

INSPECTION REPORT

HARRY GOSLING PRIMARY SCHOOL

WHITECHAPEL, LONDON E1

LEA area: Tower Hamlets

Unique reference number: 131737

Headteacher: Mrs. G. Gordelier

Reporting inspector: Mr P. R. Sudworth - 2700

Dates of inspection: January 8th-12th, 2001

Inspection number: 230296

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Community

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Fairclough St
Whitechapel,
London

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Appropriate authority: Governing Body

Name of chair of governors: Aziz Islam

Date of previous inspections: November (Infants) and December (Juniors), 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth 2700	Registered inspector	Science; Physical education; Music.	What sort of school is it? How high are standards? How well are pupils taught?
Vivienne Phillips 9053	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Stephen Parker 23658	Team inspector	English; Information and communication technology.	How good are the curricular and other opportunities offered to pupils?
Sheila Roberts 20760	Team inspector	Religious education; Art; Special educational needs.	How well is the school led and managed?
David Major 27709	Team inspector	Mathematics; Geography; History; Equal opportunities..	
Jonathan Shields 30897	Team inspector	Foundation Stage; English as an additional language; Design and technology.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Harry Gosling Primary School and Nursery was established two years ago when two separate infant and junior schools on the same site were amalgamated. It caters for pupils aged 3-11 years. It has 391 boys and girls on roll of whom 378 are Bangladeshi. The school serves an area of almost totally rented accommodation, a significant proportion of which is designated as being overcrowded. Pupil numbers have been falling in recent years as a result of redevelopment in the area. The school experiences high rates of pupil mobility. In the last year, 132 pupils, about one-third of the pupils, either left or joined the school. The school has 14 classes and two Nursery classes. Children attend the Nursery part-time or full-time, dependent on age. Sixty-seven per cent of the pupils are entitled to free school meals, well above the national average. Twenty-eight per cent of the pupils are on the special educational needs register, including 15 pupils on the later stages of assessment, of whom five are statemented. 99.4 per cent of the pupils speak English as an additional language of whom 159 pupils, 41 per cent are at an early stage of learning English. Pupils' attainment on entry to the school is below expectations, partly as a result of their lack of familiarity with the English language.

HOW GOOD THE SCHOOL IS

Harry Gosling Primary School is a rapidly improving primary school. The leadership of the headteacher is excellent. Members of staff share her strong commitment to raising standards further. Pupils have good attitudes to their work and their personal development is good. The overall quality of teaching is good. A broad curriculum is provided. Standards have risen in many subjects since the last inspection and by the end of Key Stage 2 pupils' achievements are often good. Approximately two-thirds of the Year 6 pupils at the time of the inspection were in line to gain the expected standard in English, mathematics and science at the end of the summer term. The school provides good value for money

What the school does well

- The excellent leadership of the headteacher has been a very significant factor in the improvements which have been made;
- The good quality of teaching contributes to the at least sound and often good progress the pupils make;
- Pupils' very good behaviour and the relationships amongst the pupils and between the staff and pupils set a good working atmosphere in classrooms;
- The provision for pupils' personal development, in particular their moral development, contributes to the pupils' good levels of maturity by the end of Key Stage 2;
- Procedures for the care and general welfare of the children ensure that pupils can approach the staff with any concerns;
- Monitoring and evaluation of the school's performance and taking effective action as a result have contributed to a significant improvement in standards;
- The commitment of the whole staff to improvement has assisted in the improvement in standards.

What could be improved

- The provision for the Foundation Stage, in particular the opportunities provided in the Nursery;
- The co-ordination of special needs work;
- The use of assessment in planning future work and setting individual targets for pupils;
- Standards of attainment in physical education and information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Excellent progress has been made since the previous inspections of both the infant and junior schools in 1997 in tackling the key issues. Standards of work have risen in almost all subjects, although they are not as high as previously reported in physical education. Leadership has improved at all levels. The headteacher leads the school very effectively and subject co-ordinators have clear roles and manage their subjects to much better effect. The work of the governing body has improved and it is better informed and more involved in the school's work and meets almost all its statutory responsibilities. Finance is now in balance and an excessive deficit has been cleared. Overall, teaching resources are of good quality. The school now has detailed plans for its development including plans for the long-term. Schemes of work are now in place with significant improvements in the way English and mathematics are planned. Teaching time exceeds minimum recommendations. The quality of teaching has improved. There is a better match of work to the pupils' prior attainment because of better assessment systems but there is still room for improvement. Pupils are more interested in their lessons and better behaved in class and around the school. As a result standards have risen in many subjects. Internal alterations and modifications to parts of the building and outside provision have improved the learning environment. Attendance has improved significantly and now approaches the national average. Provision for the pupils spiritual, moral, social and cultural development is better. The curriculum has a better balance to it and complies with National Curriculum requirements. Requirements for religious education are now met. Child protection procedures are in place. There is better communication with parents and the prospectus meets requirements. Requirements for collective worship are fulfilled.

STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	D	E	B	well above average A above average B Average C Below average D Well below average E
mathematics	N/A	C	C	A	
science	N/A	C	C	A	

Pupils' knowledge of English on entry is well below expectations and adversely affects their levels of attainment throughout the school. Attainment by the end of the Reception Year in all areas except their personal, social and emotional development, which is sound, is below national expectations. Pupils make at least sound, and often good, progress in most subjects throughout the school considering their often limited understanding of English, except in physical education. Attainment is below expectations in information and communication technology, history and geography but it meets expectations in art. There was insufficient evidence to judge design and technology and music. Standards of attainment are appropriate in religious education and about two-thirds of the eleven-year old pupils are in line to obtain at least the expected level at the end of Key Stage 2 in English, mathematics and in science. Eleven-year-olds have been achieving well in mathematics and in science in the past two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their learning are good and they enjoy school.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved in class and around the school.
Personal development and relationships	Overall pupils' personal development is good. Relationships between the staff and pupils and amongst the pupils are very good.
Attendance	Levels of attendance have been improving and are now approaching the national average. Punctuality has also improved. No instances of lateness were observed during the inspection.

TEACHING AND LEARNING

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

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

No unsatisfactory teaching was observed during the inspection. Of the lessons observed, 16% were very good, 47% good and the remainder satisfactory. Sixty-three per cent of lessons were good or better. Teachers often set high expectations in lessons and often match work well to pupils' prior attainment, but there are sometimes exceptions in English. Pupils' concentration in lessons is good. They apply themselves well and have a good attitudes to their work. Teachers have a good knowledge of what they teach and they research lesson content well. Lesson planning is often good. Learning support assistants are used to good effect. The setting arrangements for mathematics and English are used effectively in Year 6 and facilitate good pupil progress and a good match of work to prior attainment. The quality of teaching in Years 5 and 6 is a particular strength. Lessons in this part of the school are very well managed, the pace of work is brisk and a good level of challenge is demanded. The teaching of literacy is good and it is sound in numeracy. The overall quality of teaching in literacy is a little stronger than in numeracy. In both subjects there is a good structure to the lessons. The quality of teaching in science was good in Key Stage 2 and sound in Key Stage 1. The teaching of art and religious education was often very good, particularly in Key Stage 2. The teaching of information and communication technology was equally divided between good and satisfactory. Homework is used well to support the work done in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets National Curriculum requirements and there is a good distribution of time to the different subjects.
Provision for pupils with special educational needs	The provision for special needs pupils is satisfactory but there is some room for improvement in the co-ordination of special educational needs work so that all staff are clear about expectations and the school's systems. Pupils with special needs make sound progress.
Provision for pupils with English as an additional language	Good provision is made for pupils who speak English as an additional language and they make good progress

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' moral development and good provision for their spiritual, cultural and social development. Pupils' personal development is good.
How well the school cares for its pupils	Very good arrangements are in place to ensure pupils are well cared for. Good systems are in place to track pupils' progress but the use of assessment is unsatisfactory. There is much room for improvement in the use made of records to match work more precisely to pupils' learning needs.

The school has good relationships with the parents but few parents are actively involved in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives excellent leadership. Subject co-ordinators manage their responsibilities well. The headteacher and deputy headteacher work well together.
How well the governors fulfil their responsibilities	The governing body fulfils most of its statutory responsibilities and is playing an increasing role in the management of the school. It is beginning to inform itself about the school's work.
The school's evaluation of its performance	Monitoring of the school's work and taking effective action as a result is very good.
The strategic use of resources	The budget is planned well and money is carefully targeted and linked to the school development plan. The school provides good value for money.

Staffing and resource levels are good and accommodation is satisfactory. All staff with management responsibilities fulfil their roles effectively and have a good knowledge of strengths and areas for development in the subjects and aspects which they manage. The school applies the principles of best value when it spends money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress; • The quality of teaching is good and teachers have high expectations of pupils; • The school is well led and managed and it works well with parents; • Pupils are helped to become mature and responsible and are taught good manners; • Parents are well informed about their children's progress; • The school has made many improvements. 	<ul style="list-style-type: none"> • A very few parents are unhappy about first-aid arrangements; • Behaviour in the playground; • The dangerous state of the playground.

The inspection team agrees with all the positive things that the parents mention. There was no evidence that first-aid arrangements are unsatisfactory. Behaviour in the playground during the inspection was good and midday supervisors stated that the behaviour of the pupils' at lunch-time is usually good. The playground has a very uneven surface and there are hazards. Good arrangements have been made to divide the playground into zones for different activities to reduce the risk of injury.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' knowledge and understanding of English on entry to the school are well below average because, in almost every case, English is not the pupils' first language. About fifty per cent of the pupils have some knowledge of English when they enter the Nursery at age three. Nevertheless, they make good progress in both their written and spoken English and this is partly due to the school's policy that the pupils should speak in English whilst they are school.

2. In the Foundation Stage, the pupils' lack of English is an impediment to progress but nevertheless they begin to acquire the language from the adults who teach them. By the end of the Foundation Stage their attainment in their personal, social and emotional development is sound but in other aspects of their learning, their attainment is below national expectations as outlined in national guidance for young children's learning.

3. In 2000, the percentage of Key Stage 1 pupils who attained the expected level or above in reading was better than the national average. Girls did not perform as well as the boys which contradicted the national pattern. This could be explained by the fact that Key Stage 1 boys take a much more active part in lessons and gain more experience in using English. Standards in reading in 2000 were much improved on the results of the previous year. Writing also improved from above average the previous year to well above average and, compared with standards in similar schools ^{*1}, were very high. Teachers' assessments of pupils' attainment were not as high as the test results and matched those observed during the inspection. Overall current standards of the seven-year-olds indicate average standards in listening, below average standards in reading and writing and well below average standards in spoken English.

4. Whilst Key Stage 2 pupils performed as well as pupils in similar schools in the national tests in 2000, their attainment in English compared with all schools nationally was well below average. Performance in 1999 was slightly better. The inferior performance in 2000 is explainable by the increased number of pupils with statements in the 2000 cohort of Key Stage 2 pupils. Girls' performance in the past two years has been a little better than that of the boys and they improve in confidence in the use of English throughout Key Stage 2 because they begin to take a more active part in lessons. Currently the attainment of Year 6 pupils is below national expectations but the cohort is doing better than the previous year's end of Key Stage 2 group.

5. Pupils' standards of presentation are good throughout the school and they write for a variety of purposes. Spelling and punctuation develop soundly, although spelling and sentence structure often reflect weaknesses in spoken English. They make good progress in handwriting. By Year 6 pupils have a good knowledge of grammar. Throughout the school the pupils make good use of written and spoken English in other lessons, as in science when they write about and discuss their investigations.

6. In the last two years, pupils' attainment at the end of Key Stage 1 in mathematics has been well above the national average and very high against similar schools. A higher proportion of pupils obtained the higher level than most schools. Whilst in Key Stage 2 the pupils' attainment in national tests was well above average compared with similar schools, they were close to the average for all schools nationally. The proportion of pupils obtaining the higher level in 2000 was in line with the national average but very high against similar schools and in the top five per cent nationally. KeyStage 1 boys performed significantly better than the girls in 2000, whereas at the end of Key Stage 2 girls attained slightly higher standards than the boys. There has been an improving trend of

¹ * Similar schools are those which have a similar percentage of pupils entitled to free school meals.

results in mathematics over the past four years and the school has made very good progress in reaching its targets in both English and mathematics.

7. Currently standards in mathematics overall in Year 2 are below expectations because a significant number of pupils have difficulty in understanding place value. However, about a half of the pupils work confidently and have a good understanding of their work. They make good use of mathematical language, understand measurement and can represent simple statistical data in block graphs. By the time they reach the end of Key Stage 2, pupils work confidently with number up to 10,000, have good mental skills, including the use of decimals. They have a sound knowledge of fractions and satisfactory knowledge in handling data. Pupils make good progress in Key Stage 2. A few examples were observed of pupils using mathematics in other subjects, such as recording results in science.

8. Standards of attainment in science in the national tests in the past two years at the end of Key Stage 2 have been about the national average but well above average compared with similar schools. However, at the end of Key Stage 1, teacher assessment results were well below average, although above average against similar schools. The proportion of pupils gaining the higher level was below average. Boys did better than the girls in science at the end of Key Stage 1 but girls have been overtaking them in Key Stage 2. Currently about half the pupils in Key Stage 1 are working at the expected level and approximately two-thirds in the final year of Key Stage 2. A good feature of standards in science is the pupils' use of investigation and prediction and coming to an understanding of fair testing.

9. Standards in art are in line with expectations in Key Stage 1 and above at the end of Key Stage 2. In information and communication technology, standards are below expectations in both key stages, but rising. All pupils make satisfactory progress in all aspects, except control. The use of information and communication technology is not well developed across the curriculum. Key Stage 2 pupils make good progress in word-processing and desk-top publishing and they can juxtapose text and graphics but their typing skills are slow. Standards are below expectations in history and geography as a result of pupils' limited language skills and also in physical education, in which pupils show a lack of skill. Insufficient evidence was available to make judgements in design and technology and music. Standards have improved in almost all subjects at both key stages since the last inspection, but standards in physical education are not as high as previously reported.

10. Pupils with special educational needs make satisfactory progress. When they are supported in groups by language support teachers and assistants, they make good progress. Pupils' needs are identified early and class teachers draw up individual educational plans with clear targets to meet those needs. Pupils' progress is monitored throughout the school and targets are reviewed termly and adjusted as required. Pupils move up and down the register as appropriate to their needs. Pupils with a statement of need are closely monitored and their needs reviewed annually. Pupils with higher prior attainment make good progress in the Year 6 sets for English and in mathematics, but in other lessons and year groups more able pupil are not always challenged to their full capacity. Sometimes the work for special needs pupils does not relate to their individual education plans and all pupils in a class are given the same work but with different levels of adult support.

11. Pupils for whom English is an additional language make good progress because of the good support of additional adults and the generally effective co-ordination of the mostly very able team who work throughout the school. This is enhanced by the effective collaboration between class teachers and team members at the weekly planning and assessment meetings. There is a clear focus on specific language needs and each member of the team works with a small group of targeted pupils.

Pupils' attitudes, values and personal development

12. Improvements in attitudes, behaviour and personal development since the last inspections have been good, particularly among younger pupils. Attendance overall is better than in 1997 when

extended overseas leave, higher than average unauthorised absences and lack of punctuality had an adverse effect on the progress made by many younger children and a few older pupils.

13. Attitudes to school are good. Pupils, including the youngest, are very keen to come to school and to take advantage of the opportunities offered. They are very interested in everyday school life. They are happy to be involved in the full range of activities provided, including school clubs. In lessons, they are usually keen to learn, particularly when the work they are asked to do is challenging enough for each pupil. In each class there are a few pupils who work satisfactorily on their own, but are not fully involved in question and answer sessions or eager to explore ideas for themselves. They have not always had the opportunity to develop the usual lively curiosity of their age group. Some pupils are less attentive and find it harder to follow instructions with care. This is because they are not used to listening and doing what is asked. In the best lessons, such as music, or Year 5 religious education sessions which focused on founders of religions and personal heroes, pupils showed great enthusiasm for learning in response to teachers' skilled and inspiring presentations.

14. Behaviour in lessons and around the school is very good. Pupils work and play together very well. They are very well behaved in assemblies, which helps them to focus on the themes and ideas shared with them by staff and special visitors, such as the community police officer. There is a very high degree of harmony and lively interaction in the playground, with no sign of bullying or racism. Pupils are generally polite and helpful to visitors. Some pupils are not used to meeting a wide range of different people, so they sometimes jostle for the attention of adults visiting classrooms and the playground without realising that this is inappropriate. The high quality of pupils' behaviour ensures that they are ready to make good use of the learning opportunities offered. At its best, their conduct is excellent and linked to strong motivation to learn. It underpins the standards that pupils are reaching because they have recognised that school is about learning and accepted that they need to follow codes of conduct to work together happily and successfully. There have been no permanent exclusions during the past year.

15. Pupils' personal development and relationships are good. Younger pupils ask fewer questions than expected and know little about the world around them whereas older pupils are able to reflect on a range of behaviour, values and experiences. This is evidence of good personal development. The school recognises pupils' limited knowledge and experience of everyday matters and other people's lives and so works hard to enrich their understanding. As a result, in time, pupils learn to think about how their actions affect others and how to respect other people's views and feelings, cultural differences and similarities, in line with the school's aims. They are very happy to show initiative and take responsibility for their work and their behaviour as they go through the school. Their roles on the school council and as playground friends make a valuable contribution to the school community, their own self-confidence and personal development.

16. Pupils with special educational needs have a positive attitude to their lessons. They work well in class, particularly when classroom assistant or teacher support is given.

17. Attendance is satisfactory. It is slightly below the national average, with unauthorised absence above average. Attendance has risen markedly in the last year as a result of the school's great efforts to raise attendance in order to raise standards. Fewer pupils take time off during term for extended overseas absence. There is much better understanding among parents of the damaging effects this has on their children's achievement, particularly if they miss key work in literacy and numeracy. A few pupils have more time off for medical and dental appointments than expected. In most instances this is unavoidable because of longstanding health problems. It contributes noticeably to the level of authorised absence and is difficult to reduce. Punctuality is much improved, but there are still one or two younger children, in particular, who arrive late and make it harder for others to enjoy a calm, settled and purposeful start to the day.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good. It is sound in the Foundation Stage and good in Key Stages 1 and 2. No unsatisfactory teaching was observed during the inspection. Of the lessons observed, 16% were very good, 47% good and the remainder satisfactory. A total of 63% of all lessons were good or very good. This is significant improvement on the previous inspections in 1997.

19. All Key Stages 1 and 2 teachers make good use of resources in their lessons and this helps the pupils to gain a better understanding of the lesson content. Very good use of resources was observed, for example, in mathematics and in science lessons. In mathematics, place value cards were used effectively to help pupils understand the relationship between digits in different columns. In science, magnifying lenses were used effectively to examine samples of materials for their properties but better use could occasionally be made of microscopes.

20. Teachers in Key Stages 1 and 2 have good subject knowledge. They research it well. Lesson planning is often good with clear learning intentions and a focus for assessment. However, sometimes insufficient attention is given to matching the work to those who have special needs. Work is not always sufficiently linked to the good quality individual education plans. These are of a high standard and devised by the class teachers with the support of the special needs co-ordinator. They clearly identify the needs of each pupil. Pupils too often are given similar content, with different expectations of outcomes and amount of work. The extra support of the EMAG (ethnic minority support staff) and special educational needs teams for pupils who might otherwise have difficulty in completing the work enables them to fulfil the tasks. The setting arrangements for mathematics and English work effectively in Year 6 and facilitate good progress and a good match of work to prior attainment. The quality of teaching in Years 5 and 6 is a particular strength. Lessons in this part of the school are very well managed, the pace of work is brisk and a good level of challenge is demanded. This is a significant improvement for Key Stage 2 pupils since the last inspection.

21. Teachers' knowledge of subject matter is sound in the Foundation Stage but in the Nursery, teaching methods are not exciting and planning is insufficiently thorough. The Nursery staff do not plan a sufficiently varied range of activities using a variety of different resources so that pupils' interest is constantly stimulated throughout the week. Teachers in the Foundation Stage do not have an adequate record system of on-going skill development upon which to build pupils' future learning.

22. The teaching of literacy is good and it is sound overall in numeracy throughout the school, although with examples of very good teaching in both subjects. Excitement was occasionally generated through the teacher's dramatic readings. The overall quality of teaching in literacy is stronger than in numeracy. In both subjects there is a good structure to the lessons. The quality of teaching in science is good in Key Stage 2 and sound in Key Stage 1. The teaching of art and religious education is sometimes very good, particularly in Key Stage 2. The teaching of information and communication technology is divided between good and satisfactory. Some isolated examples were observed of pupils using the CD-Rom to gain further knowledge about gases, solids and liquids in Year 5 and to take notes. In music and design and technology, pupils' interest and enthusiasm are being developed by the good use of visiting specialist teachers.

23. Lesson planning is often good, particularly where the assessment focus is clear. Teachers often share what they intend to teach with the pupils and this helps them to understand the focus of the work. Teachers often set high expectations in lessons. They have clear aims about what they intend to cover and use deadlines well to ensure pupils stay focused and complete the tasks in the prescribed time. Information from assessment is inadequately used to plan subsequent lessons. Lesson plans make too little reference to the specific requirements of pupils. Special educational needs pupils are frequently grouped with pupils who have English as an additional language. Within

these groups, there is insufficient focus on the special needs of individuals. However, they are given substantial adult support in class so that they take a full part in the main activities. Overall, the teaching of pupils with special educational needs is satisfactory and the pupils make satisfactory progress. Their progress towards their targets is reviewed regularly and updated.

24. Classroom management is very good in Key Stages 1 and 2 and good in the Foundation Stage. Lessons are usually well structured, suitably paced and pupils' listen attentively because the content is often presented in an interesting way.

25. Homework is used well to support the work done in school. Reading is a regular feature of homework in all classes and contributes positively to the progress that the children make. Additionally, it is used selectively and appropriately in other lessons in both key stages to help pupils prepare for new work or to supplement on-going work.

26. Literacy and numeracy are used effectively across the curriculum, particularly in science. Pupils write about their experiments and draw tables, calculate figures and draw the results of their investigations in graphs. However, information and communication technology is not used widely across the curriculum.

27. Members of the support staff contribute well to the teaching programme. They share in the planning and are clearly aware of their roles in lessons.

28. Most of the ethnic minority teachers' time (EMAG) is planned efficiently. However, there is room for considerable improvement in Year 1 where the EMAG teacher's time is not used for the maximum benefit of the pupils. It was obvious from lessons that there is a lack of effective planning between the class teacher and the Year 1 EMAG teacher.

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

29. There have been significant improvements in the curriculum since the inspections of 1997. The weaknesses noted at that time have been corrected and provision is now satisfactory overall. It includes religious education and all required subjects of the National Curriculum, with a good balance of time between subjects. More time is given to English than to other subjects, which is justified by the very large number of pupils for whom English is an additional language. Good use is made of all available time, for instance for quiet reading during registrations. Lessons begin promptly and whole-school activities, such as assemblies, are well organised to keep to time.

30. The national strategies for literacy and numeracy have been adopted in full, and planning is securely based on their official frameworks. In addition to the literacy hour each day, a well designed programme of intensive instruction in literacy skills has recently been introduced in all classes. This is delivered energetically by specialist teachers and assistants working with class teachers, and standards are rising as a result.

31. There is a good quality scheme of work for religious education, based on the locally agreed syllabus. Planning in other subjects has been improved since the inspections in 1997 by the adoption of official recommendations and guidelines, taking account of recent revisions to the National Curriculum. Monitoring by senior management and subject coordinators has ensured that these schemes are properly carried through into the medium- and short-term plans for each year. There has been a good improvement in provision for information and communication technology as a separate subject, though not enough information and communication technology applications are planned within other subjects. The programme for the Foundation Stage is sound, though the activities planned for Nursery children are not sufficiently imaginative and stimulating to secure their best progress over time.

32. There is a satisfactory policy and sound provision for pupils' personal, social and health education. The governing body has decided against teaching sex education, though elements of human development and health education are included in the National Curriculum for science. There is a good quality unit on drugs awareness for pupils in Year 6, involving police liaison officers. Other issues, such as preparation for citizenship, are taught through school assemblies and followed up informally by class teachers. However, it is an inconsistency in provision that circle time discussions are timetabled for some classes but not others.

33. The school is committed to ensuring that all pupils have equal access to the curriculum. It is for this reason, that pupils with special educational needs are taught in their own classrooms. They are frequently taught together in a group with pupils who have English as an additional language. Because the specific needs of pupils are omitted from teachers' plans, individual developmental needs are not sufficiently clearly targeted.

34. Teachers encourage shy girls to take an active part in discussions so that their confidence builds through the school, with a marked improvement in their achievement by age eleven. Pupils are grouped according to ability for easier identification of their needs and potential. Year 6 is divided into upper and lower sets for English, mathematics and information and communication technology to allow teaching to match pupils' levels of attainment more exactly.

35. The curriculum is extended through a range of good quality activities outside lessons, including clubs for art, drama, computers, music and football. These activities are popular with the many pupils who take part. Pupils occasionally take part in sports competitions and arts events. Out-of-school visits are well planned to widen pupils' experiences, stimulate their interest and raise

attainment. A highlight is the residential visit for older pupils, for adventurous outdoor activities and fieldwork in geography. Satisfactory use is made of the local community to enrich the curriculum. Visitors to the school make a significant contribution through their expertise and they provide positive role models. For instance, a succession of artists in residence has guided pupils in producing high quality art work. A dedicated group of professional people from an insurance company and city bank help pupils in Years 2 and 5 with their reading each week by acting as reading partners, and also help with their mathematics. The local business community has offered generous sponsorship of various kinds, including help to set up the school's Internet web site.

36. Pupils are soundly prepared for the next stage of their education, because they have followed the National Curriculum as required. Senior staff of the main receiving secondary school talk to pupils before transfer to discuss their concerns. Pupils are regularly invited to the secondary school for after-school activities so that they become familiar with its environment.

37. The school makes good provision for pupils' personal development. This includes their spiritual, moral, social and cultural development. This represents significant improvement since the last inspections when there were weaknesses in provision in both schools. It reflects the growth of a very strong ethos that is based on equal value and respect for all, high standards of behaviour and achievement and the celebration of cultural richness and diversity.

38. Provision for spiritual development is good. In assemblies, there are opportunities for brief moments of reflection that are sensitive to the backgrounds of both Muslim and few Christian members of the school community. Pupils close their eyes and think about the theme for the day with reference to their own faith and values. In religious education lessons, they have good opportunities to consider the similarities and differences between their own cultural background and religion and those of others. In other lessons such as English, art and music there are good opportunities for pupils to think about their own and other people's experiences and to consider how they feel when they read a poem, look at a painting or listen to a piece of music. For example, in Year 3, work on poetry encouraged pupils to notice changes in mood and to be moved by use of language that signalled a special, awe-inspiring moment. In other lessons and subjects, such as science and mathematics, opportunities for reflection or amazement are sometimes missed. They are overlooked both in planning and as they arise spontaneously, for example as pupils look at plants or number patterns.

39. Provision for pupils' moral development is very good. Everyday routines foster a very clear sense of right and wrong because of the very good example set by staff, led by the headteacher. Pupils and their efforts and achievements are valued. This is seen not just in the gold awards assemblies, but in the way pupils are praised for choosing to do the right thing, such as sitting and listening patiently, or for small acts of kindness. In assemblies and in lessons, such as English and religious education, pupils have good opportunities to think about moral issues such as why particular actions are good or bad and right or wrong. They are encouraged to consider the consequences of doing the wrong thing, such as the anti-social behaviour, theft and vandalism of older children in local gangs. They are helped very well to understand the value of being considerate, kind and polite and to respect each other.

40. Provision for pupils' social development is good. Clearly displayed codes of conduct help them to understand the importance of co-operation and getting on with each other. They are encouraged to take responsibility for their own behaviour and for how they help to shape the school community. This is seen in the work of the school council, playground friends and the range of games pupils are taught to play indoors and outside. As yet, pupils' understanding of living in a community is good but not enriched by a personal, social and health education programme to help them understand how to relate constructively to a wider range of people.

41. Provision for cultural development is good. The school is successful in celebrating the cultural traditions of the pupils and their community. There is some equally successful development of understanding of other traditions through art, music and history. The school makes very good use of opportunities for pupils to work with an artist in residence, a specialist music teacher and visitors such as theatre groups. There are valuable trips and visits within and beyond the local area but not enough planned opportunities for all pupils to learn about the ethnic and cultural diversity of British society and the different traditions that have shaped this country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, are very good. This represents a considerable improvement since the previous inspections, when there were several weaknesses in provision, especially for younger pupils.

43. The school gives a high priority to pupils' well-being and monitors their personal development and attendance very effectively in order to ensure that they are in school on time and ready to learn. Teachers know pupils very well and are very aware of their individual strengths and weaknesses. They encourage and support pupils in a very purposeful way. In the everyday work of the school, clear routines, careful supervision and attention to healthy living help to promote a strong sense of how important health and safety issues are in and out of school. There are very effective procedures for tracking patterns in pupils' absences and behaviour that might signal a cause for concern. The school makes very effective use of bilingual staff to check on first day absences and lateness. This has a positive effect on attendance levels. Behaviour management is very effective and has resulted in far fewer recorded incidents of misbehaviour or harassment in the past year than used to be the case. The school is very successful in developing and using procedures to eliminate bullying. Teachers talk to pupils about any arguments and help them to learn how to resolve conflict constructively themselves. As a result of its priorities and procedures, the school's personal support and guidance for pupils is very good.

44. The school's systems to assess pupils' knowledge, skills and understanding are good. There are good procedures to assess pupils' progress on reading. The half-termly reading evaluations are thorough and analytical, and helpful in tracking individual progress. Criteria to assess writing are not as thorough, although samples of work are retained at regular intervals to check progress.

45. Teacher's written remarks on pupils' work comment on its quality and make useful suggestions for improvements. Records of phonics and letter blends will be passed on to the next teacher at the end of the current year. Good records are kept of pupils' progress throughout the school in mathematics and English, but they have not yet been developed in science and information and communication technology. Pupils are tested at the end of study units so that teachers gain an immediate knowledge of their understanding of the content. However, the needs identified in this analysis are not systematically built into future planning and the use made of assessment is unsatisfactory. Clear opportunities for assessment are regularly built into lessons. Marking is up-to-date and regular. The major criticism of marking is that teachers do not ensure that pupils follow up the teachers' written comments. For example, when more information is requested from the pupil it is not provided. Some good practice was observed in Year 6, where pupils marked some of their own work and evaluated their own performance, identifying for themselves where they needed to improve.

46. National test results and individual pupil performances are analysed carefully. In this way, comparisons are made between the performance of boys and girls, and weaknesses in pupils' knowledge and teaching strategies can be identified.

47. The school has not yet developed its own portfolio of moderated work to assist in the moderation of standards. However, good use is made of moderation procedures by sampling work across the school to assess quality and progress, to check whether curriculum targets have been achieved and new ones should be set. However, these targets are not always built into future planning nor do they become a focus.

48. Good use is made of tests at the end of the year to track individual progress against expected levels, but pupils are not set individual targets in the course of the year.

49. The overall monitoring of the academic progress of pupils with special educational needs is satisfactory. Termly reviews are carried out, targets modified and new ones set according to need. However, day-to-day monitoring is insufficient to ensure either, that targets inform planning, or that they are met on a day to day basis. The statements of pupils with special educational needs are reviewed at the statutory time, and outside agencies involved, as necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents has improved markedly since the previous inspections, particularly in relation to parents of younger children. As a result parents' views of the school are more positive. Parents think the school is doing a good job. They are very happy with most aspects of its work, particularly its high expectations and the effect on children's behaviour, personal development and attitudes to school. They believe that the school is well led, works closely with them, offers good teaching and keeps them well informed about their children's progress. Inspectors followed up parental concerns about behaviour in the playground and accidents. Procedures are followed properly, including the reporting of accidents. Inspectors accept that the playground is uneven and the surface is in a poor state of repair, but the school does all it can to ensure that pupils are safe when they play outside, in line with the governing body's agreed health and safety procedures.

51. The school's links with parents are good and benefit the pupils. Parents can make informal contact with the school easily at the beginning and end of the day, when the headteacher and other staff are readily available. They can call at the office, check on events and speak to bilingual staff if necessary, or bring in things their children have forgotten. They are encouraged to stay with their children in the Nursery until they are settled, or to work with them if they wish. As yet it is not the norm for parents to work in school as helpers and volunteers, but progress has been made in encouraging parents to think about helping in this way. The provision of classes for parents to help them with their own literacy and use of English. The school recognises the value of further initiatives, such as home visits to extend the range of productive links with parents to help them to support their children's learning and achievements.

52. The impact of parents' involvement on the work of the school is satisfactory. They now take more interest in their children's education and progress and have a better understanding of how to be supportive. If they cannot hear their children read, they expect an older brother or sister to listen to the younger ones and to help them to improve their spoken English. Parents make a satisfactory contribution to children's learning at school and at home. They do what they can to help with homework, including reading, spellings and mathematics. They are happy to provide their children, when they can, with books and other resources, such as computer software, to support learning. Their understanding of what the school expects in terms of behaviour and attendance has improved as a result of the school's efforts to work with parents. This has contributed to better behaviour and fewer absences.

53. The school provides good quality information for parents. The prospectus is clear and lively. Bilingual staff ensure that important messages are given to parents in person, by telephone, or in writing, as appropriate. Main points of key documents are translated, with an invitation to parents to ask for more detail or express concerns, through interpreters if necessary. Reports on pupils' progress are informative, covering the main points about what pupils have learned and what they need to do to improve in English, mathematics and science. They are less effective in noting pupils' strengths and weaknesses, with targets for improvement, in other subjects. Reports are not always well laid out so that parents with limited knowledge of English can understand exactly what the individual child needs to do to make better progress. Parents feel well informed about progress because of the opportunity to discuss concerns at parents' meetings.

54. Parents of pupils with special educational needs are invited to attend discussions about their child's needs, and are fully involved in annual reviews of statements. The School Improvement Plan recognises the need to foster in parents, a more positive attitude towards special educational needs, and thereby involve them more fully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. There has been significant improvement in the leadership and management of the school since the last inspections. Weakness in leadership was a key issue in the infant school, and it was judged to have an insufficiently strong impact on raising standards in the junior school. The present headteacher, in post for just over two years, provides excellent leadership and has a clear vision of the educational direction of the school. She is well supported by the deputy headteacher and senior management team, who share her commitment to improving the school by achieving all its aims, and particularly by raising standards. The deputy headteacher is also the co-ordinator for special educational needs, which sometimes causes a conflict of priorities and a reduction in the time available for managing special needs provision. The school's aims and values are well reflected in the daily life of the school. Standards are rising in all subjects. Pupils feel valued and supported. Discussion with pupils during the inspection indicated that they have positive attitudes and pride in their school. Staff morale and motivation are high. Professional development and training for teachers have been priorities, with the result that staff feel valued and supported. There is a very positive ethos and shared commitment to school improvement.

56. The monitoring, evaluation and development of teaching are very good. Subject co-ordinators and key stage co-ordinators successfully monitor the teaching of their subjects. This is leading to improved standards in attainment and teaching. Appraisal and performance management are firmly in place, with key stage co-ordinators successfully taking a mentoring role. Management of people is good. The headteacher meets with each teacher at the beginning of the school year and sets agreed targets for the year. The success of these targets is monitored. In-service training is provided in accordance with needs identified by the head and the individual teacher. This is not, at present, extended to the support assistants, but the headteacher sees this as the next step in staff development. The headteacher has recently requested the co-ordinator for special educational needs to monitor the learning support assistants' implementation of targets on the individual learning plans. This has not yet begun, however, due to staffing difficulties in the nursery which he is currently managing.

57. The work of the governing body is satisfactory. It has undergone many changes in the last two years and governors are now taking an increasing role in shaping the direction of the school. Some new governors have recently been appointed. They are well informed by the headteacher about school developments and committed to improvement. They are very supportive of the management team and the work of the school. They have set performance targets for the headteacher, which are reviewed annually. Statutory duties are largely met but the annual report to parents does not include reference to the progress made since the last inspection. The school improvement plan is well written and is focused on raising standards.

58. Financial planning is sound. Expenditure is linked to priorities in the school action plan. All necessary procedures for monitoring expenditure are in place and the principles of best value are applied. Estimates and three quotes are considered before the authorisation of any work or purchases. The school compares its service, results and costs with similar schools. Clerical staff make an important contribution to the smooth running of the school. Office administration is efficient and supportive of the management of the school. Appropriate use is made of information and communication technology in the office and all teachers have now been provided with a lap top computer to assist in their management duties. Funds granted to the school for the teaching of English as an additional language are used effectively to support pupils' progress. There is satisfactory use of money to support pupils with special educational needs, but success is insufficiently monitored. The school gives good value for money.

59. There are good systems in place for the induction of newly qualified teachers. They receive good support, including regular feedback on their planning and from observations of their teaching, and they are given appropriate targets each term. The school has a committed and hard-working

teaching staff whose experience and expertise is well matched to the demands of the curriculum. Several co-ordinators hold a specialist qualification in their subject, which helps them to support and advise colleagues effectively. Some teachers have responsibility for more than one subject or area. There is a very good number of support staff within the school, who work effectively alongside teachers to provide good support for pupils, particularly with their language development.

60. The overall quality of the accommodation is satisfactory. There have been some good improvements since the last inspection. The internal environment has been improved substantially and a new library and information and communication technology suite have been provided.

61. Accommodation for children under five and the reception classes is satisfactory. The Nursery now has a large secure outdoor play area, which is well equipped and provides lots of opportunities for the children to develop their physical skills.

62. The overall quality and range of learning resources and books are good and an improvement on the previous report judgement. Resource provision for information and communication technology and music are very good. Computers are of very good quality and the new information and communication technology suite is an excellent facility. The range of musical instruments includes a variety of instruments from different cultures with a good range of tuned instruments. Resources for physical education and special educational needs are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to build upon the excellent improvements which have already taken place in the past two years, the headteacher, staff and governors should give attention to the following:

- **improve the quality of provision in the Nursery by:**
 - a) creating a more interesting learning environment by including a range of activities during the week so that children are constantly stimulated to learn;
 - b) creating a continuous record of children's progress in the different areas of learning which is built on in the upper part of the Foundation Stage. (Paras. 21, 31, 70)
- **raise standards in information and communication technology and physical education by:**
 - a) improving the quality of movement, pupils' adventurousness, and problem solving skills in physical education;
 - b) ensuring that pupils use their information and communication technology skills across the curriculum and have more access to control technology. (Paras. 9, 26, 106, 108)
- **improve the provision for pupils who have special educational needs and develop further the role of the special needs co-ordinator by:**
 - a) updating the special educational needs policy and making the school's procedures clear to all staff;
 - b) better monitoring of the work of the learning support assistants;
 - c) matching the work in lessons, particularly in English and mathematics to the targets on the individual education plans ;
 - d) giving more specialist support to those on the special educational needs register;
 - e) monitoring the work planned in lessons against the targets on the individual education plans. (Paras. 10, 23, 49, 55)
- **making better use of the knowledge gained from assessment by:**
 - a) developing a system which identifies targets which pupils need to work on;
 - b) maintain records of pupils' development of skills during the Foundation Stage and in science and in information and communication technology;
 - c) using assessment information to plan work, particularly in reading and writing tasks, so that they meet the needs of individuals at all levels of attainment. (Paras. 45, 47, 48, 71, 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	47	37	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	341
Number of full-time pupils eligible for free school meals		260

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	111

English as an additional language

	Nursery	No of pupils
Number of pupils with English as an additional language	50	340

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	84

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
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
	00 [99]	25 [26]	24 [26]	49 [52]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23 [21]	23 [25]	24 [24]
	Girls	20 [18]	20 [22]	20 [24]
	Total	43 [39]	43 [47]	44 [48]
Percentage of pupils at NC level 2 or above	School	88 [75]	88 [90]	90 [92]
	National	83 [82]	84 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23 [18]	24 [21]	23 [19]
	Girls	18 [15]	17 [20]	18 [14]
	Total	41 [33]	41 [41]	41 [33]
Percentage of pupils at NC level 2 or above	School	84 [63]	84 [79]	84 [63]
	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
	00 [99]	40 [40]	32 [42]	72 [87]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26 [21]	29 [24]	33 [27]
	Girls	24 [30]	24 [35]	26 [38]
	Total	50 [51]	53 [59]	59 [65]
Percentage of pupils at NC level 4 or above	School	70 [59]	75 [68]	83 [75]
	National	75 [70]	72 [68]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19 [20]	23 [24]	25 [23]
	Girls	20 [29]	20 [33]	25 [32]
	Total	39 [49]	43 [57]	50 [55]
Percentage of pupils at NC level 4 or above	School	55 [56]	61 [66]	70 [63]
	National	70 [68]	72 [69]	79 [75]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	391
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR–Year 6**

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	17.05
Average class size	24.4

Education support staff: YR—Year 6

Total number of education support staff	13
Total aggregate hours worked per week	182

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	6
Total aggregate hours worked per week	130
Number of pupils per FTE adult	8.3

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	99/00
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	£
Total income	1276664
Total expenditure	1225127
Expenditure per pupil	2681
Balance brought forward from previous year	23326
Balance carried forward to next year	74863

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	391
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	14	0	0	3
My child is making good progress in school.	48	43	3	0	5
Behaviour in the school is good.	62	28	3	5	2
My child gets the right amount of work to do at home.	52	36	10	0	0
The teaching is good.	74	24	0	0	2
I am kept well informed about how my child is getting on.	71	22	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	57	24	7	0	12
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	69	26	3	0	2
The school is well led and managed.	69	24	0	0	5
The school is helping my child become mature and responsible.	76	16	2	0	5
The school provides an interesting range of activities outside lessons.	60	26	5	0	9

Other issues raised by parents

The dangerous state of the playground.

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

64. Pupils enter the Nursery with well below expected skills in communication, language and literacy in English because of their cultural backgrounds. They gradually acquire English from their interaction with adults. At least two-thirds of the children who start in the school's Nursery are from homes where English is not spoken regularly. They are fluent in their own language, which for most is Bengali. The overall level of provision for the school's youngest children is satisfactory. They begin the Nursery after their third birthday at a time which is agreed with the school, depending on places available. There has been some recent instability in staffing in the Nursery, which is affecting the continuity of provision. However, the new planning and assessment procedures are giving better guidance over the curriculum that is offered. The curriculum for under fives has satisfactory breadth and balance.

65. Children's achievement in the Nursery is satisfactory and good in the Reception classes. The high level of adult support, including bilingual support, helps the children make better progress. The nursery nurses are very able and make a significant contribution to the children's learning in the Nursery.

Personal, Social and Emotional Development

66. The children's skills in this aspect meet expectations for their age and the teachers provide suitable opportunities for children to develop their social skills. The children quickly settle in the Nursery but make friends slowly. The quality of teaching in personal, social and emotional development is satisfactory. The staff provides a satisfactory range of play and creative activities through which the children develop their personal and social skills to expected levels by the end of the Reception Year. As their social skills develop they become confident and enthusiastically take part in all the activities. They behave well in class and around the school. Some children are independent in dressing and all are actively encouraged to become so. Personal hygiene is reinforced at every opportunity, for example in toileting. They learn important routines such as washing hands before their snack time and to tidy up after activities. They pour a drink and are responsible for placing the used cup in the washing up bowl. They learn to share through taking turns on the wheeled toys and to make decisions about the order of their activities in the Nursery. By the end of the Nursery Stage, most can dress and undress in preparation for physical activity. The children learn to look after their things and to work co-operatively with others. For example they share the paste and materials as they make fabric pictures, play together in the home corner and work together in the water and sand trays. Their behaviour was good. Their achievements are good in this aspect of their learning.

Communication, Language and Literacy

67. The teaching of this aspect is sound in the Nursery and occasionally good in the Reception classes. Overall it is sound. The teachers seize on both informal and formal ways of teaching letter sounds and interesting the children in books. The children are encouraged at all times to speak in English and this means that they develop English very quickly. The ample shared activities give good opportunities for children to speak and listen at various times throughout the day. Members of staff assess carefully the pupils who have not spoken in a session and ensure they are encouraged to speak in later discussions. These activities build up the children's confidence and ensure that the children have a balance of speaking and listening activities. By the time children leave the Reception class, they can understand and speak more competently, but their attainment is still below average but their achievements are good. They understand that, in reading, the words go from left to right, and they can recognise some words. About a quarter of the children can read simple texts and use simple

phonics to decode. In writing, the children are able to write their first names by practising through such activities as repeatedly writing out their name on a small white board whilst listening to the register. This enhances their sense of achievement. However, several pupils cannot independently write simple sentences or respond to written instructions by the end of Reception Year.

Mathematical Development

68. The quality of teaching in mathematics is sound but the children's attainment is nevertheless below expectations by the end of the Foundation Stage, partly because of their language difficulties. Lessons are particularly well planned in the Reception classes and enable the children to build upon their previous knowledge and understanding and to achieve well. Most pupils in the Reception class can count up to 10 and they are beginning to acquire a mathematical vocabulary. They can recognise simple shapes, such as circle, square and triangle and are gaining in the concepts of more and less than, and beginning to predict quantities. They have many sorting and matching activities and the teachers use the half-termly studies, such as 'Goldilocks and the Three Bears' together with lots of number songs and rhymes, to reinforce key mathematical ideas and concepts. Through such activities they make good progress. A few children are able to count up to 20 and are beginning to combine groups of numbers but they are not encouraged to record their work. The children learn about capacity and most understand empty, full and half-full. They learn language to compare their measurements when making and measuring lengths in practical activities.

Knowledge and understanding of the world.

69. Children's knowledge and understanding of the world gradually increases from a low baseline. Their work on 'Goldilocks and the Three Bears' combined elements of science, design and technology and information and communication technology. The children's books and displays show that they have worked on body parts, self-portraits and light and shadows, and the more linguistically able children can explain their work. All are proud of the end products. The children use information and communication technology regularly and have good mouse control and can select icons and manipulate them on-screen. The teaching of knowledge and understanding of the world is sound but the children's levels of attainment are below expectations by the end of the Reception year. Their achievements are satisfactory in this area of learning.

Physical Development

70. In the Nursery the children have constant access to a large, well equipped play area and an indoor climbing frame. They play on slides, with large tricycles and on climbing frames but they are often tentative in their movements and progress is slow. Whilst these provide lots of opportunities for developing children's physical skills, there is little intervention in the Nursery in their play to suggest more adventurous movements. The Reception classes have access to a segregated part of the playground at break-times so that they can play in large playhouses. The Reception class also has access to a Nursery play area for two thirty minute slots during the day but this is not fully utilised. Most children do not reach the expected standards in physical development and their achievements are unsatisfactory. The quality of teaching is unsatisfactory in this area of learning.

Creative Development

71. In the Foundation Stage the children are given lots of opportunities to role-play and sing, to create with paint and work with paper and other materials. They use a range of media and produce recognisable painting and drawings and are able to use scissors and pencils. All the classes have home corners and are well equipped with sand and water trays, but few opportunities are created when children can use their imagination and creativity. There is a lack of spontaneity and vibrancy in the Nursery in particular that inhibits the children's independence. Planning systems are still evolving in

the Foundation Stage, particularly in the Nursery. A lack of assessment and record keeping in this and other aspects of learning means that pupils are not always being challenged appropriately. There is a lack of effective planning in the Nursery and inadequate, regular assessments of what the children can achieve and analysis of what they need to experience next. As a result the children's creative development is below expectations by the end of the Reception Year and the quality of teaching and the children's achievements are unsatisfactory.

72. The new induction arrangements to the Reception classes are good. One of the nursery nurses accompanies the nursery children over to the main school and works with them for a term until they are settled. This is a real strength. Induction into the nursery is not appropriately developed. There are no home visits and no initial assessments are carried out but some are planned.

ENGLISH

73. English is an additional language for almost all pupils, and standards are well below average on entry to school. Nevertheless, in the National Curriculum tests in 2000 for pupils aged seven, the number who reached the expected level (Level 2) or higher in reading was above the national average. Girls did not perform as well as boys, which contradicts the national pattern. Results in reading in 2000 were a significant improvement on 1999 when they were below average. Results in writing also improved. They were above the national average in 1999, but rose in 2000 to well above the national average. These results were very high compared with those of similar schools. However, teachers' assessments of standards in 2000 did not agree with the test results. Teachers judged standards to be much lower, at levels below the national average overall. These judgements for Year 2 last year match the inspection findings for pupils presently in Year 2. Their standards are not as high as those reached in the 2000 tests partly because the present Year 2 group is not as able as last year's, and because inspection evidence takes account of standards over a broader range than is formally tested. Inspection evidence indicates that these pupils are achieving standards that are average in listening, below average in reading and writing and well below average in speaking. Nevertheless, their achievements are good compared with their attainment on entry.

74. In the National Curriculum tests in 2000 for pupils aged eleven, the number who reached the expected level (Level 4) or higher in English was well below the national average, though it was above the average achieved by similar schools. The year group contained a higher than usual number of pupils with statements of special need, and results overall were lower than those of 1999, when they were below the national average. Following their weaker performance than boys at age seven, girls' standards improve well through the key stage so that they have done a little better than boys in the national tests of the last two years. Inspection evidence indicates that the attainment of pupils in the present Year 6 is below average overall, though their standards are higher than those achieved by last year's group. Their achievements have been satisfactory since age seven, but are currently good.

75. By age seven, pupils listen carefully to instruction in literacy hours. Boys have performed much better than girls in recent national tests in reading at age seven, and they take a much more active part than girls in class discussions. As a result, they gain more experience in talking about books, which improves their comprehension. Generally, girls do not offer to speak unless directly addressed. The quality of pupils' speech is well below average. Their responses are generally very brief and so quiet as to be difficult to hear. They do not sound out words clearly or use the structures of standard English consistently. Through the school, pupils are given frequent opportunities to speak to larger audiences for a widening range of purposes, and they make good progress. Some pupils have good opportunities to learn how to debate in the school council. By age eleven, confidence has improved, particularly that of girls, though their ability to speak under the pressure of performing remains below average. Most pupils can explain their ideas without difficulty in informal discussions, and make good use of technical terms because teachers focus very effectively on

developing pupils' vocabulary extension through other subjects. A few pupils develop their ideas in extended answers when encouraged, but many continue to give single word answers and do not speak clearly enough. The majority are very softly spoken, even when encouraged to speak more loudly for the benefit of others. Pupils who are still becoming familiar with English as an additional language make good progress during Key Stage 2 and by age eleven their achievements are good because of the good teaching, the opportunities for discussion and the well managed classes.

76. Pupils make steady progress in reading because books are well chosen for their high interest and clearly graded for difficulty. They are very effectively taught how to sound out new words. By age seven, standards are above average in this key skill and pupils generally understand what they read. Nevertheless, their range of vocabulary and life experience are much more limited than generally found. As a result, pupils at all levels of attainment understand the broad meaning of what they read, but often fail to understand the significance of specific words and ideas. What they do not understand is highly unpredictable and remains a challenge for teachers throughout the school. Enthusiasm for reading is evident in all years, and pupils make good use of quiet reading sessions. Most willingly read at home and some visit the local library, but not all parents are able to help their children with reading, which has a marked effect particularly on the progress of younger pupils who cannot read independently. Pupils with special needs and those still developing their understanding of English are given additional support and monitored carefully so that they build on success. By age eleven, pupils read longer texts silently and with good concentration. Most have favourite authors and can explain their preferences, showing keen interest. They have sound understanding of what they have read, though a narrower range of vocabulary and experience than generally found continues to affect comprehension. Most are confident in reading aloud, but those with higher attainment tend to read too quickly, which reduces dramatic expression. They also tend to choose easy popular fiction for private reading, and do not get firm enough direction to read more challenging books. Pupils are generally confident in using non-fiction books to find information, which helps them to learn in all subjects.

77. Through the school, pupils learn to write for a widening range of purposes and audiences, including stories, letters and factual accounts. Standards of presentation are good. Poetry is a particular strength, and is used well to deepen pupils' insights. Pupils extend their vocabulary by using a thesaurus. By age seven, pupils express their meaning clearly in personal accounts, though pupils with higher attainment do not write at the length generally found. Spelling and punctuation develop soundly, though spellings and sentence structures often reflect weaknesses in spoken English. Pupils make good progress in handwriting, with a joined style becoming generally established by Year 3. In all years, some work is word-processed, leading to a good standard of desk-top publishing by older pupils. By age eleven, pupils have good knowledge of grammar and technical terms. They express information clearly in longer pieces, such as news reports but the use of paragraphs is not well established. Pupils with special educational needs and English as an additional language are given help as they work so that they make satisfactory progress in expressing themselves through writing. The main weakness is that pupils lack confidence in writing independently. Their writing is often very brief in all subjects, and this is affecting standards in science and history. Pupils need more training in planning their ideas in outline so that they then write more quickly. Work that is drafted and corrected for display reaches high standards, such as the character studies by Year 6, written after recent work on 'A Midsummer Night's Dream'. When writing under pressure, pupils generally make too many basic mistakes in spelling and punctuation. Pupils do not routinely take enough responsibility for the accuracy of their work nor do they check thoroughly what they write, as a matter of routine.

78. Teaching is good overall in both key stages, and no unsatisfactory teaching was seen. In Key Stage 1, one lesson was satisfactory, three were good and two were very good. In Key Stage 2, almost three-quarters of lessons were good or better. One lesson was very good and the remainder were satisfactory. Lessons are well planned, with clearly defined targets that are shared with the

class. Shared texts are well chosen for their appeal and quality of language. A strength of the very good lessons in both key stages was the excitement that the teachers aroused through their dramatic reading. Pupils were drawn into the world of the book and were keenly interested in how the ideas were expressed. Their interest was cleverly kept alive as teachers encouraged a personal response to the ideas whilst exploring language features. Discussions are generally well handled because teachers listen sensitively and build on what pupils say, though more could be done to coach louder and clearer speech. Through the school, girls become more confident in discussions in response to the encouragement they receive. Phonics patterns are well taught to younger pupils. In the best lessons, interaction with pupils is generally brisk so that all are challenged to learn and remember. Teamwork between teachers and support staff is good and often very good, with good planning and clearly defined roles so that teaching is purposeful and pupils' attention effectively held. The teachers' thorough knowledge leads to effective instruction such as subtleties of the past tense, to Year 6. The final review session is used well to reinforce the lesson's targets, give pupils opportunity to speak formally, and involve them in assessing their progress.

79. In both key stages, a weaker element in otherwise satisfactory lessons is that tasks are not planned to match closely the needs of pupils at different levels of attainment. Tasks are interesting but widely defined with the result that some pupils intended to be working independently take a long time to settle because they are not sure how to proceed. Tasks could be more precisely targeted to meet the needs of individuals and groups if more use were made of the results of marking, so that pupils correct their own errors, develop their ideas more fully and do exercises to remedy specific weaknesses. More specific reference needs to be made to the targets set in the individual education plans of pupils with special needs, to guide the additional adult support they are usually given.

80. The subject is well managed. The National Literacy Strategy is firmly in place, and teachers' planning is securely based on its requirements. Teachers consistently follow the recommended techniques and timings of the literacy hour, so that lessons have a clear sense of pace and purpose. The additional intensive instruction in basic skills given by English teaching support staff is a very good initiative that is beginning to show results in improved standards. These sessions are well planned and resourced. Enthusiastic teaching ensures that pupils remain interested and learn well. The curriculum has elements of drama and role-play, but this needs further development.

81. Assessment procedures are satisfactory. Pupils are tested in reading and writing each half-term, allowing teachers to make accurate assessments of strengths and weaknesses. Nevertheless, standards need to be monitored more frequently against National Curriculum criteria so that teachers can respond more flexibly to pupils' changing needs. The subject has a strong ethos and makes a good contribution to pupils' personal development. There are stimulating displays both of pupils' best work and useful guidance on language features. To raise pupils' interest and enjoyment, the curriculum is imaginatively extended through an exciting range of visits and visitors, including theatre groups.

MATHEMATICS

82. In both the 1999 and 2000 national assessments for seven-year-olds, pupils' attainment was well above average compared to all schools nationally and close to the average for eleven-year-olds. It was very high for seven-year-olds and well above average for the eleven-year-olds when compared to similar schools. The proportion of pupils attaining above the expected level in 2000 was well above the national average for pupils aged seven and broadly average for eleven-year-olds. It was very high in comparison to similar schools in both key stages. In the year 2000 assessments for seven-year-olds, boys performed significantly better than girls. However, the results of tests for 11 year olds indicate that girls attained slightly higher standards than boys. Results over the two-year period to 2000 show a rising trend, better than the national trend in both key stages. The school has made very good progress in reaching its targets.

83. Inspection evidence shows that attainment in the current Year 2 is below national expectations. The cohort of current pupils is not as capable as the seven-year-olds in 2000. About half of the pupils work confidently with numbers to 100, for example when counting in 2s, 5s and 10s, or ordering numbers. They carry out a range of calculations with number and money, such as finding different ways of making 50 pence. Half of the pupils can estimate whether lengths are more or less than one metre, and check measurements correctly. Many pupils are beginning to understand the value of digits in larger numbers but average and below average pupils are insecure in understanding this. Pupils of all abilities have successfully completed block graphs and pictograms, sometimes using the computer, and most can extract information accurately from their charts. Across the key stage, pupils' work shows sound achievement, with a good amount of work covered in number. A strong emphasis is placed on mathematical language and the correct use of terms. Pupils with special educational needs make satisfactory progress. Many have numeracy targets included in their individual education plans, but these are not always addressed specifically during support teaching. Pupils with English as an additional language achieve soundly in Key Stage 1. The English as an additional language support is not always well directed in Year 1.

84. By Year 6, most pupils calculate confidently with numbers up to 10,000 and have good mental calculation skills, including the use of decimals. For example, many pupils added 0.01 to 6.497 and 0.004 to 5.032 quickly and accurately. Their knowledge and use of fractions are sound. They can sort two-dimensional shapes correctly, and calculate the areas and perimeters of some of them. They can sort data, finding the median, mode and mean from a set and they become confident in handling and presenting data. Overall, attainment in the current Year 6 is close to national expectations, and pupils make good progress during Key Stage 2. Pupils' achievement improves in Year 6, where progress increases in response to more challenging teaching that effectively uses and extends the existing skills of pupils in different ability groups. Pupils still becoming familiar with English as an additional language and special educational needs make good progress in Key Stage 2 because of the good teaching.

85. Pupils' numeracy skills are developed progressively as they move through the school. Appropriate emphasis is given to developing mental calculation skills in mathematics lessons. Pupils develop and use numeracy skills effectively in other subjects. For example, they are taught to read thermometer scales accurately in science and tabulate data in appropriate forms. They are taught to interpret climatic data in geography. However, the school is still developing its planned links between numeracy and other subjects across the whole curriculum.

86. The quality of teaching is good overall. There is a good structure to lessons, and teachers share their learning intentions with pupils so that they know exactly what they are trying to achieve. Where teaching was good, much emphasis was placed on explaining different methods of calculation, with a high level of pupil involvement through questioning, and on providing suitably challenging activities for pupils of different abilities. For example, in one Year 2 lesson, a brisk mental mathematics session was followed by the teacher demonstrating addition using a number grid and involved pupils in the process. Different methods were found, and pupils were encouraged to practise each one during their written task. A group of more able pupils was given a number grid to 200 for their calculations, whilst a group of lower attaining pupils learned a different method, ably led by a teacher assistant. In a Year 6 lesson, most able pupils who had completed several addition sums, using decimals to three places, were shown the inverse method involving subtraction sums, also to three decimal places. They went on to use the method accurately for themselves. Year 6 pupils often assess their own progress during lessons, by judging whether or not they have achieved the lesson objectives and this approach encourages pupils to succeed.

87. Most teachers explain new concepts and tasks clearly, make good use of mathematical vocabulary, involve pupils through effective questioning, and ensure that basic skills are consolidated well. They make good use of resources during most lessons, and often provide pupils with opportunities to engage in practical activities. Teachers make good use of homework to consolidate

learning throughout Key Stage 2. Summary discussions involving the whole class are used to consolidate learning, but are not often used to extend learning effectively. Pupils respond by listening carefully, and applying themselves to their tasks. Pupils enjoy mathematics, make good contributions to mental mathematics and question and answer sessions, and take pride in the presentation of their written work.

88. The mathematics co-ordinator provides very good leadership within the subject. She has led a policy review involving all members of staff, and overseen the implementation of a scheme of work based on the National Numeracy Strategy. Effective staff training, involving some training for support assistants, has resulted in consistent practice and teachers using new teaching programmes and methods confidently. The co-ordinator monitors planning and has observed lessons throughout the school, providing teachers with quality feedback on their work, resulting in improvements in teaching. Good assessment procedures are in place, which include a detailed analysis of test results, which have informed improvements in planning and target setting for groups of pupils. The co-ordinator has a very good overview of the subject, and is aware of the need to develop links with information and communication technology, and make further use of investigations and problem solving activities.

89. At the time of the last inspection, there were some weaknesses in the teaching, assessment and co-ordination of mathematics. There has been a considerable improvement in standards and the achievement of pupils. The school has given a high priority to mathematics, working hard to remedy weaknesses and develop all aspects of the subject throughout the school.

SCIENCE

90. Pupils' attainments in both the 1999 and 2000 Key Stage 2 national tests were average compared to all schools nationally and well above average when compared to similar schools. Teachers' assessments of pupils' attainment at the end of Key Stage 1 in 2000 were well below average in comparison with all schools nationally and above average against similar schools. The proportion of Key Stage 1 pupils attaining above the expected level was below the national average against similar schools and well below average compared to all schools nationally. Boys generally attain more highly than the girls in science at Key Stage 1 but girls overtake them during Key Stage 2.

91. Inspection evidence indicates that this year about half the pupils are in line to obtain the expected level at the end of Key Stage 1 and two-thirds at the end of Key Stage 2. A small number of Key Stage 2 pupils are in line to obtain the higher level. Pupils' achievements are satisfactory in Key Stage 1 but good in Key Stage 2 because of the better teaching of science in Key Stage 2. The achievements of pupils for whom English is an additional language are sound in Key Stage 1 and good in Key Stage 2. Support for them is targeted better in Key Stage 2 and their greater familiarity with English enables them to develop a better understanding.

92. By the end of Key Stage 1 pupils' attainment and progress in science are hindered by their lack of English which affects the pupils' understanding of scientific terminology. Some pupils need much help to understand the work properly. However, by the end of Key Stage 1 about two-thirds, some with support, can sort objects into groups according to simple properties such as hard, soft, shiny, dull and can explain their decisions. Average and above average pupils in one Year 2 class sorted a collection of objects into metal, wood, plastic, wool and cotton. They can make a simple electric circuit and can demonstrate the components required to make a torch light up.

93. In Key Stage 2 about two-thirds of the pupils can confidently discuss the process of evaporation, filtration and sieving as a means of separating mixtures. Year 6 pupils have a good understanding of the principles of fair testing when undertaking experiments. A small number of

pupils are still held back by their lack of understanding in English and in particular scientific vocabulary. In the discussion about the water cycle in a science-linked geography lesson, one pupil identified the source of water on a diagram as a tap; the teacher had to explain that the water cycle was not a machine but a process.

94. Pupils can devise their own investigations to find out which surface reflects light and think of their own way to record results. They are familiar with simple electric circuits and can draw the components including the respective positions of switch, power sources and a bulb. They make good use of prediction in their work. A strength of the work in both key stages is the attention given to experiment and investigation.

95. The quality of teaching is sound in Key Stage 1 and good in Key Stage 2 and it is good overall. Strengths in teaching are the good preparation of resources and the practical approach to the subject; the good interplay between instruction, discussion and activity and the good pace of lessons so that pupils are kept constantly engaged and interested. Teachers constantly interact with the pupils during their work and the quality of questioning is often very good. Good use is made of equipment, such as magnifying glasses to analyse results as pupils did in their evaporation tests to examine the residues of their mixtures. Good use is sometimes made of mathematics and information and communication technology, for example in line graphs to record the length of shadows against the distance from the background. Some good examples were observed of Year 5 pupils using information and communication technology to research further their work on solids, liquids and gases to compile notes. In both key stages, pupils enjoy their science work, work with interest and achieve a suitable amount of work in lessons. They are always well behaved and show good levels of concentration and good attitudes.

96. The two co-ordinators work together co-operatively to manage the science curriculum. A very good science policy guides the work throughout the school and the work is based clearly on national guidance. They manage and monitor the work well in science and standards have improved since the last inspections. The National Curriculum programmes of study are fulfilled. However, as yet there is not a record of individual science skills to track pupils' progress throughout the school, although assessment is made regularly of pupils' performance in tests in the end-of-unit tasks. Resources for the subject are good, managed well and easily accessible to staff.

ART AND DESIGN

97. At the end of both key stages, pupils attain levels in line with national expectations and all pupils, including those with special educational needs and English as an additional language, make good progress throughout the school. The quality of teaching in art is good, and some is very good. Teachers plan lessons with clear aims leading to the development of the many skills of the art curriculum. Lesson observations and the very good displays of a wide range of art, demonstrate that, throughout the school, pupils are given good opportunities to explore materials and techniques and develop their skills. In a Year 1 lesson, they were able to experiment with oil pastels and pastels and in Year 2 explore mixing colours to produce different hues. Drawing is well developed. Years 3 and 4 are developing a sound understanding of three-dimensional drawing. Pupils in Year 5 produced some very good line drawings of mannequins, in preparation for drawing the human form in proportion. They have the opportunity to use a variety of materials to design and make objects, such as coil clay pots in Year 3, and very good plaster of Paris face masks in Year 5. In Year 6, using a variety of techniques, they produced Aztec textile designs of a very high standard. Year 6 pupils are familiar with the works of famous artists and are able to discuss their techniques knowledgeably. They experiment confidently using those techniques.

98. The coordination and teaching of the subject have improved significantly since the last inspection, which has resulted in a considerable raising of standards. The co-ordinator is knowledgeable, and has led the staff in producing their own, very appropriate, scheme of work. Art resources are good. Art contributes significantly to the pupils' spiritual and cultural development, particularly in their appreciation of the works of famous artists and in the link with their history topic in the art of the Aztecs.

DESIGN AND TECHNOLOGY

99. During the inspection, no design and technology lessons took place because the work is concentrated into the summer term. As a result, there is insufficient evidence to form a judgement. However, the co-ordinator has a draft policy and scheme of work which are of satisfactory quality, which will be put into practice from the summer term in accordance with the school development plan. Staff training is planned. Resources for the subject are good and well stored.

GEOGRAPHY

100. Pupils' achievements are satisfactory during both key stages. However, attainment remains below that expected for pupils' ages at both seven and 11, largely a result of language difficulties and pupils' unfamiliarity with geographical terms. Pupils in Year 1 learn about their local area, using a walkabout trail of neighbourhood streets to look at different types of buildings and other facilities. In one lesson, the teacher made good use of photographs taken during their trail, to discuss different types of buildings and shops and why we might use them. Pupils needed a lot of prompting to name types and functions of different shops, and write simple labels. There is good emphasis on teaching key terms and focusing on language development in lessons. In Year 2, pupils begin to understand and locate features on simple local plans. They can identify some main local places, but found it difficult to describe what they are like. Pupils have a very limited knowledge of their own environment, and they need a lot of help to suggest a few changes they would like to see made in their locality. The teaching of geography in Key Stage 1 is satisfactory.

101. In Key Stage 2, in which teaching is good, Year 5 pupils begin their topic on rivers by learning about sources of water. Good links are made to literacy and numeracy, as pupils are taught the correct terms and learn to read rainfall charts. Teachers make good use of resources, encouraging pupils to ask questions and research information. For example, Year 6 pupils found the names of major mountain ranges in the world using atlases, then placed plasticine on globes to show their location. They used a different section of the atlas to find the names and heights of some mountains. Some pupils used computer software to research information. Displays, using large maps, photographs and key terms support learning effectively. Pupils in Years 5 and 6 made good progress in the lessons seen, but they had a weak basic geographical knowledge. When questioned, most pupils were unable to identify countries in the British Isles or continents. Pupils of all abilities make satisfactory progress across the school.

102. At the time of the last inspection, pupils' achievements were unsatisfactory at both key stages, teachers had low expectations, the curriculum and time allocations were unsatisfactory, and resources were limited. There have been significant improvements since then. A new policy is in place, together with a scheme of work based on national guidelines. This includes a good progression of skills and concepts, and an appropriate amount of time is spent on teaching geography. The standard of teaching has improved in both key stages, and the co-ordinator provides teachers with good support. Resources are now good, and they are well used during lessons. Assessment remains a weakness, as record keeping is still to be developed.

HISTORY

103. No history teaching was observed in either key stage during the inspection, and this report is based on discussions with pupils and teachers and a scrutiny of recorded work from the previous term. At the end of both key stages, pupils' attainment is below that expected at both seven and 11. Pupils in Year 2 know something of past times and many are able to explain how homes and toys have changed. Their understanding of the sequence of events in which events have happened is very limited because of their language difficulties. Pupils in Year 6 understand something of the importance of discoverers and their contribution to society. They use a range of information sources, including books, maps, posters, CD-ROMs and the Internet, to research key questions about the lives and achievements of the Aztecs. Their knowledge and understanding of important historical events are below national expectations, largely because of their limited understanding of British historical culture and their language difficulties. However, their achievements are satisfactory across the school and the pupils try hard to understand.

104. In Key Stage 1, there is very little recorded work to help pupils consolidate their learning during lessons. For example, during their topic on Florence Nightingale, some Year 2 pupils completed only one piece of written work. A good emphasis is placed on language development, including speaking and listening skills and the use of key vocabulary in teachers' plans. However, pupils record no illustrations, timelines, or brief key points to help the learning process. In Key Stage 2, the enquiry approach is used consistently and pupils learn to ask questions and research answers. Pupils make satisfactory progress in developing their research skills, and presenting information in a range of ways. Thematic work shows some good links to art, geography and information and communication technology, and visits to local museums and places of interest enhance pupils' knowledge.

105. At the time of the last inspection, the curriculum and time allocations were unsatisfactory, teachers' planning was weak, there were no prescribed schemes of work in place, and teaching was unsatisfactory. Since then, a clear policy and an appropriate scheme of work, based on nationally agreed guidelines, have been implemented. Teachers' planning has improved considerably. The co-ordinator has monitored lessons in both key stages, and provides teachers with good support. Resources have also improved, and the school now has resources good in range and quality. Assessment and record keeping procedures require further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Standards are below the levels expected at ages seven and eleven, and have remained at this level since the inspections of 1997. However, they are rising rapidly as a result of good recent improvements in resources, more detailed curriculum planning and appropriate staff development. The achievements of pupils in both key stages, including those who are at an early stage of acquiring English are at least sound and often good in all required elements, except control technology, for which resources are lacking.

107. By age seven, pupils are able to control what happens on the screen by using the keyboard and mouse, though they are not confident in selecting functions from the menus of different programmes. Pupils in Year 1 insert images on screen and type brief captions to identify games they like to play in the park. Year 2 pupils conduct a survey of favourite school dinners and present their findings in block graphs. With adult guidance, they can log on and open up applications. They follow on-screen instructions to find answers to science questions using reference software, though they are slow to control the screen and need adult prompts to save and print their results. They understand how to control a robot vehicle with a series of instructions, programming it to move in the desired direction.

108. Pupils in Key Stage 2 make good progress in word processing and desktop publishing. By the age of eleven, pupils draft their text on the screen, though their typing is generally slow. Some pupils in all years are very hesitant, taking a long time to produce a brief piece of writing. They are confident in selecting fonts that compliment the subject matter. They alter the layout, size, colour and shape of the text, and place within it information and pictures from other programmes. Year 6 pupils have recently produced excellent work as a result of a visit to the offices of a national newspaper, where as part of a primary teaching project they compiled a complex model front page, including a range of graphics, colours and fonts. More frequent use is now being made of CD-ROMs for reference purposes, and pupils with average attainment and above are confident in finding specific information. They have just begun to search for information using the Internet, though pupils with low attainment in literacy find it difficult to skim to find appropriate information. Overall, pupils have had much less experience of other applications and so have not made the expected progress through the key stage. Elements of good practice are developing. For instance, pupils in Year 3 use data handling applications in mathematics, and Year 4 use an art application to create repeated patterns. However, pupils generally are not yet confident enough to plan and carry out their own work, and they are finding their way at the early stages of learning in most applications. Teachers and support staff ensure that pupils with special needs are given more help if they need it to carry out the same tasks as other pupils, so that they keep up the same rate of progress. Pupils generally have a sound appreciation of the importance of information communication technology and our increasing reliance on it in many aspects of everyday life.

109. Teaching was good in one third of lessons observed and satisfactory in the remainder. There are sound arrangements for pupils to be taught in full or half classes in the newly equipped computer suite. Activities are well planned and organised, with programmes and equipment prepared beforehand so that pupils make best use of the time. Pupils are enthusiastic about information technology and keen to develop new skills, but their unfamiliarity with the equipment is very evident. They succeed in logging on and opening up applications because teachers give clear instructions for all, then quickly help the few who have not understood. Teamwork is a strength of the teaching when the coordinator and other support staff are present to support the lesson objectives. Pupils carry out procedures for themselves with increasing confidence as a result of well-timed instructions, reminders and prompts. They are interested in the software and stay on task well so that learning proceeds at a good pace. When they work together in pairs though, they are not always clear on who should do what, and expectations for collaboration need to be made clearer. Teachers and support staff have very good relationships with pupils, and build on this well in giving close individual support. They informally assess pupils' progress and reinforce their learning as necessary. Nevertheless, more consideration needs to be given to the expected outcomes for each session, including how note-making is to be integrated with keyboard work, for instance in recording research findings. The atmosphere in lessons is constructive and purposeful.

110. The subject is well managed, and the school has worked to good effect to improve provision. There are now enough compatible computers in the school for the subject to be taught properly, and the new suite is a very good resource. All classes have appropriate software to support most subjects. The scheme of work is based on official guidelines, and the detail of provision is being modified in the light of experience as each unit is taught. However, there are no formal assessment procedures to identify pupils' needs and monitor their progress, and this is unsatisfactory. Every teacher has been supplied with a laptop computer so that they develop expertise through practical applications in all aspects of their work, and the subject coordinator gives colleagues very good support through advice and team-teaching. Good use is made of word-processing in many subjects and there are elements of other applications, but provision is inconsistent. Schemes of work for other subjects need to be modified to identify where information and communication technology skills can be applied so that they develop progressively through the school. Few pupils have computers at home, but there are out-of-class clubs for pupils from Year 3 upwards, offering good opportunities to extend their skills. Older pupils observed in one after-school club were happy and confident in exploring a range of applications. A further very good development is the music club that focuses on composing,

recording and editing music using a synthesizer. The school now has a web site, and is exploring possibilities of using the Internet for communicating with other schools locally and abroad.

MUSIC

111. Insufficient observations could be made of music during the week of inspection to draw conclusions about the levels of attainment. It is clear, however, that music is still a developing subject. Good use is being made of external advisory teachers to improve the quality of provision in the subject and two lessons led by a visiting teacher were observed. These were of a very good quality and focused on work in Key Stage 1. The attainment in one of the two parallel Year 1 classes was better than in the other. In the better class, pupils were able to repeat clapping rhythms and could identify the different pitch from different instruments and could keep time to a beat. In the other class pupils had difficulty in naming instruments and identifying pitch, although they could clap back a rhythm accurately and sang enthusiastically.

112. Key Stage 2 pupils were observed in a singing session. They joined in enthusiastically, although they did not always sing in tune. In all the observations made, pupils enjoyed the lesson, behaved well and participated fully.

113. The school currently does not have a music co-ordinator. However, it has a very good range of instruments which are of very good quality. They include instruments from different cultures. Additionally it has several keyboards and a few pupils are learning to play on these, under the direction of a skilled learning support assistant, in extra-curricular time.

PHYSICAL EDUCATION

114. Pupils' standards of work and achievements in physical education are generally below expectations in both key stages, despite the good scheme of work and the carefully balanced curriculum which includes all National Curriculum requirements. They are not as high as those reported previously.

115. Many pupils show a lack of inventiveness in movement, do not use space well and are unadventurous when using equipment. For example, most are insecure when working at height and tend to 'drop off' equipment rather than extend themselves in flight.

116. Key Stage 1 pupils in a dance lesson found it difficult to keep in time to the beat of a tambourine and when a quicker beat was played simply ran instead of adapting to the increased tempo.

117. At the end of Key Stage 2, Year 6 pupils find it difficult to control their bodies when landing and frequently overbalance. Older boys find it difficult to skip, particularly to music. The one area of physical education in which pupils have made good progress is in swimming. Pupils swim in Years 4 and 5 and by the end of Year 5 approximately two-thirds of the pupils can swim the recommended 25 metres, but few pupils continue this activity as a leisure time activity.

118. The overall quality of teaching in physical education is good at the present time. The subject understandably has not received the same focus as other subjects in the need to improve standards in the basics which accounts for the mismatch between the present quality of teaching and the pupils' attainment in the subject. Teaching is good in Key Stage 2, ranging from very good to satisfactory and it is satisfactory in Key Stage 1. In the best lesson the teacher was enthusiastic, joined in and inspired the pupils to work hard. Terms used such as 'flight' were explained and good questioning helped pupils to focus on specific techniques. The teacher noticed pupils who were performing well and encouraged others to improve, with some positive results. She was aware of health and safety issues

and encouraged the pupils to look around and to check for any hazards before they began work, readjusting the equipment where necessary. In a good Year 5 dance lesson observed, brisk, precise instructions gave the lesson a sense of rigour and the challenge was increased as the lesson proceeded. For example, pupils were encouraged to change direction and improve their movements by lifting their knees high, straightening their backs and holding their heads high, as they carried out contrasting 'sparky' and 'smooth' movements.

119. Where teaching does not reach the same high standard, the pace of lessons is not as brisk, pupils are directed too much and are not challenged sufficiently to solve problems and to think for themselves. As a result, when given such an opportunity, they often copy each other's movements and do not think creatively.

120. In lessons, pupils make satisfactory progress overall from a low base, despite the often good teaching, although their movements are often unco-ordinated. Most pupils have good attitudes to their work and they enjoy the lessons and work with interest. They are well behaved.

121. The new co-ordinator is aware of the below expected standards in most aspects of physical education and is keen to improve them. She has much interest in sport and has recently re-organised the physical education scheme of work to incorporate a wider range of physical activity.

122. Football takes place as an extra-curricular activity and the school has a coaching link with a local professional football club. Outdoor pursuits are undertaken off-site.

RELIGIOUS EDUCATION

123. Pupils in both key stages attain standards in line with those set out in the locally agreed syllabus. Pupils with special educational needs make sound progress. Teachers use the scheme to plan lessons, and this ensures an appropriate breadth in the curriculum. Pupils make good progress in broadening their knowledge and understanding of world religions. This is a valuable contribution to their cultural development. Their knowledge of Islam is good and they develop a sound knowledge of other religions, particularly Christianity. By the end of Key Stage 2, pupils also know about the customs and beliefs of Buddhism, Hinduism, Sikhism and Judaism. They recognise the similarities between religions, such as in Year 1, where they are able to appreciate that some books are very special. They recognise that, just as the Koran is special to Muslim people, so the Bible is special to Christians. Year 4 pupils know some of the key teachings found in the Bible, in both Old and New Testaments, and understand the role of the prophets. They have a good knowledge of key teachings found in the Koran and good understanding of the role of the prophet Mohammed. In Year 6 they understand the concept of community and that different communities share celebrations together. They recognise similarities in these celebrations.

124. In both key stages, teaching and attainment have significantly improved since the last inspection. Requirements for religious education are now met. The very good locally agreed syllabus informs planning and teaching. The quality of teaching is good and some is very good. Teachers mostly have good subject knowledge. Management and monitoring of the subject are sound. Religious education contributes well to pupils' spiritual development. Good use is made of pupils' speaking and listening skills, and teachers' effective questioning prompts pupils to explore their ideas more deeply. In one lesson, they explored the qualities and values, such as kindness and sharing, which pupils respect and admire. Teachers show great sensitivity towards pupils' own well-established beliefs. They plan their lessons well and ensure that pupils understand what is expected of them. Although teachers assess pupils' learning during the plenary session of each lesson, there is no structure for formal assessment, or recording of achievement, in place. The coordination of the subject is satisfactory. Resources are good, but are insufficiently used by teachers.