of the subject co-ordinator needs to be developed further. Co-ordinators do not all have an influence on, or a clear picture of, standards in their subject throughout the school. Staffing levels are satisfactory, with a good provision of support staff. Resources are satisfactory overall and, as with the good accommodation, have improved considerably since the reorganisation. Although not formally adopted, the principles of best value are used when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents agree that the school expects their children to work hard and do their best. They feel that the teaching is good and consequently their children make good progress. They judge that the school is well led and managed. They report that their children like school. Most parents feel that they can approach staff if they have concerns about their children. 	<ul style="list-style-type: none"> A significant number of parents feel that the school does not provide suitable extra-curricular activities. Some parents are unhappy with the amount of homework set.

The inspection team broadly supports the parents' positive views, although teaching and progress are not consistently good in all parts of the school. The team also judges that levels of homework are appropriate and a reasonable range of extra-curricular activities is provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of National Curriculum tests at the end of Key Stage 1 in 2000 were below average in reading and writing but close to the national average in mathematics. When compared to similar schools, results were well above average in mathematics, above average in reading and average in writing. These results were a considerable improvement from 1999 in all three subjects and were above those at the time of the last inspection. The main difference between the subjects was that more pupils achieved higher levels in mathematics than in reading and writing. Although girls have generally achieved better results than boys in the last three years, the difference has been only the same as the difference nationally. The main reason for the improved results in 2000 was that girls did better in all three subjects and boys' results improved in mathematics. The school achieved its targets for each subject in 2000. The teacher assessments of the pupils' standards in science were above average for the proportion achieving the nationally expected Level 2, but no pupils were judged to have achieved the higher Level 3.
2. Overall National Curriculum test results at the end of Key Stage 2 in 2000, and those in English and mathematics were below the national average, but close to the average of similar schools. Science results were better, being close to the national average and above the average of similar schools. Results in all three subjects had declined in 1999 and while those in English and science improved in 2000, results in mathematics were slightly lower. English and science results were higher than at the last inspection, reflecting improvements at a national level, while those in mathematics were unchanged during a period of considerable improvement nationally. There has been no significant pattern to any difference in the results of boys and girls over the last three years. The school's targets for English results were exceeded but were just missed in mathematics; the targets in both subjects were sufficiently challenging for the group of pupils. The school is understandably concerned about the recent decline in mathematics results and has their improvement as a major priority.
3. The attainment of children when they enter the Nursery is below average overall, their language and communication skills being particularly low. The children make good progress during the time that they spend in the Nursery and Reception in their personal and social, physical and creative development. By the time they enter Year 1 most have achieved expected standards in these areas. Progress is not as rapid in literacy, numeracy and the children's knowledge and understanding of the world and most do not achieve expected standards in these areas.
4. Standards in English are improving at both key stages as a result of the structure to lesson planning adopted that develops the pupils' skills systematically. Most pupils are now reaching the standard expected for their age, although few achieve beyond this. Most pupils at Key Stage 1 speak confidently, although some have difficulty explaining their ideas fully and have a restricted vocabulary. Speaking skills are promoted in many subjects. Teachers also plan to extend the pupils' subject-specific vocabulary, an improvement since the previous inspection. By the end of Key Stage 2 many higher-attaining pupils speak clearly about their work, while most listen attentively to instructions from their teachers. Standards in reading are in line with expectations at both key stages. Pupils generally have a variety of strategies to read unfamiliar words and most enjoy reading. By the end of Key Stage 2 the majority of pupils read a suitable range of texts and can talk about their favourite features, while higher-attaining pupils are developing the skills of inference and deduction well. There has been a drive to improve standards in writing. The structured plans being followed by teachers and the good teaching are having a beneficial effect on standards, with most pupils achieving the standard expected for their age. Pupils write for a variety of purposes and can sequence their ideas, use punctuation appropriately and generally spell familiar words correctly. Opportunities to promote literacy are taken in other subjects and the pupils' writing skills are extended on many occasions.
5. The school has adopted a structured scheme to support the teaching of mathematics. This has been fully implemented at Key Stage 1 where the good teaching is resulting in the substantial

majority of the pupils making good progress. Standards in mathematics are close to the national average, with most pupils achieving at the level expected by the National Curriculum. Number skills develop well at Key Stage 1 and the pupils become confident when using whole numbers, particularly when working mentally. Pupils mostly develop a good recall of number facts at Key Stage 2. However, here there are inconsistencies in the challenge provided for above average-attaining pupils. The opportunities for pupils to use and apply their mathematics to investigations are limited and it is this which restricts their progress because they lack the deeper understanding of mathematics that is expected. In spite of this, standards are close to the national average with most pupils working at the level expected for their age. Pupils' number skills are generally satisfactory. They understand the properties of shapes and can handle and interpret data.

6. Attainment in science is in line with expectations at Key Stage 1 but above nationally expected standards at Key Stage 2. This broadly reflects the most recent test results. The higher standards at Key Stage 2 are as a consequence of teaching scientific knowledge and understanding through experiment and investigation. Pupils' thinking is extended well and they use scientific vocabulary correctly.
7. A considerable investment has been made in improving the pupils' access to computers by equipping a new computer suite. This, coupled with some good teaching of information and communication technology (ICT), is resulting in the development of good skills by the time the pupils reach Year 6. Most pupils are confident in their use of the computer at Key Stage 1. They make satisfactory progress and achieve standards broadly as expected by the National Curriculum. Progress is good at Key Stage 2. By Year 6 many pupils are very competent users of the computer. They can produce multi-media presentations linking text and graphics, understand how to use a database and can search the Internet for information. One weakness remains that pupils have insufficient opportunities subsequently to apply their ICT skills and knowledge to support learning in other subjects.
8. The carefully structured teaching and high level of classroom support enables most pupils with special educational needs and those with English as an additional language to make satisfactory progress. However, teachers do not indicate in their planning how they intend to tackle the specific targets in the pupils' individual education plans (IEPs), particularly where they may be behavioural, and so their progress is slower than it might otherwise be.
9. Standards in most other subjects are broadly in line with those expected by the National Curriculum and the local syllabus for religious education. Pupils mostly make satisfactory progress. One exception to this is at Key Stage 2 where good progress is made in physical education and standards in most aspects, but particularly gymnastics and swimming, are above average. A further exception is that although pupils generally make satisfactory progress in design technology lessons, insufficient opportunities are provided for this to be sustained at Key Stage 2 and, as a result, standards are below average.

Pupils' attitudes, values and personal development

10. Most pupils come to school keen to learn and are well behaved both in lessons and at other times around the school. They work well together and grow in maturity and responsibility as they move through the school. This helps to create an orderly environment in which pupils feel secure and in which they can concentrate and work hard.
11. Almost all pupils are interested in their work and listen attentively to their teachers. They concentrate well and sustain their concentration on individual activities. Many pupils are keen to answer questions, such as in a Year 5 science lesson when they confidently answered questions about how sound travels through different materials.
12. Almost all of the pupils respond well to the school's high expectations of their behaviour. However, the behaviour of a small number of boys in Year 6, some with identified behavioural special educational needs is unsatisfactory, and detracts from their learning and that of others in their classes. Pupils play well together in the playground. They take turns fairly following the rota

for using the equipment and playing football. Around the school pupils are friendly to one and other and visitors. Bullying is rare. Pupils are of the opinion that bullying is not a problem in the school, but if such behaviour takes place it is dealt with very well by the headteacher. There were nine fixed period and one permanent exclusions in total in the last year. Although this is an increase since the previous inspections they only cover three pupils with whom the school was having great difficulty.

13. Pupils get on well with their teachers and the learning support assistants who work with them in lessons. Relationships between pupils in lessons are also constructive. A particular strength is the manner in which they work together in mixed ability pairs, such as in a Year 5 ICT lesson. In these circumstances, most pupils co-operate well and share materials sensibly. As they get older most pupils learn to listen carefully to each other during lessons and show an awareness of other people's feelings and values.
14. Pupils grow in confidence during their time in school. In general, pupils have limited opportunities to select resources, show initiative or work collaboratively in groups. There are examples, however, of pupils developing their capacity to take responsibility. They conscientiously carry out the roles allocated to them in the classrooms and around the school, such as returning registers and organising their playground equipment. Some older pupils supervise younger pupils in the playground at lunchtime. Pupils volunteer to put the apparatus away at the end of physical education sessions and they clear away quickly after other lessons.
15. Attendance is unsatisfactory, with levels of absence well above average. In some cases parents have a relaxed attitude to the importance of regular attendance. Unauthorised absence is high partly as a result of insufficient attention being paid by the school to following-up absences and partly because many pupils take holidays during the term in excess of ten days. Attendance has not improved significantly since the previous inspection. Punctuality is also a problem. Several pupils arrive late in the morning including some who are frequently late.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching has improved throughout the school since the previous inspection, particularly so at Key Stage 1. This is as a result of the weaknesses identified being tackled vigorously. The overall quality of teaching is satisfactory throughout the school. Teaching is satisfactory or better in 98 per cent of lessons and good or very good in almost a half, with a greater proportion of this better teaching being at Key Stage 2.
17. The overall quality of teaching in all areas of learning is satisfactory in both nursery and reception classes. Teachers provide stimulating experiences that are relevant, imaginative and enjoyable. Planning broadly reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. Teachers' expectations of work and behaviour are generally appropriate and the tasks suitably match children's level of functioning and skills. Most children make satisfactory progress; however, the needs of children capable of achieving higher standards are not fully met in some lessons, particularly in the reception classes.
18. In Key Stages 1 and 2 most teachers have generally created a purposeful working atmosphere in their classrooms. The good use of humour and firm control of the pupils were features of a Year 2 literacy lesson. The pupils responded well and sustained their concentration for long periods. The teacher also ensured that all pupils were involved through careful questioning and the clear explanations given. Good questioning and clear instructions were also used well in a Year 6 science lesson to generate enthusiasm amongst the pupils. Key vocabulary was identified and any misconceptions were overcome by carefully clarifying the new ideas. Good questioning was also used very effectively in a Year 4 numeracy lesson to draw out ideas and answers from the pupils. This, coupled with the careful structure to the lesson, which built up new ideas in small steps, enabled the pupils to consolidate their understanding of how to calculate the perimeter of a rectangle. A very well-structured physical education lesson in Year 3 had a series of linked activities that developed the pupils' balancing skills well. The high level of subject expertise demonstrated by the teacher, the identification and demonstration of good technique and the good

use of praise and encouragement made the work interesting and challenging for the pupils. A good level of subject expertise was also put to good use in a Year 3 ICT lesson. The teacher struck a good balance between demonstrating the new software, questioning pupils to keep them involved and encouraging them to investigate the possibilities of the programme. Many pupils collaborated well in pairs on the task they had been set and had developed a good understanding of the properties of the software by the end of the lesson.

19. In line with the local authority's policy, the emphasis in the school has been to overcome underachievement of middle and lower ability pupils. The teaching of both English and mathematics has benefited from the adoption of the borough's schemes for each subject. This has provided the teachers with more structure to their lessons and clear objectives for the pupils' learning. Most pupils are able to consolidate the skills that they have learnt and build on these at least at a satisfactory rate. English teaching is satisfactory at Key Stage 1 and good at Key Stage 2, while mathematics teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The main style adopted is whole-class teaching. This is better suited to meet the needs of the lower and middle ability pupils but does not extend and challenge the more able, who consequently do not consistently make the progress of which they are capable. Teachers are successful in both subjects in enabling increasing numbers of pupils to reach nationally expected standards. In spite of this some problems remain, which need to be tackled. Firstly, although lower-attaining pupils are supported in their learning through the systematic structure to lessons and planned opportunities for consolidation the more able are not consistently extended in some classes. This is largely because some staff do not have sufficient confidence to adapt the tight structure to the needs of their classes. Secondly, the steps taken to meet the specific targets for pupils with special educational needs are not clearly identified by teachers in their planning.
20. Marking is thorough and provides the pupils with clear indications of how well they have done and what it is that they should do to improve their work. Most pupils respond well to the comments made and to the suggestions that teachers give during lessons about how they might do better. Questioning is used effectively by most teachers both during introductions and the final part of each session to establish what pupils know and what they have learnt. Targets are set for pupils, which enable them to have a good picture of how well they are doing and helps them to strive harder. One weakness is that although the information gained is used effectively to adapt pace of work in some Key Stage 2 classes it is rarely used to set different levels of work for different groups of pupils.
21. Homework is used well, particularly in English and mathematics, to support the pupils' learning and to consolidate the skills that they have learnt. Most pupils complete the work set conscientiously and are prepared well for the increased amount of homework that they will undertake at secondary school.
22. The teaching programme for pupils with special educational needs is either in the classroom, in a withdrawal group or on a one-to-one basis. A significant number of pupils have been identified with behavioural problems. Very little direct observation of teaching was seen. A support group was observed in a Year 5 class and there was a suitable match of work to the ability of each pupil and appropriate preparation of resources to support their work. A secure learning environment is achieved in the classrooms and good relationships are established which enable pupils to become confident and want to improve. In addition, clear instructions build confidence and enable pupils to sustain concentration and complete the tasks set for them to do. Learning support assistants are suitably qualified, knowledgeable and provide able support for these pupils.

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

23. Since the amalgamation, the weaknesses in the curriculum identified in the previous inspections of two separate schools have been tackled satisfactorily. The curriculum at Key Stages 1 and 2 is broad and meets the requirements of the National Curriculum and local arrangements for the teaching of religious education. The organisation of the school day has been revised and most of the curriculum is carefully balanced to provide opportunities to meet the interests and aptitudes of most pupils. The curriculum for the children under-five is planned in accordance with national guidance. Children's learning in the reception classes is extended to embrace and link with the work they will encounter in Key Stage 1, particularly in literacy and numeracy. The programme for teaching ICT skills has been improved and is now carefully planned; however, insufficient opportunities are provided for pupils to use these skills in other subjects. The school has identified the need to develop a suitable programme for the pupils' personal, social and health education (PSHE); however, currently the provision is unsatisfactory. Appropriate opportunities for pupils to learn about health issues form part of the science curriculum; however, the requirements to provide appropriate sex education and raise awareness of drug misuse are not met.
24. The school has successfully implemented both the National Literacy Strategy and National Numeracy Strategy (supported by local education authority initiatives) and this is having a positive impact on pupils' learning. The daily mathematics lesson is assisting in the improvement of pupils' mental arithmetic skills and the literacy hour is supporting the development of the pupils' reading skills at both key stages, particularly through the teaching of phonics and spellings.
25. The curriculum provides satisfactory equality of access and opportunity for all for pupils to learn and make progress. Withdrawal sessions to accommodate individual or group teaching, particularly the music tuition or the choir practice disrupt learning in some subjects for a few pupils but are generally kept to a minimum. Most core and foundation subjects have schemes of work or guidance provided by the local education authority to support teachers' planning and to ensure the progressive development of skills and knowledge. The exceptions to this are art and design and music which do not have agreed schemes of work and do not provide continuity in the pupils' experiences between the key stages. Furthermore, some of the schemes of work and the related guidance are too narrow to meet the needs of all pupils, particularly the higher-attaining.
26. The curriculum and whole class teaching with its strong emphasis on practice and consolidation of key skills supports the progress of pupils with English as an additional language. Pupils with English as additional language joining the school in early years settle well into school and their progress is satisfactory. Often by the end of Key Stage 2 they are among the higher attaining pupils in their class. There are, however, weaknesses in the provision for these pupils. Procedures have not been established within the school to assess and support their specific needs, other than to contact local authority's central support staff when and as need arises. There is no additional specialist support for these pupils.
27. The range of extra-curricular activities is satisfactory. Pupils at Key Stage 2 have opportunities to take part in clubs such as art, drama, football, cricket and tennis, all of which are well attended. There are some opportunities to play competitive sport against other local schools. This provision enhances pupils' learning well, particularly in art and physical education, and makes a significant contribution to their personal and social development. A satisfactory range of out of school visits to places of historical or geographical interest enrich the curriculum further. The school has effective links with the community, including visits from the local police liaison officer and the road safety team. The school choir takes part in the borough's Senior Citizens Carol Concert. Links with partner institutions such as the local nurseries and playgroups, secondary school and local training colleges are also well maintained. Pupils participate in a number of charity, sports and musical events throughout the year.
28. The provision for the pupils' personal development is good. Teachers and ancillary staff support the aims of the school to help the pupils to develop physically, intellectually, spiritually and

emotionally. The provision for pupils' moral and social development has been maintained at a good level since the previous inspection. There is satisfactory provision for the pupils' cultural and spiritual development. This is an improvement since the previous inspection. The provision for the pupils' cultural development has been extended through the introduction of good quality literature. Spiritual development is promoted by identifying weekly assembly themes. These focus the minds of the pupils on how their attitudes and actions can influence other people. For example, all pupils were expected to reflect on their own experiences and how they would feel if a promise were not kept. Pupils in Year 4 reflected upon their feelings of fear in an English lesson and produced sensitively written poems on display to convey their ideas.

29. The pupils' moral development is reinforced by the personal example provided by the staff. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. There is a solid framework of values that encourages pupils to distinguish right from wrong. Pupils are commended for their achievements in assembly and an emphasis is placed on celebrating good behaviour. Consideration, tolerance and understanding are promoted well. Care is taken to ensure that those pupils who have special educational needs are integrated into the life of the school. Pupils are given effective opportunities to learn more about their own cultural traditions, and they broaden their knowledge and understanding of other cultures through literature, art, geography, history and religious education. Visits from local musicians and theatre groups and visits to museums further enhance the pupils' learning and development in this area. One aspect that remains undeveloped is the need to broaden the pupils' understanding of the wider multi-cultural community. The school shows regard to the needs of its minority groups by giving a balanced representation to other cultures and religions and successfully shows respect for other religions and cultures; however, more needs to be done. The school recognises the weaknesses and intends to improve on the present provision by using the local authority's schemes of work for religious education (currently under review) and the development of a PSHE curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school provides a secure and caring environment that supports the pupils' learning and their development. The headteacher and staff know the pupils well and are committed to maintaining high standards of care. Satisfactory procedures are in place to ensure the pupils' safety and well being. Local child protection procedures are followed but staff are not all aware of the designated person and do not receive regular training to ensure that they are clear about the procedures to follow in the event of any specific concerns. Day-to-day first aid and care for pupils who are unwell are good. Minor playground injuries are dealt with appropriately and carefully recorded, although pupils are not always treated by any of the staff qualified in first aid. Current procedures do not ensure that all staff are made aware of pupils with medical conditions. Equipment is subject to annual safety checks and informal daily checks of the site and premises are carried out. Appropriate action is taken where needed but any issues and action taken are not systematically recorded. Formal risk assessments are not carried out on a regular basis and the Governing Body has only limited involvement in the process.
31. The systems to monitor and improve attendance as well as to follow up absence and punctuality are not sufficiently effective to bring about improvements and reduce the high proportion of unauthorised absence. Attendance registers are checked daily and unexplained absences are initially followed up, but this is not continued. Pupils with unsatisfactory patterns of attendance are identified and the most serious cases are checked on weekly visits from the education social worker. Parents are reminded about the need for regular attendance and pupils are rewarded for high levels of attendance, but this is having limited effect as levels of attendance remain static. The school monitors punctuality and parents are notified when pupils are frequently late, but again this is not having sufficient impact on reducing the high number of pupils who arrive late.
32. Pupils' personal development is supported well through the caring atmosphere and the good relationships between teachers and pupils. A planned programme for pupils' personal development is being prepared. Careful support and guidance are given to pupils with special educational needs. Effective use is made of outside agencies, such as the education welfare officer and the education psychologists who make regular visits. Detailed information is kept on

each pupil to enable work to be planned to match the pupils' needs. Regular reviews are planned.

33. The current procedures to encourage good behaviour and to deal with any incidents of bullying, although in a transitional stage, are effective and are reflected in the orderly atmosphere in the school. The behaviour policy provides staff with an appropriate framework of rewards and sanctions and the behaviour support team is working with the school to develop a more consistent approach particularly at lunchtime. In general, teachers have high expectations and manage pupil behaviour well although not all are consistent in the way in which they apply rewards and sanctions, and occasionally unsatisfactory behaviour ensues. Any serious incidents of inappropriate behaviour are referred to the headteacher but there is no system for class teachers to keep records or to monitor individual pupils causing concern.
34. The procedures for assessing and monitoring attainment and progress in the core subjects are satisfactory, although the effects are still limited because inconsistent use is made of assessment information in future planning. This is partly because in mathematics and English tasks are set at a level prescribed by the scheme of work, without reference to what pupils have already achieved. There is no formal pattern of assessment in foundation subjects. Some teachers have developed their own assessment procedures and there is a need to build on this good practice and ensure greater consistency across the school. Non-statutory National Curriculum tests are used at Key Stage 2 to track progress and to set end of year targets. Some analysis of Key Stage 2 tests is undertaken to highlight weaknesses and to target these more effectively in teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The majority of parents support the school's aims and are satisfied with what it provides. Those who returned questionnaires and the few parents who attended the meeting are, almost without exception, happy with the school. They agree that the school expects children to work hard and achieve their best. Most feel that their children like school, teaching is good and the school is well led and managed. They are happy with their children's progress, feel that staff are approachable and that the school helps its pupils to become mature and take responsibility. The inspection team supports the positive views parents have of the school. Some parents are concerned about levels of homework and a significant number feel that the school does not provide an interesting range of activities beyond the school day. The inspection team judges levels of homework to be appropriate and the school to offer a suitable range of activities for pupils at Key Stage 2.
36. The school has established satisfactory links with parents, although there are few activities to encourage parents to work as partners in the education of their children and become more involved in the life of the school. When the school has organised events, such as the recent course to help with reading at home, these have not been well attended. A parents' association arranges social and fund raising events, which have recently provided resources for the school. Parents have been consulted over some decisions, such as the home-school agreement and the introduction of a school uniform.
37. Many parents are actively involved in their children's learning at home, but currently no parents help in the classroom or with other school activities. Pupils take reading books home regularly after their first half-term in Reception. Most parents share reading with their children and complete their diaries when they hear them read. Homework is provided throughout the school. This effectively supports learning, particularly in English and mathematics. General guidance on homework expectations is provided but parents are not given specific details about the work that their children will receive each week. This limits the level of support that parents are able to offer at home.
38. The information that the school provides for parents is satisfactory, but there are some shortcomings, which reduce their understanding of the school's work. Newsletters each term and additional letters, when necessary, keep parents informed about school matters and events. The school does not provide information on topics and work to be covered during the term. There are some exceptions to this. Useful information is provided for parents of Reception children to

explain the school's strategies for teaching literacy, and parents of pupils in Years 1 to 4 were recently invited to learn about the new mathematics project. Parents are kept well informed about their child's progress through consultation meetings each term and annual written reports. These reports provide information on what has been covered but are inconsistent and do not identify what each pupil needs to do to improve. Parents of pupils with special educational needs are regularly involved in discussions with the school and class teachers. They are involved in reviews of the targets set in pupils' individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher provides clear and effective leadership that sets a focus and drive for the work of the school. She has led and managed the school well during the difficult period of reorganisation and has established a commitment to raising standards. Weaknesses have been identified and steps taken for their elimination through a careful and systematic evaluation of the school's performance and regular observations of teaching. As a consequence the quality of teaching has improved considerably since the previous inspection, particularly at Key Stage 1. Most key issues from the previous reports of the two separate schools have been dealt with satisfactorily and National Curriculum test results have improved, with the exception of mathematics at Key Stage 2.
40. Out of necessity both deputy heads have been required to undertake a full class teaching responsibility, with little release time to undertake significant management functions. Although they have been fully involved in decision-making, it has been the headteacher who has borne the brunt of managing the reorganisation (with only one term's preparation), planning developments and monitoring the work of staff. Few co-ordinators play an effective part in the development of their subject or in monitoring standards being achieved. Following the reorganisation many subjects were managed by joint co-ordinators; one for Key Stage 1 and one for Key Stage 2. Subsequent changes and new appointments to specific subjects have resulted in core subjects in particular being managed by a single co-ordinator. This has brought some improvements to the management of these subjects. In spite of this, co-ordinators do not always have a clear picture of their subject other than in the key stage in which they teach. Their role needs further development if they are to lead their subject to optimum effect.
41. Governors' involvement in planning and review was an aspect for improvement from the previous inspection of the infant school. The Governing Body has extended its role and individual governors have supported the school well during and since the reorganisation. They have ensured that most policies for the management of the school are in place but are not sufficiently involved in the establishment of the future direction of the school. Furthermore, although some evaluation of literacy, numeracy and special educational needs is undertaken through link governors, the Governing Body does not have systematic procedures for scrutinising the work of the school and the standards being achieved.
42. Planning for the development of the school has been on an annual basis. Although longer-term planning for the improvement to the fabric of the building has been successful, this has not been extended to other areas of the school's work. For the improvements made recently to be sustained, a strategic view of the school's development is now needed. Finances available during this period have been used well to improve the buildings, increase resources and provide a high level of classroom assistants. This has resulted in a considerable reduction in the budget surplus that had accrued as a result of the amalgamation of the two schools. The headteacher and governors recognise that current levels of spending will not be sustained, an additional reason for establishing a longer-term view of the school's priorities for spending. The principles of best value have not been formally adopted by governors, but they are generally applied when purchasing goods and services.
43. The provision for pupils with special educational needs is managed well. The co-ordinator and the designated governor liaise well together. The Governing Body keeps appropriate oversight of pupils with special educational needs through this nominated governor. There are few resources purchased for the specific purpose of supporting pupils with special educational needs.

44. There is an appropriate number of suitably qualified teaching staff. Their effectiveness is supported well by the good procedures in place for their professional development. Classroom assistants are generally deployed well to work with the pupils who have special educational needs, and to give other support to the teachers. The accommodation available to the school is good. There has been much recent improvement in the accommodation and considerable redecoration has taken place. Additional redevelopment has provided a new library and a computer suite, both of which are used extensively by pupils but not for independent and extension work. Improvements have also taken place in the quantity and quality of learning resources, which were judged to be unsatisfactory at the previous inspections. Resources are now satisfactory overall, and are only in need of improvement in design and technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. To raise standards further the school should:
- Ensure that assessment information is used to adapt schemes of work and daily lesson planning to meet the needs of higher-attaining pupils, particularly in English, mathematics and science; (paragraphs 4, 5, 19, 57, 63 and 70)
 - Improve pupils' attendance and their punctuality to school by establishing rigorous processes by which attendance can be monitored, making clear to parents the requirements of the school and the law and taking vigorous action where necessary with the parents of pupils whose attendance and punctuality is poor; (paragraphs 15 and 31)
 - Increase the opportunities available for the pupils to use their ICT skills to support their learning in other subjects; (paragraphs 7 and 23)
 - Broaden the role played by subject co-ordinators to ensure that they lead developments in their subject throughout the school and are more involved in monitoring the provision in their subject and the standards being achieved. (paragraph 40)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

46. In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan.
- The construction of a long-term plan for the school's development. (paragraph 42)
 - Improve the provision for PSHE by developing and implementing a systematic programme of teaching throughout the school. (paragraph 23)
 - The identification in teachers' planning of the specific steps to be taken to meet the needs of pupils with English as an additional language and those with special educational needs. (paragraphs 8, 25 and 26)
 - Provide regular training in child protection for all staff. (paragraph 30)
 - Increase the range of opportunities for the teaching of design and technology at Key Stage 2. (paragraphs 75 and 77)
 - Extending the amount of information given to parents about the curriculum being taught. (paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8.5	39.4	50	2.1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	410
Number of full-time pupils known to be eligible for free school meals	-	86

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	3	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	29	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	27
	Girls	27	28	29
	Total	50	52	56
Percentage of pupils at NC level 2 or above	School	86 (73)	90 (78)	97 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	27	26
	Girls	28	28	28
	Total	52	55	54
Percentage of pupils at NC level 2 or above	School	90 (77)	95 (78)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	30	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	22
	Girls	23	21	26
	Total	39	37	48
Percentage of pupils at NC level 4 or above	School	71 (63)	67 (67)	87 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	19
	Girls	22	20	23
	Total	38	36	42
Percentage of pupils at NC level 4 or above	School	69 (58)	65 (67)	76 (80)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	2
Indian	3
Pakistani	0
Bangladeshi	1
Chinese	0
White	334
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

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	9	1
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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	26
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	253

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	50

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

Financial information

Financial year	1999/2000
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	£
Total income	922609
Total expenditure	974763
Expenditure per pupil	2241
Balance brought forward from previous year	95132
Balance carried forward to next year	42978

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	440
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	3	2	0
My child is making good progress in school.	49	46	1	3	0
Behaviour in the school is good.	28	52	9	4	6
My child gets the right amount of work to do at home.	32	50	13	3	2
The teaching is good.	51	45	1	3	0
I am kept well informed about how my child is getting on.	34	51	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	57	34	1	7	0
The school expects my child to work hard and achieve his or her best.	52	48	0	0	0
The school works closely with parents.	24	61	8	6	2
The school is well led and managed.	39	54	1	4	1
The school is helping my child become mature and responsible.	36	54	4	1	4
The school provides an interesting range of activities outside lessons.	26	39	16	6	13

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

47. Most children's attainment on entry to the nursery is below average particularly in language and communication skills and in their personal and social development. The overall quality of teaching in all areas of learning is satisfactory in both nursery and reception classes. The staff work effectively as a team and support one another. Most children achieve best in the areas of creative, physical, and personal, social and emotional development, where they are likely to achieve many of the standards expected by the end of the foundation stage. However, most children are unlikely to reach the expected standards in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world. Children with special educational needs receive satisfactory support in both nursery and reception classes. The children learning English as an additional language achieve well and show sound progress throughout the foundation stage.

Personal, social and emotional development

48. Most children settle down quickly into the nursery and feel both happy and secure. By the time they leave the Reception classes, children generally reach the national expectations in this area. This reflects the skilful teaching of the staff. Some simple classroom rules are shared with all. Children make good progress as they learn to co-operate, share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of situations, such as sharing refreshments daily in the nursery. Children learn to take turns in a familiar set up, for example when sitting in a circle at the start of the session and playing number or phonic games. Children concentrate and listen quietly. A good example was observed in a Reception class where children sat in a circle and shared their knowledge of 'moving' toys. They listened to others and waited patiently to describe their own. Children are effectively taught the difference between right and wrong and guided to behave sensibly at all times. They show consideration and respect for property and each other. All staff explain clearly what is expected of them. Children are helped to form good relationships with others. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They are keen to participate in teacher-led and self-initiated activities. Teaching is good. Children are purposefully occupied and skilfully managed. The staff sensitively support and extend children's play and responses.

Communication, language and literacy

49. On entry to the nursery, many children are reluctant to speak and much of their communication is non-verbal or in single words. The teaching of language skills is good. Staff plan well to develop children's talk and extend their vocabulary. They constantly encourage them to talk about what they are doing, for example, in role-play and dressing up in the home corner or when working with playdough. Children with English as an additional language are supported well and make satisfactory progress. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes in the nursery. Children in the Reception classes start to link sounds with letters through language games. They systematically learn and consolidate new sounds through daily practice. While some children willingly talk about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Reception children begin to talk interestingly about their experiences and develop new vocabulary, for example free role-play in 'doctor's surgery' in one class. The provision in the Reception classes for a suitable imaginative play corner is constrained by the lack of space. Most children draw and paint with increasing control and a few write own names unaided. The introduction of elements of the literacy strategy is having a significant impact. Children develop new vocabulary as they discuss pictures in the storybooks. Adults effectively model the direction and reading of print to enhance children's love for books. Children enjoy stories read collectively, listen attentively and join in the repetitive phrases with great interest.

Mathematical development

50. Children start to learn to say and use numbers in number rhymes and songs in the nursery, and start to count numbers below ten. In Reception, they learn to sequence the numbers from 1 to 6 and some use numbers as labels for counting reliably to ten. Most children are not likely to achieve most of the early learning goals by the end of Foundation stage, although they make satisfactory progress in lessons and over time. Teaching of this area is satisfactory overall. The Reception children are effectively supported to count up to ten forwards and backwards, in mental sessions. Although able to count to ten and beyond and to recognise the number symbols, most children do not yet understand 'one less' or 'one more'. Opportunities for practical activities are generally well planned. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water used mainly in the nursery. Some children can describe objects by position, shape, size, colour and quantity. They mostly enjoy working with large and small construction equipment. Most children have a limited knowledge and understanding of how to solve simple problems involving addition and subtraction by the end of the reception year. Adult involvement in children's activities is good. Teachers do not consistently make useful assessments to establish individual children's progress and use these successfully to plan suitable activities. They do not plan well to extend or challenge children, particularly the more capable.

Knowledge and understanding of the world

51. Teachers in the nursery and reception classes give children many suitable opportunities to develop their knowledge and understanding of the world, for example, learning about families in the home corner. Children investigate the properties of objects, observing how they look and feel. They work with sand and water and freely explore the properties of malleable materials. They compare properties such as hardness and softness and make good use of senses. In the nursery, children learn about insects by observing them carefully and making note of what they eat and how they move. Children are encouraged to look closely at objects and compare similarities and differences. They use paint and mix different colours, and most can name basic colours correctly. Children have opportunities to build with construction materials. In the reception classes they learn about 'push' and 'pull', and find out how things work. There is effective adult intervention in activities and encouragement for children to explore new ideas. Children have opportunities to develop computer skills; however, limited use was made of the computers during the inspection.

Physical development

52. Many children are on course to meet most of the early learning goals in their physical development as a result of the good teaching. Teachers provide calm and sensitive support and show good understanding of how young children learn. The outdoor provision is satisfactory for the nursery and reception classes. In the main school hall, reception children learn to be aware of space and develop co-ordination and control in movement. Reception classes regularly attend gymnastic and movement lessons. Most children can follow simple instructions but have difficulty in following more complex and longer instructions. In their use of construction toys a significant number of pupils demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools such as scissors and brushes and joining materials such as glue and string.

Creative development

53. Most children experiment with paint and use their observations and imagination to create pleasing results. They explore colour and texture, and work with a range of materials. Some examples of collage work are good. In music lessons, children sing and clap nursery rhymes and express enjoyment. Reception children learn to name and use different percussion instruments and copy rhythms to combine sounds such as clapping, tapping and clicking. In art lessons, when using a range of media, pupils are encouraged to talk, clarify ideas and enhance their learning of observational art, mixing paints and working on a collage.

ENGLISH

54. The results of the 2000 National Curriculum tests at the end of Key Stage 1 in reading and writing were below average. When compared with similar schools, the pupils' performance was above average in writing and average in reading at Key Stage 1. Results in English were below the national average at the end of Key Stage 2 and close to the average of similar schools. Test results are higher than at the time of the last inspection at both key stages. Overall, across Key Stage 1, most pupils make satisfactory progress both in lessons and over a longer period of time. Pupils in Year 2 and across Key Stage 2 make good progress. This is a direct result of the good teaching they receive. From an analysis of pupils' work at the end of Key Stage 2, there is evidence that they have made good progress in writing over time. Standards overall in English are improving and are now judged to be close to national expectations at the end of both key stages.
55. Speaking and listening skills are developed consistently throughout the school through planned discussions and investigations, and the majority of pupils reach the required standard, representing an improvement since the last inspection. By Year 2 most pupils show increasing confidence in speaking, but a significant minority find it difficult to explain their ideas in any detail and they have a limited vocabulary. By the end of Key Stage 2, higher-attaining pupils demonstrate satisfactory and sometimes good standards, for example when talking articulately about their reading books. The majority of pupils are becoming skilled in answering and asking questions and listen attentively to instructions, stories and the contributions of others. Many worthwhile opportunities are planned to encourage pupils to increase their vocabulary and their use of spoken English in other subjects, particularly in art, religious education, history, geography and science. No answer or comment made by a pupil is dismissed by any teacher, and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence can develop. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. Learning support assistants in the classrooms make an effective contribution to the good progress of pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers. All teachers use appropriate subject vocabulary well to extend the pupils' knowledge. For example, during a discussion in religious education, Year 2 pupils learned about the names of the different clothing used in the Jewish religion to support their worship. Pupils also review their work at the end of many lessons and this adds to their confidence and ability to express themselves clearly.
56. Standards in reading across the school are in line with the national expectations, although a significant minority attain below standards by the end of Year 6. The majority of pupils read well enough to make sense of texts that are appropriate for their age, and retell stories or the main points of non-fiction extracts. Younger pupils are beginning to develop skills that help them to read the text. Pupils in Year 2 use a variety of strategies to work out words that they find difficult, such as splitting up the word, sounding out the letters and gaining clues from the illustrations. Lower-attaining pupils recognise some words in familiar texts but are reluctant to try unknown words and often wait for help. The majority of pupils understand the structure of books and know about the contents page, the index and the difference between the author and the illustrator. Pupils mostly enjoy reading. By the end of Key Stage 2, the majority of pupils are beginning to show that they understand the significant points from a story and often refer to the text to talk about their thoughts. Their inference and deduction skills are improving. Overall, pupils who have special educational needs and those for whom English is an additional language make satisfactory progress as a result of the careful organisation and support for reading.
57. The combination of a tightly structured literacy hour together with the whole-school focus on improving skills and the good teaching have had a beneficial effect on pupils' writing. The majority of pupils achieve the expected standards by the end of both key stages. Pupils write for a range of different purposes, sequence their ideas appropriately and accurately use punctuation. They show an increasing understanding of speech and question marks. They write imaginative stories and make good progress in developing punctuation and spelling skills. Pupils are skilfully taught to follow planning structures and learn to organise their writing to take account of the planning frames. They mainly work with the teacher as a whole class. The planned activities do not always match the needs of all the pupils. For example, the prescribed lessons do not take account of the needs of the higher-attaining pupils and provide little challenge for them. In

addition, the needs of those acknowledged as having special educational needs are not specifically identified in the teachers' planning. This is a weakness. Overall, pupils with special educational needs make satisfactory progress. At Key Stage 1, satisfactory progress is evident in the scrutiny of a sample of pupils' past work, while by the end of Key Stage 2 good progress is seen. Pupils are encouraged to apply the skills they have acquired in the literacy hour to their independent writing.

58. Satisfactory progress is made in the development of skills in literacy. These skills are used effectively in other subjects, such as when setting up and keeping information about an experiment in a Year 4 science lesson or when recording sentences to describe their likes and dislikes about places in the school in geography in a Year 1 class. All teachers identify appropriate subject vocabulary in their planning. This is a great improvement since the last inspection when it was identified as a weakness at Key Stage 1.
59. The teaching of English and the quality of the provision have improved since the last inspection. Overall, the quality of teaching is good. Teachers mark the pupils' work thoroughly, make regular comments to encourage and instruct and give effective points for improvement. The majority of pupils understand what they are doing and know how to improve their work, because of the clear instructions given and the daily targets set by their teachers. Teachers systematically follow a prescribed plan. The targets for the lesson are general and initially shared with the class. This practice contributes to the progress pupils make, in that they know what they are learning. Planning does not, however, sufficiently identify the individual needs of all the pupils. Lessons are teacher-led and usually motivate pupils to learn. Skilful questioning and explanations ensure that pupils understand their work. Praise is used well to show pupils that their work is valued and to encourage higher standards. Relationships are good and teachers generally manage behaviour well. As a result pupils work hard, show interest and sustain concentration well, except for a very small minority who have difficulty listening for sustained periods. Homework is set regularly that suitably supports and reinforces pupils' learning in the classroom.
60. Teaching and learning in all classes have been monitored and samples of work scrutinised in each year group. The careful approach to planning across the year groups and this monitoring have made a valuable contribution to improving standards. The newly acquired scheme of work (produced by the local authority) is meticulously worked through by the teachers. This scheme needs to be adapted to meet the needs of the school as it does not identify the needs of those pupils with special educational needs and offers insufficient challenge for the higher-attaining pupils. There is a new library that is well stocked and accessible to all. Although there is a recently introduced computer suite and the school has Internet access, ICT is not used sufficiently to support learning in English.

MATHEMATICS

61. The results of National Curriculum tests in mathematics at the end of Key Stage 1 in 2000 were close to the national average and well above the average results in similar schools. All but two of the pupils achieved the nationally expected Level 2 and the proportion achieving the higher Level 3 was close to the national average. These results were a considerable improvement from 1999, were above those at the time of the last inspection and were better than results in reading and writing tests. This picture of improvement was not reflected at Key Stage 2 where results have declined in the last two years, while results have improved nationally. The 2000 results in mathematics at the end of Key Stage 2 were below the national average and close to the average of similar schools. This was largely because only a small proportion of pupils achieved the higher Level 5. These results were the same as those at the previous inspection. The school's targets for mathematics were not achieved and, although mathematics results were similar to those in English, they were below science. The school is quite rightly concerned about the decline in mathematics results from a peak in 1998 and has their improvement as a current major priority.
62. Staff have successfully implemented the National Numeracy Strategy. Their lesson planning is supported by a tightly structured scheme that is effective in enabling a substantial proportion of the pupils to achieve the standard expected for their age. This has been particularly successful at Key Stage 1 where the teaching is good overall. Most pupils make good progress from being

below average in mathematics on entry to Year 1, so that standards by the end of Key Stage 2 are close to the national average. The main style prescribed by the scheme of whole-class teaching for the majority of each lesson has been mastered by all teachers. Skilful questioning ensures that the higher-attaining are generally extended by the work and the systematic structure, including a review of previous learning, enables pupils to consolidate and develop new skills at a good pace. The emphasis on the improvement of number skills is giving the pupils confidence, particularly in their mental recall of number facts. The initial part of each lesson is devoted to sharpening mental arithmetic skills through a variety of activities, which the pupils enjoy and are keen to participate in. By Year 2, many can add and subtract confidently within 20, while the higher-attaining pupils use this and their understanding of place value to calculate to 100. The recall of some simple times-tables is developing through regular practice during the mental arithmetic activities. Teachers use the end of each lesson well to review what has been learnt and to assess the progress that has been made. Although teachers do not identify the specific requirements of pupils with English as an additional language or those with special educational needs in their planning, the systematic structure to lessons and the good support from classroom assistants enables them to make similar progress to others in their class. Homework is used well to reinforce what has been learnt and is completed conscientiously by the pupils. The focus on developing number skills is not to the detriment of other aspects of mathematics. By Year 2 most pupils recognise and can name most common two and three-dimensional shapes and can make simple graphs from data that they have collected.

63. The structured scheme is also used by teachers in Years 3 and 4, while the National Numeracy Strategy is used to support planning in Years 5 and 6. This is proving successful, as at Key Stage 1, in enabling a substantial proportion of the average and below average pupils to achieve the standard expected for their age. Where it is less successful is in extending the more able so that they can consistently achieve beyond the expected standards. Many lessons are well taught, teachers again having confidently adapted to whole-class teaching; however, teaching overall is only satisfactory at Key Stage 2 because of a lack of challenge in some lessons for higher-attaining pupils. Most pupils make satisfactory progress and standards are slightly higher than the most recent test results as more pupils are reaching expected standards. Some teachers challenge the higher-attaining pupils in their classes well by targeting questions to extend them and using open-ended investigations as other activities, but this is not consistent at Key Stage 2. More use could be made of investigations, problem-solving and the use of ICT to support and extend learning. The pupils' speed and confidence in the recall of number facts develop satisfactorily through the mental arithmetic sessions at the start of each lesson. Most can recall their tables by Year 6. Many pupils also develop an understanding of decimal place value and use this to multiply and divide decimals by 10 and 100. Higher-attaining pupils understand the properties of simple transformations such as reflection, and can calculate the probability of single events. The development of data handling and graph drawing skills are promoted effectively in science and geography.
64. The headteacher has observed most teachers and provided them with valuable feedback. This has resulted in some improvements, particularly at Key Stage 1, but has not removed some of the inconsistencies at Key Stage 2, particularly in challenge for higher-attaining pupils. The school has rightly identified the improvement of standards in mathematics as a priority for development. To support this, greater challenge should be provided through the use of investigations and the use of ICT to support learning, particularly at Key Stage 2. Schemes of work should be adapted to the needs of pupils in the school, and the methods used to meet the targets of pupils with special educational needs should be recognised in teachers' planning.

SCIENCE

65. The teacher assessments in science at the end of Key Stage 1 in 2000 were above average for the proportion of pupils at the expected Level 2, but no pupils achieved the higher Level 3. The standard of work seen during the inspection reflects these results, with a substantial proportion of the pupils working at the expected Level 2 but few at the higher Level 3. Science test results at the end of Key Stage 2 in 2000 were close to the national average and above those in similar schools. They were better than in English and mathematics, largely because more pupils achieved Level 5 in science, and represented an improvement since the previous inspection. The current standard of work at Key Stage 2 reflects these results, although unlike at Key Stage 1, a substantial number of pupils are working above the expected level for their age.
66. The emphasis placed on practical investigation is providing pupils with valuable first-hand knowledge and understanding and is having a direct impact on their achievement. For example, in Year 5, class results from the previous lesson's experiment were used to construct a graph, interpret results and make evaluations. This consolidated, and for some, extended their understanding. The pupils' progress, understanding and knowledge are enhanced by frequent opportunities to carry out practical activities or observe demonstrations. This, coupled with the frequent use of probing questions by the teachers, is developing the pupils' scientific thinking effectively and improving their attainment in scientific inquiry skills. Most teachers pay particular attention to the development of spoken language skills and subject specific vocabulary. Pupils achieve well in most Key Stage 2 classes and satisfactorily at Key Stage 1. For example, in a Year 2 class, the pace of the lesson was better suited for the average and low ability and during group work more able pupils were paired with lower and middle ability pupils. Expectations were the same for all of the class and the extension work planned for those who finished early was more of the same to keep them busy rather than extending their understanding. More able pupils were not challenged and could have made better progress. Well-matched group work, high expectations and marking are the key factors in the achievement in Key Stage 2. Another important factor is that books are regularly marked and teachers' comments make it very clear what pupils have understood and how they can improve their work. This feedback gives guidance to support their next steps for learning.
67. A Year 3 lesson on teeth and eating was made more interesting and the pupils were more involved by having a range of short activities. During the lesson, pupils had opportunities to share and discuss their own experiences, to make observations of the shape and size of their own teeth using mirrors and to draw these. By the end of lesson, pupils had made good progress and the majority of them became familiar with the names, position and jobs of different types of teeth.
68. During discussions in a Year 6 lesson on forces it was clear most of the pupils knew that the force of gravity pulls objects towards earth and objects' weight remains the same in different locations on the earth. In this very good lesson, following a practical demonstration, the teacher focused discussion on what and why changes occur when objects are weighed in air and water. Most pupils recognised that objects weigh less in water than in air and they related this to their observations and experiences such as, the fact that a diver's suit looks very heavy on land yet he or she is able to swim in it. The teacher's own knowledge and understanding of the subject enabled her to use questions effectively to extend and deepen their knowledge. This led the more able pupils to conclusions about the forces operating in air and in water and why some objects therefore float. The teacher's high expectations had a positive impact on the progress made by the class.
69. The quality of teaching was at least satisfactory in every lesson seen. Teachers have high expectations of behaviour. Clear and organised planning helps them to teach structured and well-resourced lessons. Teachers create an environment where pupils remain engaged with learning and show appreciation and respect for the teacher and each other. In these lessons, learning is good as pupils benefit by listening to teachers' and each others' contribution.
70. Clear and supportive leadership is enabling staff to work as a team to implement the adapted scheme of work. There are sufficient resources including recently purchased CD-ROMS and data logging equipment but as yet the use of ICT to support teaching and learning of science is at its

infancy. The use of assessment to improve planning to meet the differing needs of the full range of ability needs to be developed further, particularly at Key Stage 1. Although much of the teaching is good there is a need for consolidation and better consistency within and across the key stages by sharing the good practice that already exists.

ART AND DESIGN

71. Standards are broadly in line with what is expected nationally at both key stages. Most pupils including those with special educational needs make satisfactory progress in the basic skills of collage, drawing and painting. Pupils in both key stages understand some of the aesthetic elements of art. They mix colours carefully and use different shades in their work, although their skills and knowledge of shape, texture and form are not fully developed. There is insufficient emphasis on three-dimensional work. This aspect of art remains a weakness since the previous inspection. There is a suitable emphasis on the work inspired by famous artists and direct observational work using a range of available objects and artefacts throughout the school. Most pupils' achieve well in their art projects. They are keen and interested and take a considerable pride in their efforts. Some of the finished work on display is of good quality.
72. Pupils in Key Stage 1 make collages with a variety of materials such as paper, textile and string. Some of the collage work of cutting, folding, pleating, rolling, fringing and sticking paper into a pattern, is carefully presented. Their still life paintings of fruit inspired by Cezanne are of good quality. Year 2 pupils sketch and paint often with careful attention to detail. Their charcoal drawings of winter trees on display are effective. In Key Stage 2, there are examples involving planning, designing and making, such as the 'landscape' models in Year 4. Pupils in Years 5 and 6 are given some opportunities to explore the work of famous artists, for example their watercolour circular work inspired by Kandinsky. In a Year 6 lesson pupils were involved in the task of following the techniques used by Matisse and developed understanding of gestures and movement in drawing. Most pupils demonstrate good powers of observation, accuracy of detail, shape, form and size in drawing and colouring with different media such as pastels, oil based paints, pencil colours and felt-tips. Pupils evaluate and make improvements to their own work. There is some use of sketchbooks for pupils to record their work of observational drawings or experiments with line and tone, but this is not fully developed.
73. The quality of teaching is satisfactory overall. The teachers plan and prepare effectively; however, in some lessons there is too much direction by the teacher resulting in a lack of challenge for pupils to explore with imagination and feeling. The school is currently following separate schemes of work for both key stages. As a result there are some gaps in pupils' progress and skills do not develop systematically across the school. The monitoring role of the co-ordinator is not well developed.

DESIGN AND TECHNOLOGY

74. Standards of work seen were broadly similar to national expectations at Key Stage 1 as they were at the time of the previous inspection. Pupils at Key Stage 1, including those with special educational needs and English as an additional language, make satisfactory progress. Year 1 pupils talked confidently and with pride about their last term's work; one girl explaining how she had used fruit to make yoghurt that looked and tasted nicer, while another boy recalled how a peeler was used to remove the skin from an apple.
75. At Key Stage 2, where teachers' explanations are clear, class management and relationships create positive attitudes and responses towards learning. Pupils made good gains in the lessons; however, standards are below those expected nationally, a similar position to the previous inspection. This judgement is based on limited opportunities for class observations and other direct evidence including teachers' judgement of their classes' achievement. The subject is not being taught systematically at Key Stage 2 and some of the work is limited in range and not sufficiently challenging. Design and technology is mainly covered as cross-curricular projects linked to science or arts and design.

76. In Year 3 classes, there is evidence of opportunities for designing and making hand puppets and for evaluating the finished product. In a food technology lesson, Year 3 pupils were encouraged to consider others' personal preferences, cultural and dietary needs. Working in groups they considered how much of each type of sandwich to prepare when planning to invite friends for a birthday party. By using the braking system of a car as a model to show how a hydraulic system works a Year 6 teacher motivated her class and interested the pupils. She drew simple diagrams and used subject specific vocabulary to illustrate how a small force results in a bigger outcome and how this principle is used in a hydraulic control system. This contributed significantly to the pupils' knowledge and understanding even though their basic skills in the subject were not well developed and their subject knowledge was weak.
77. Recently the Key Stage 1 co-ordinator's responsibility has been extended with a clearer brief to improve resources, raise the profile of the subject and ensure better provision and standards across the school. The school needs to ensure that pupils are given regular opportunities for design and technology teaching and the staff are supported to develop their subject knowledge and competence to improve standards particularly at Key Stage 2.

GEOGRAPHY

78. Standards in geography are in line with those expected nationally at both Key Stages 1 and 2. This is similar to the standards reported in the previous inspections.
79. Pupils in Year 2 are able to give ideas as to how they would travel to St Lucia, recognising that it is a considerable distance away, and as a result of good teaching they can relate what St Lucia would be like when they reach the island. In developing their map work skills, Year 1 pupils were able to talk about attractive and unattractive areas in the school with the help of photographs. They developed their speaking skills by giving reasons for their choice of likes and dislikes. Pupils extended map work skills in Year 2 when they drew maps of a walk they had undertaken in the local area. They were able to identify with symbols the Post Office, the school, the garage, flats and trees.
80. Pupils in Year 6 have developed skills, knowledge and understanding of a range of places. They understand how people can improve and damage the environment, as was observed in work on St Lucia. In another lesson with Year 6, pupils were given different coloured photographs of various parts of the world. They were able to describe the weather and climate in these different parts of the world. As a result of the good questioning by the teacher in a Year 5 class the pupils were able to describe the environment, the climate and the temperature from photographs of an Indian village.
81. Year 3 pupils were challenged to give their own ideas of a location different from their own – Betwys-y-coed in North Wales. Year 4 pupils also developed awareness of distant localities by finding out and naming the seven continents and five oceans. The majority was able to use the atlases correctly although a few mistook a country, such as China, for a continent.
82. The teaching throughout the school is at least satisfactory and sometimes good. Most teachers have good subject knowledge. The work is challenging for the pupils who generally have a good attitude and behave well. The subject has two co-ordinators. One area for further development now is the monitoring of work in geography.

HISTORY

83. Attainment in history is in line with national expectations at the end of both key stages, a similar judgement to the previous inspections.
84. By the end of Key Stage 1, most pupils begin to increase their understanding about how to acquire information about the past and communicate this information. For example, in a lesson with Year 2 the teacher used appropriate questions to enable pupils to show an understanding of different style of dress from a picture of Anne of Cleves.

85. By the end of Key Stage 2, pupils have developed their historical skills and can describe changes, explain consequences and select sources to link information. This was best observed in a very good lesson to Year 6 where the teacher showed very good command of the subject. Through continually questioning, prompting, explaining and making them think, the pupils were able to consolidate their understanding of how the Welfare State had improved life in Britain. They used sources and texts to find out about the main developments and trends of the 1950s including immigration and emigration. They put forward answers that the National Health Service, new housing and improved education all helped to improve the Welfare State. They understood the moral aspects when seeing a picture of a house with a notice to let but not for coloured people.
86. Resources are good and much improved since the last inspections. For instance in a lesson observed to Year 5, the teacher was able to use copies of sources of information to extend the pupils' knowledge of the local fishing fleet in the nineteenth century. These included a birth certificate, post office directory, a photograph of a gravestone, a baptismal register and a newspaper cutting. From this well planned lesson, most pupils were able to note relevant points although some of the less able found this task difficult. Another teacher in Year 3 was able to use a picture source of Queen Victoria and some of her family to discuss with the pupils about life for wealthy Victorians.
87. The last report stated that the quantity and quality of written work which the pupils produced were sometimes unsatisfactory. This has now been rectified particularly in Key Stage 2. Some good writing, for instance, was seen on the Jarrow Marches and the reasons for them by Year 6 pupils. They also produced equally good writing on changes in Britain since 1930. Much work was covered by Year 5 on Ancient Egypt whilst Year 4 pupils were able to write on the similarities and differences of life in Victorian Britain and today.
88. Apart from the one very good lesson observed in Year 6, the teaching in the rest of the school is satisfactory. Most teachers have satisfactory subject knowledge. The pupils respond well, have satisfactory attitudes and are generally responsive. Visits are made to historical sites and buildings.

INFORMATION AND COMMUNICATION TECHNOLOGY

89. Standards in ICT are in line with those expected nationally at Key Stage 1. This is mainly the result of teaching, which is generally satisfactory but sometimes good. Where the teaching is good, the teachers have a good level of subject expertise. For example, in a lesson with Year 2, the pupils showed confidence in logging on and loading a programme independently. They were equally confident in using the mouse and the properties of the programme that were the main learning objectives.
90. At the end of Key Stage 2, the standards are above average. This is a considerable improvement on the previous reports of 1997 when there was insufficient evidence to report on standards. As a result of good teaching, pupils of this age are able to investigate information, draw mathematical shapes and write instructions to draw repeated patterns and rotate them. In one good lesson observed with Year 6, the impact on the teaching was that pupils were able to learn about the features of multimedia and able to comment on them. In another very good lesson observed with Year 3, all the pupils were able to use a programme and draw regular shapes with the majority colouring and adding text to their pictures. By the time pupils are in Year 5, they are able to combine and manipulate colours. The teacher, in one lesson, enthused the pupils by showing them a copy of *The Snail* by Matisse. As a result, pupils were able to make and draw shapes in the style of his painting. Many pupils know that microchips are used in remote controls for television, microwave ovens and mobile phones. They have also produced work on e-mail and know how to create e-mail addresses and that the network allows users to exchange files. There are some good examples of word processing skills in English displayed around the school.
91. The teaching is at least satisfactory, often good and sometimes very good. Where this is so,

there is good planning and management and the pupils are challenged. The teachers mainly have good subject knowledge and high expectations of what the pupils can achieve. This is a definite improvement since the last inspections. As a result of the good leadership of the co-ordinator, more teachers have become confident in ICT. The attitude and behaviour of the pupils are good. They are keen and interested and as a result they have made progress. Resources are good and a new suite of 15 computers has been developed since the last inspections. Pupils also have access to computers in the classroom but one area for development is the use of ICT in other subject lessons.

MUSIC

92. By the end of both key stages pupils' performance in the aspects of music observed during the inspection was in line with expectations, as was the case at the time of the previous inspection. Most pupils make satisfactory progress in the lessons involving singing and the use of percussion instruments; however, there are limited opportunities for listening to compare and evaluate different kinds of music. Pupils' progress in other aspects, such as composing, is unsatisfactory; this weakness remains from the previous inspection.
93. Singing is a strength at both key stages. Pupils sing enthusiastically with clear diction, phrasing and dynamics at Key Stage 2. This is an improvement since the previous inspection. Year 2 pupils can distinguish between high and low sounds and most pupils are able to control their voices appropriately. In class lessons, they remember the words and sing in tune with enjoyment, showing good control and awareness of pitch and rhythm. Pupils have insufficient opportunities to listen attentively to a piece of music and to recognise well-defined changes in sounds or explain what it makes them feel. They can clap and tap simple rhythmic patterns and keep a steady beat in time to the music.
94. Key Stage 2 pupils sing confidently in lessons and in assemblies, especially with piano accompaniment. In lessons, most pupils are able to deal with a number of aspects of music, and cope with rhythm, beat, pitch and pace. Pupils identify the instruments and keep the pulse of music. A few can use musical vocabulary accurately when working with pitched and non-pitched instruments, although most pupils do not recognise musical notations and the relative values of crochets and quavers. While most pupils in Key Stage 2 show an understanding of musical elements, they are not provided with sufficient opportunities to compose and fit different parts together or to evaluate and suggest improvements to their performance or that of others. A small number of pupils receive regular music tuition and learn advanced music skills in playing brass and stringed instruments. A few pupils in Key Stage 2 attend regular choir practice, which enhances their singing. A significant number of these pupils perform solo or in group singing items with great confidence and maturity in school concerts and out of school musical events.
95. The quality of teaching is satisfactory overall and was good in the hymn and the choir practice sessions. The good lessons are well structured and carefully prepared. The teachers in these lessons have a good command of the subject and provide pupils with stimulating tasks and opportunities to respond creatively. The pupils work collaboratively, they listen attentively and respond with increasing discrimination in all aspects of singing and playing. Where teachers are less confident opportunities are missed to involve pupils in evaluating work done. The school makes satisfactory use of local resources and visitors to enhance pupils' musical experiences.
96. There are currently two key stage co-ordinators, who support and guide teachers; however, the schemes of work are separate for both key stages. As a result pupils do not develop musical skills consistently across the school. There is need for a well conceived whole school scheme of work as a means for broadening the base of teacher expertise and enabling non-specialists to undertake class work more confidently. The monitoring role of the co-ordinator is not fully developed.

PHYSICAL EDUCATION

97. In spite of pressure on time from other subjects, the school demonstrates its commitment to

physical education by timetabling two sessions each week throughout the school. These lessons enable the pupils to be taught a wide range of physical education activities, which they mostly approach with interest and enthusiasm.

98. Standards in all of the activities observed at Key Stage 1 are generally as expected for pupils of this age. This is similar to the position at the time of the previous inspection. The teaching is satisfactory and pupils make appropriate progress in the development of skills. In a well-taught Year 1 dance lesson, the teacher stopped the tape regularly to reinforce important points. The teacher's enthusiasm and her demonstrations generated considerable enjoyment in the class. The pupils' skills developed well and they responded effectively to the music as 'puppets'. The pupils consolidated their skills well in a Year 2 gymnastics lesson as a result of careful planning and well-timed activities. The pupils improved their skills of jumping and turning, exploring moving their body weight from hands to feet.
99. Attainment at Key Stage 2 is broadly similar to that at the time of the previous inspection. Standards are above average at Key Stage 2 and the pupils make good progress in response to the good teaching. This is partly because of the high level of subject expertise of some of the teachers, which enables them to plan lessons that develop the pupils' skills systematically. They also give good personal demonstrations of the skills being taught and give good technical advice to the pupils on how they can improve. A Year 6 netball lesson benefited considerably from the teacher's skill and enthusiasm for the game. Passing techniques were taught well and the class kept working energetically in the very cold weather. The teacher organised the class into activities well and the pupils worked hard to develop their basic skills. The high level of expertise of the teacher also helped to generate an enthusiastic response from the pupils in a Year 3 gymnastics lesson. A well structured series of linked activities, coupled with praise, encouragement and the identification of good technique, resulted in the pupils producing good symmetrical and asymmetrical balances. The pupils listened carefully to the teacher, evaluated each other's work sensitively and tried hard to improve.
100. All pupils have swimming lessons during their time in Key Stage 2. The weekly lessons and the intensive week of swimming each year result in the majority of pupils exceeding the requirements of the National Curriculum by the time that they leave the school. Sailing is a feature of the provision in Year 6 and the range of sporting clubs broadens the pupils' experiences and supports their skill development.
101. There has been little formal monitoring of the standards achieved or the quality of provision in physical education. The school has rightly identified the need to produce a coherent scheme of work to ensure that the good teaching can build pupils' skills progressively as they move through the school.

RELIGIOUS EDUCATION

102. The majority of pupils achieve the standards expected by the local syllabus for religious education at the end of both key stages. This is a different judgement from that at the last inspection in Key Stage 1 when no judgement was given for the attainment and progress of pupils.
103. Pupils develop a satisfactory knowledge of the practices of the major world religions with an emphasis given to the study of Christianity. This is an improvement since the previous inspection when their knowledge and understanding of other religions was unsatisfactory. They are familiar with stories from the Bible, such as the feeding of the five thousand, and Christian festivals such as Harvest, Christmas and Easter. Most pupils are also familiar with stories from other religions such as the story of Rama and Sita, and they know about the religious festivals in other faiths, such as Hanukkah and Diwali. Pupils of all ages, including those who have special educational needs, make satisfactory progress. Pupils develop positive attitudes towards relationships and values through discussions, for example, about Jewish family life and wedding ceremonies in Year 5.
104. The teaching ranges from satisfactory to good and is satisfactory overall. Teachers make

satisfactory use of questioning to encourage the pupils to develop their thoughts and to remain interested in what is being discussed. This means that the majority of pupils are well behaved and attentive during lessons when they listen well to the discussions and contributions of others. Assemblies and the few lessons of PSHE reinforce the pupils' understanding, their spiritual, social and moral development and make a satisfactory contribution to religious education. Individual needs are met and the teachers' caring approach builds up pupils' confidence and self esteem. The teaching of religious education contributes to the development of literacy through writing the stories of Noah's Ark, 'Rama and Sita' and Hanukkah.

105. The subject is without a co-ordinator, but is suitably overseen by the headteacher. Teachers in the same year plan well together. The school has yet to develop a whole-school scheme of work to ensure continuity and progression across both key stages. Currently the school is using the separate schemes that were in place from before it was amalgamated. Although these cover the requirements of the local syllabus they do not ensure that planning systematically builds on pupils' learning as they move from year to year. The teachers' planning is monitored to ensure that the subject is carefully planned and taught, tackling a key issue from the last inspection. No opportunities have been provided to observe teaching or for teachers to observe good practice so that they can improve their own knowledge and expertise. ICT is not used sufficiently to support religious education.