

INSPECTION REPORT

KIDBROOKE PARK PRIMARY SCHOOL

Blackheath, London

LEA area: Greenwich

Unique reference number: 100136

Headteacher: Mrs T Iddenden

Reporting inspector: Peter Howlett
23744

Dates of inspection: 11th – 14th March 2002

Inspection number: 230663

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery

School category: Community

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Hargood Road
Blackheath

Postcode: London
SE3 8HS

Telephone number: (0208) 856 8315

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs H Hann

Date of previous inspection: 27th March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Physical education Geography Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9173	Sarah McDermott	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27426	Terry Aldridge	Team inspector	Mathematics Information and communication technology Special educational needs Art and design Religious education	
3574	Kawaljit Singh	Team inspector	Foundation Stage Science History English as an additional language	
23721	Howard Gibson	Team inspector	English Design and technology Music	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average sized primary school with an attached nursery for boys and girls aged three to eleven years. Currently there are 276 pupils attending full time from reception to Year 6 and 48 children attending part time in the nursery. The number on roll is rising again following a period of falling rolls. Pupil mobility is higher than that normally found nationally. There is a noticeable gender imbalance with girls outnumbering boys in some classes and boys outnumbering girls in the nursery. The school is situated in the London Borough of Greenwich and is part of the South Greenwich Education Action Zone. It serves the local area which has a wide socio-economic mix. Pupils come from a mixture of owner occupied and rented accommodation. Nearly a third are eligible for free school meals, which is above the national average. Seventy per cent of pupils are from families of white UK heritage, whilst the remainder represent diverse ethnic and cultural backgrounds. Approximately a quarter of the pupils come from homes where English is not the first language, this is a high proportion in comparison to primary schools nationally and eight of these are at the early stages of English language acquisition. The main languages spoken are Turkish, Cantonese and Yoruba. Twenty-nine per cent of pupils are on the school's register for special educational needs, for a variety of learning and behaviour difficulties. This is well above the national average. Eight pupils have a statement of special educational need, a proportion above the national average. Pupils' achievements on entry are broad but overall below that typically found nationally. Recruitment of teaching staff is a problem shared with many other local schools.

HOW GOOD THE SCHOOL IS

Kidbrooke Park is an improving school. It provides a secure learning environment and an acceptable standard of education. Standards in English, mathematics, science and information and communication technology (ICT) are rising, albeit from low starting points. However, pupils' achievements in some other subjects are not high enough. Teaching is satisfactory overall, except in the nursery. The headteacher and senior staff provide effective leadership, ensuring that the school is clearly focused on raising standards and improving the quality of education. The school provides satisfactory value for money.

What the school does well

- The school provides well for pupils' individual needs and there is good support for pupils with special educational needs and for whom English is an additional language.
- The attitudes and behaviour of pupils and their relationships with one another are good.
- Opportunities for pupils' personal development are good and provision for their moral and social development is very good.
- The headteacher provides effective leadership and clear educational direction to the school and is well supported by senior staff.
- The quality of teaching is good in the reception classes and in Years 2 and 6.

What could be improved

- Standards in English, mathematics, science and ICT in Years 3 to 6.
- The quality and range of learning experiences in religious education, art and design, geography and design and technology to raise pupils' achievements.
- Teaching and learning in the nursery, so that children are provided with a better start.
- The partnership with parents, so that they are involved more in their children's education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in March 2000. Good strides have been made in promoting pupils' social and moral development. Improvement in their attitudes, behaviour, and relationships and in the quality of teaching has led to an improved climate for learning. The school has made satisfactory progress in addressing the key issues from the last inspection: standards in English, mathematics science and ICT are rising and are now in line with expectations by Year 2, although not yet by Year 6; assessment procedures have improved but inconsistencies remain; the quality of teaching in reception is better but not in the nursery. The school is soundly placed to improve further. It has a strong management team but difficulties in recruitment and retention of teaching staff are barriers to improvement.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Although results in the 2001 national tests for eleven year olds were below the national average in English and science and well below in mathematics, results compare favourably with those of similar schools. The percentage of pupils achieving the expected level 4 was well below average in all three tests. The school achieved its published target in English but fell short by five per cent in mathematics. Test results in English show a consistent upward trend over the last four years and the school has more than matched the national trend of improvement. Test results in mathematics and science also show an upward trend, broadly in line with the national trend. The downward trend in results in the national tests in reading, writing and mathematics for seven year olds has been reversed in the last two years. Results in reading and writing in 2001 were in line with national averages and well above those of similar schools. In mathematics test results were below the national average, although in comparison to similar schools results were average.

Inspection evidence confirms an improving picture in English, mathematics and science. Pupils' achievements are satisfactory and standards are now in line with national expectations for seven year olds, although standards achieved by eleven year olds remain below those typically found nationally. In ICT pupil's attainment is improving and by seven standards are average. Eleven year olds achieve satisfactory standards in word processing but not in other aspects. Standards in music, history and physical education are average at seven and eleven. In religious education, geography, art and design and design and technology, pupils do not achieve well and standards are below average at seven and eleven. Children achieve well in the reception classes but not in the nursery. By the time they enter Year 1, standards are generally below those typically found nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like school, show a willingness to learn and concentrate and apply themselves well in lessons. Some older Junior pupils are easily distracted when lessons fail to motivate them.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous. In lessons most pupils know the routines well, listen to their teachers and settle down to work sensibly. Pupils respond well to the consistent behaviour routines and behave well around the school.
Personal development and relationships	Good. The personal development of pupils is good. Relationships within the school are good and pupils relate well to adults and to each other. Pupils from different cultural backgrounds get on well together and collaborate well in their learning.
Attendance	Unsatisfactory. Attendance levels are below the national average. Punctuality is satisfactory, although a minority arrive late.

The school's concentration on effective behaviour management is reaping rewards in terms of pupils' behaviour and attitudes and has a positive effect on their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	satisfactory	satisfactory

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

The overall quality of teaching is satisfactory. Teaching was at least satisfactory in over nine-tenths of the 77 lessons seen and good or better in four-tenths. This is a marked improvement in the quality of teaching over the last four years and a satisfactory improvement since the inspection two years ago. Teaching in reception, Years 2 and 6 is good. Teaching and learning are unsatisfactory in the nursery. The quality of teaching varies, largely depending on the experience of the teachers. However, teachers work well together and are constantly seeking to improve their teaching. Teaching of English, mathematics and science is satisfactory as is the teaching of the basic skills of literacy and numeracy. Good use is made of classroom assistants to support groups of pupils. There are weaknesses in teaching in ICT, religious education, geography, art and design, design technology and music, generally related to individual teacher's lack of subject knowledge. There are inconsistencies, due in part to the high turnover in staff, in setting individual learning targets and homework and in using marking and assessments to plan the next steps in pupils' learning. Teachers' use of reading assessments is also variable throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school gives appropriate emphasis to developing literacy and numeracy but it does not ensure that all National Curriculum subjects and religious education are covered in sufficient depth. Although provision in the reception classes is good, the range of learning opportunities in the nursery is unsatisfactory.
Provision for pupils with special educational needs	Good. Pupils with learning needs receive good support. The school has effective systems to identify and assess these pupils. Their progress towards meeting detailed targets outlined in their individual education plans is carefully monitored and reviewed.
Provision for pupils with English as an additional language	Good. The identification and assessment of these pupils is good and support is appropriately targeted on those with greatest need, particularly younger children and new arrivals. Pupils are sometimes withdrawn from class for specific specialist teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school places high priority on pupils' social and moral development and promotes them very well. Provision for pupils' cultural and spiritual development is satisfactory but the school needs to make better use of subjects, such as art and music, to promote spiritual and cultural awareness.
How well the school cares for its pupils	Satisfactory. Strategies for monitoring and supporting pupils' personal development and behaviour are good. The safety of the pupils has high profile and child protection arrangements are good. Procedures for monitoring pupils' attainment and progress are satisfactory.

The partnership between school and parents is not effective. The school could do more to involve parents, while many parents do not take sufficient advantage of the existing opportunities to be involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and purposeful leadership and a clear sense of direction. The school is well managed and the headteacher is ably supported by a core of established and experienced staff who provide stability and consistency. Staff changes have meant some inconsistencies in practice.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is developing its role more effectively but it needs to have greater involvement in shaping the direction of the school and monitoring its work. Not all statutory requirements are met.
The school's evaluation of its performance	Satisfactory. Senior staff have effective procedures to monitor the work of the school. They make good use of assessment data in English and mathematics. Procedures for monitoring teachers' performance are satisfactory.

The strategic use of resources	Satisfactory. The school ensures that spending priorities are closely tied to the school's improvement plan. It has a sound knowledge of the principles of best value and gives satisfactory value for money.
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Accommodation is good, staffing levels are satisfactory but learning resources are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like to come to school. • Children make good progress. • The school expects their children to work hard and do their best. • The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • Homework arrangements. • The school' relationships with parents. • Information on their children's progress. • Management of the school. • The turnover of teachers.

Parents' views of the school are less positive that typically found nationally. There were mixed reactions at the parents' meeting. Some supported the school but a few were quite critical. Parent questionnaires also indicated concerns on a number issues. However, most parents did not attend the pre-inspection meeting and only a small proportion returned their questionnaires. Parents have particular anxieties about the high turnover of teachers and the number of supply staff. The inspection team agrees that the high turnover of teaching staff is disruptive to pupils' learning, but staffing is now more stable and supporting learning satisfactorily. Some parents felt that they did not get enough information about their children's progress and are unhappy with homework arrangements. The inspection team judges that general communication between the school and the parents is satisfactory but there are shortcomings in the ways that parents are kept informed on progress in learning. Homework arrangements are not followed consistently. The judgement of the inspection team on the leadership and management of the school differs from that of some parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall levels of attainment on entry to the nursery class are below those normally found in three-year-old nationally. Most children begin nursery with poorly developed speaking and listening skills. Children make unsatisfactory progress in communication, language and literacy, mathematical development and knowledge and understanding of the world, due to shortcomings in teaching, and their attainment remains low on entry to the reception classes. They make satisfactory progress in personal, social and emotional and physical development. In reception classes, the children work purposefully towards the early learning goals in all six areas of learning. By the end of their reception year, the majority attains the nationally agreed goals in personal, social and emotional development, creative development and physical development. Children's achievement in communication, language and literacy, mathematical development and knowledge and understanding of the world is good, because of good teaching. Their attainment however, remains below expected levels and most children do not meet the goals set for children aged five.
2. Results in the 2001 national tests for seven year olds were in line with the national averages in reading and writing and below average in mathematics. In comparison with schools in similar contexts, results were well above average in reading and writing and average in mathematics. Results at Key Stage 1 have improved in the last two years, following a period when the trend was downward. Results in the 2001 national tests for eleven year olds were below the national average in English and science and well below in mathematics. However, when compared to the performances of similar schools, results were average in all three tests. In English, test results show a consistent upward trend over the last four years and the school has more than matched the national trend of improvement. In mathematics and science, results have also improved. However, after a sharp improvement in results from 1997 to 1999, results have levelled off in mathematics and increased in line with the national trend in science. The percentage of pupils achieving the expected level 4 was well below average in all three subjects. The school achieved its published target in English but fell, short by five per cent, in mathematics. The school's published targets for 2002 are slightly higher than 2001 and offer appropriate challenge given pupils' current levels of attainment. Whilst inspection evidence confirms an improving picture, standards achieved by eleven-year-olds in English, mathematics and science remain below those typically found nationally.
3. Pupils' achievements in English, mathematics and science in both infant and juniors are satisfactory. Within the context of the school, with its high proportion of pupils with special educational needs and English as an additional language, pupils make satisfactory progress overall. Comparison between standards achieved by current Year 2 pupils and those now in Year 6 are not helpful in judging progress at the Junior stage. Gaps in pupils' knowledge, understanding and skills caused by past deficiencies in provision have not fully been rectified, particularly at the Junior stage. In addition, there has been a significant movement of pupils in and out of the school. However, progress within the school is variable and there is still some underachievement. The school has difficulties with staff recruitment and retention and as a consequence some classes

have had a number of teachers within the same academic year, some of whom are new to this country's system of education. This is a cause for concern among both parents and school management. Currently staffing is relatively stable and the overall quality of teaching and learning has improved. However, the quality of teaching remains uneven across the school and across subjects. Pupils in Year 2 and 6 classes make good progress because of the consistently good teaching.

4. The learning of pupils with special educational needs is similar to that of other pupils as they receive good support in English, mathematics and science. Most make at least satisfactory progress against their identified needs. They make good progress in English and science and satisfactory progress in mathematics because they are well supported by classroom assistants. The provision that the school makes for pupils who speak English as an additional language is good and pupils make progress similar to their monolingual peers.

Some new arrivals to the school make good progress. No significant differences in the performances of boys and girls were observed but there is evidence from the Year 6 tests that boys achieve less well in writing. The English co-ordinator is aware of this and has plans to address the issue. Higher attaining pupils generally make satisfactory progress in the core subjects.

5. Pupils achieve satisfactorily in English. Their literacy skills are at expected levels by the age of seven, but below by the age of eleven. Pupils have satisfactory speaking and listening skills. Year 2 pupils talk enthusiastically within the class and collaborate with their peers. Year 6 pupils talk and listen with confidence about their reading habits and writing interests. They use standard English appropriately and can listen carefully. However, there are only limited opportunities for drama. Standards in reading are in line with those typically found nationally by seven but below at eleven. Year 2 pupils have a good knowledge of phonics and word recognition and this shows in both their reading and spelling and are confident talking about the use of an index, contents page and glossary. Pupils in Year 6 have developed satisfactory reading skills. They have, however, limited knowledge of children's authors. In part this is attributable to the underuse of the school's libraries. Standards in writing are at expected levels by seven but improvements in punctuation and handwriting are not consistent. Pupils in Year 2 make good approximations of difficult spellings and can show proper attention to the conventions of writing and make good progress. Standards in writing are below average at eleven. Average and more able pupils can compose and develop a piece of extended writing well. High attaining pupils can work independently with confidence reflect well upon their writing and proof read their own work. However, there is generally a limited range of writing. Pupils' writing in other subjects tends to be cursory and of an unsatisfactory standard.
6. Pupils achieve satisfactorily in mathematics. Numeracy skills in the current group of seven-year-olds are similar to those expected nationally. Most pupils have sound mental mathematics skills, understand place value, work confidently with numbers to a hundred with the more able pupils working with larger numbers. Measuring skills, knowledge of time, money and properties of shape are sound. By the age of eleven, standards are below those expected nationally but improving. The majority of pupils have developed sound skills in mental mathematics and work confidently with numbers in hundreds and more able pupils with much higher numbers. They have a sound grasp of the four number operations, completing written calculations involving multiplication and division of three digit numbers by one and two digit numbers confidently. The majority have a sound grasp of fractions, percentages and decimals and more able pupils confidently use this understanding to solve problems. Their work on shape and measures is sound but data handling and interpretation activities are less well developed.
7. Standards achieved by seven year olds in science are close to national average, although overall standards achieved by Year 6 pupils are still below average. Pupils make satisfactory progress and their achievements are improving, because the curriculum is now soundly planned and organised. Year 2 pupils' knowledge and understanding is in line with national expectations, they can record their findings appropriately although they are not secure in their understanding of fair tests. Through their investigations many junior pupils develop a sound knowledge and understanding in different areas of science. However, they have insufficient opportunities in

devising and carrying investigations independently and their ability to devise and conduct fair tests is underdeveloped. Unsatisfactory acquisition of scientific vocabulary inhibits progress.

8. Pupils achieve satisfactorily in information and communication technology at Key Stage 1 and standards are broadly in line with expectations by the age of seven. Pupils can write simple text, drag and drop words and pictures and save and print their work. They use simple tools in an art package to produce colourful pictures, control a programmable toy and compose a simple tune. Standards are below expected levels in Year 6, although in word processing skills they are broadly similar to those expected. Most pupils confidently load up computers, retrieve, amend, save and print out their work. However, until recently pupils did not have full access to all areas of the curriculum and standards in data handling, use of spreadsheets and multi media presentations and their knowledge of using technology for control and monitoring are below expectations.
9. Achievement in other subjects is variable, reflecting the low priority given over the past few years when the emphasis has been on raising standards in English, mathematics and science. Pupils underachieve in geography, religious education, art and design and design and technology and standards are below expectations. Generally this is the consequence of the lack of detailed guidance on planning and teachers' unsatisfactory subject knowledge. The funding of a well-qualified additional teacher has recently given a much-needed impetus to music by compensating for some teachers' lack of subject knowledge so that standards are broadly in line with national expectations. Pupils' achievements in physical education and history are generally satisfactory and standards are broadly in line with expectations.

Pupils' attitudes, values and personal development

10. Pupils have good attitudes to school. They enjoy coming and arrive cheerfully in the morning, looking forward to the time with their friends and teachers. Many pupils talk enthusiastically about school activities. They particularly enjoy the residential trip to Swanage as well as lessons and clubs relating to drama and physical education. In an interview with some Year 6 pupils, they spoke very positively about the school and were hard pressed to think of any areas that needed improving. In most lessons pupils concentrate and apply themselves well. When the teaching is clearly structured, appropriate and interesting the pupils respond very well and make good progress. In a reception class the pupils made good progress in social development as they sat in a circle and learnt how to speak in turn and listen to each other. They delighted in handing round a tambourine and succeeded in passing it without making a sound! In a very good Year 3 history lesson on Henry VIII and his wives the pupils were stimulated and thoroughly involved in building up impressions of the main characters from portraits and writings. When lessons lack rigour, pace or challenge pupils, particularly the older ones in Junior classes, become bored and noisy. In some lessons pupils are lacklustre and wait to be told what to do, rather than take the initiative and progress their own work. Most pupils with special educational needs have a positive attitude to school and are usually interested and enthusiastic in their lessons. They are fully involved and included in the range of activities that the school provides and their independence is encouraged. Overall pupils' attitudes have improved well over the last four years and are having a positive effect on their learning. Children under five are well motivated, and apply themselves well to the activities in class.
11. The behaviour of the pupils is good. Most pupils are polite and courteous. Quite spontaneously some pupils asked the inspectors if they needed help in finding their way around the school. Invariably doors were opened and seats offered. In lessons most pupils behave well and get on sensibly with their learning. However, there are some pupils who take unfair advantage of new and temporary teachers. These pupils lack self-discipline and have little regard for how they are disturbing the learning of others. Many pupils are proud of their school and are keen to see it remain clean and bright, particularly now it has been recently redecorated. Some pupils even put doormats outside their classroom doors. Pupils move around the school very sensibly. Filing in and out of assembly or going up and down the stairs is ably supervised by the prefects. The school's concentration on effective behaviour management and building up a solid moral foundation is reaping rewards in the pupils' behaviour. Most pupils with special educational needs behave well

in lessons and in the playground where there is sufficient support. Those pupils identified with behavioral problems are well supported and procedures are good for promoting their good behaviour.

12. The personal responsibility of pupils is good. Pupils take on jobs willingly around the school. In particular many of the older pupils are sensible in their roles as prefects, mediators or “buddies” for younger pupils. The council representatives wear their badges proudly and conscientiously discuss school issues. Year 5 pupils are responsible enough to be trusted with their own computers, provided by the Education Action Zone and used at home. However, the pupils’ responsibility for their own learning is not sufficiently established. Many are not adept in taking the initiative in using dictionaries or doing further research to improve their work. There are limited opportunities for children under five to make independent choices.

13. Relationships are good, both between the pupils and teachers and between the pupils themselves. There is no more bullying than expected in a similar primary school. Older and younger pupils play well together. In lessons, although there are sometimes some underhand and unpleasant remarks between pupils, in general boys and girls and pupils from different cultural backgrounds get on well together. They respect each other’s differences and listen sensibly to stories from cultures and religions other than their own. In the Monday assembly the pupils sat quietly during the story of Jesus’ ride into Jerusalem before Easter and the time given for thought and prayer. The improved relationships in the school have contributed well to improved learning.

14. The attendance is unsatisfactory. The attendance rate for the last academic year was only just below the national average. However, it has fallen to 91.5% for the last full term, which is lower than most primary schools. Most authorised absence is due to illness or to a growing trend of parents taking their children out of school in term time for family holidays. Unauthorised absence was higher than most primary schools last year because parents took their children out of school for unnecessary reasons or the school was unable to find out why the pupils had missed school. The school now has use of Education Action Zone money, which it is using effectively to monitor and support pupils and families with attendance problems. The unsatisfactory attendance detracts from progressive learning for many pupils and ultimately affects their attainment. Punctuality is satisfactory. The majority of pupils arrive promptly in the morning. However, there is a significant minority that arrive late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Overall, the quality of teaching is satisfactory throughout the school. However, it varies, largely depending on the experience of the teachers. During the inspection, 77 lessons or parts of lessons were seen. Teaching was judged to be very good in 10 lessons, good in 21, satisfactory in another 40 and unsatisfactory in six. Four out of every ten lessons were judged good or better. This is a marked improvement in the quality of teaching over the last four years and a satisfactory improvement since the inspection two years ago. This has had a positive effect on the quality of learning and is a significant factor in the improving standards, especially in the core subjects, since the last inspection.

16. A key issue from the last inspection was the quality of teaching and learning in both nursery and reception classes. The school has been partially successful in addressing this. Teaching is good in the two reception classes. Reception teachers have a good understanding of the Foundation Stage curriculum and the needs of children at this age. Most activities are well planned to include learning objectives that promote all six areas of learning. In reception classes, a good range of suitable activities and a stimulating learning environment ensure that the children work purposefully towards the early learning goals. This sets a firm foundation for later learning, as children achieve well. However, the quality of teaching and learning in the nursery has not improved since the last inspection and remains unsatisfactory, particularly in the areas of communication, language and literacy, mathematical development and knowledge and understanding of the world. Teacher’s

planning does not identify the activities in which children are going to take part to achieve the learning intentions listed. This leads to mostly incidental teaching, with little overview of what has been taught and learnt by children of different abilities. As a result, children make unsatisfactory progress.

17. Teaching is satisfactory at both key stages. It is consistently good in Years 2 and 6. The teaching in English, mathematics and science is satisfactory and sometimes good. Teaching of English is good in Years 1, 2 and 6. Teaching of mathematics is good in Years 2 and 6. All teachers are competent in teaching the basic skills of numeracy and literacy. This is the result of good support and training to teachers new both to the school and to the English system of education. In English, mathematics and science lessons are carefully planned in year groups based on the national guidelines and this supports teachers new to the country and new to the school. This is not often the case in other subjects, Teaching of design and technology is unsatisfactory as is the teaching of art and design at Key Stage 2. There are weaknesses in the teaching of geography, religious education and ICT.
18. In English, teachers follow the national strategy for teaching well. Lessons are generally well planned, with work appropriately matched to pupils' individual needs. Teachers have used the National Literacy Strategy well to support their planning and have incorporated many of its objectives and methods. Teaching of literacy skills are good in Years 1 and 2 because teachers plan a solid grounding in phonics through games and well-paced activities that pupils enjoy. The quality of teaching and learning of numeracy skills is satisfactory overall but aspects of the numeracy strategy are not fully established across the school. For example, the initial mental activity sometimes lacks pace and challenge and teachers do not involve all pupils sufficiently. Generally there is a suitable match of activities to the needs of pupils so that learning is at least satisfactory and often good.
19. Teaching for pupils identified as having special educational needs is good in English and in mathematics. Learning Support assistants are used very well to support individuals and groups in lessons. They are trained well to support targeted pupils during shared reading and writing sessions as well as in periods of guided and independent work. They are well organised and use the Additional Literacy Strategy materials successfully, although pupils across the school are too often withdrawn from other subjects to receive this additional support. They are fully aware of pupils' needs and targets. However, not all teachers are aware of a pupil's individual education plan (IEP) and do not sufficiently plan their lessons to take account of their learning needs, particularly in other subjects where too often these pupils undertake the same tasks as other pupils in the class. Good attention is given to motivating, rewarding and praising pupils and building their self-esteem. As a result most pupils remain fully involved in lessons and try hard, despite their difficulties.
20. The quality of teaching received by pupils who learn English as an additional language is generally satisfactory, with some good sessions observed. Pupils are mainly taught within classes, and are sometimes appropriately withdrawn for specific specialist teaching. The staff with expertise to teach pupils who speak English as an additional language work closely with class teachers. Pupils are very responsive to the teaching provided and they are generally enthusiastic and highly motivated learners. Teachers' positive acceptance of a diversity of languages adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. Experienced teachers are beginning to use some successful strategies, such as repetition of key vocabulary, modelling of correct answers and presentation of work with a strong visual content to support pupils. The teaching support assistant for example explains the work in both Turkish and English and this leads to pupils' good achievement. Pupils' learning is also helped by the opportunities afforded them to work with peers (monolingual as well as bilingual). New teachers to the school and new to the country need in-service training to develop their understanding of how pupils who have English as an additional language learn.
21. The planning of individual lessons is satisfactory. In the best lessons teachers know precisely what it is that they want pupils to learn and clearly explain it to them at the start of the lesson. At the ends of sessions they reflect well with pupils upon what has been learned. However, the

quality of lesson planning in the foundation subjects is variable and learning intentions are not always clear. For example, an unsatisfactory dance lesson was insufficiently prepared and planned. Learning intentions were too vague, so that the lesson lacked clear focus and direction and pupils practiced without guidance and consequently made little progress. In almost all lessons, teachers ensured that pupils were fully involved in their own learning. In good lessons teachers are skilled at asking questions and including all pupils. Relationships are usually good and teachers manage pupils and activities soundly.

22. Teachers' expectations of their pupils are generally satisfactory. A strong feature of good and very good lessons is teachers' high expectations. They expect pupils to be productive and concentrate in lessons. For example, in one Year 6 science lesson, following the teachers' good introduction, on mixing liquids and substances, pupils are asked to predict, observe and carry out their experiments resulting in good pupil achievement. In good physical education lessons teachers challenge pupils to improve their performances. For example, in a very good dance lesson in Year 2, the teacher built very effectively on pupils' prior achievements, emphasised quality in movement and provided opportunities for pupils to evaluate performances of others. However, teachers' expectations on presentation of pupils' work in their books is often unsatisfactory and handwriting is not always legible.
23. There are some weaknesses in teaching and inconsistencies in practice due in part to the high turnover in staff. Teachers' planning does not always take sufficient account of pupils' prior learning. Assessments made at the end of the lessons are satisfactory. Some teachers are skilled in using the information they get from pupils' responses at the end of lessons to plan the next day's work. However this is inconsistent and some teachers do not use this information effectively in planning the next steps for learning. The quality of teachers' marking of children's work varies throughout the school. The best practice is found in Year 2, where the teacher has initiated a programme of target setting. This recent initiative has started to be adopted by other teachers and is valuable for it communicates clearly to pupils goals for their progress. In some classes pupils have specific English and mathematics targets but this is not consistent across the school. Homework is not well planned to support pupils' learning or set regularly. Parents complain about the lack of consistency in homework. Most teachers regularly acknowledge pupils' work but the use of the school's marking procedures is inconsistent across the school. Teachers' use of reading assessments is also variable throughout the school. In Year 2 it is most effective and contains detailed information about children's achievements and targets; in other classes, there are no such records.
24. Resources are not always used well. In mathematics teachers do not make sufficient use of materials and equipment to support pupils' learning. The limited use of resources in geography and religious education hampers the development of pupils' understanding. In science teachers do make good use of visual aids and resources to support pupils who speak English as an additional language. In a very good history lesson in Year 3, the teacher make good use of pictures and written sources to encourage pupils to develop historical skills, using replicas of paintings of Anne of Cleves and Henry V111 to compare fashions in clothes now and then. Insufficient use is made of information and communication technology in classrooms to support pupils in their learning.
25. Where teachers manage pupils well, have high expectations and good knowledge, learning is good. However, there are weaknesses in teachers' subject knowledge. Teachers have sound subject knowledge in English and mathematics and it is good in science. They have satisfactory knowledge of some other subjects. However, teachers have low levels of subject knowledge and generally lack experience of, and confidence in, teaching design and technology. Teachers' knowledge and understanding and confidence in ICT varies considerably and this affects the quality of lessons. One lesson was unsatisfactory because the lack of teacher's' subject knowledge resulted in unsatisfactory management of pupils' learning. Not all teachers are confident or competent to teach music and much depends upon a specialist teacher who is not a permanent member of staff. Teachers' confidence in teaching art and design and religious education is not strong. In geography and religious education activities are often not sufficiently challenging and teachers tend to focus on providing factual information rather than developing

pupils' understanding. However, a positive feature is the enthusiasm of teachers, whatever their own expertise, and this helps to lift the quality of learning.

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

26. In the Foundation Stage, curriculum provision in the reception classes is good; it is unsatisfactory in the nursery. Although the school follows the nationally recommended Foundation Stage curriculum, in the nursery, the teacher's planning does not show what activities are children are going to take part in to achieve the Early Learning Goals and the range of learning opportunities is not satisfactory. The curriculum offered to children under five in the reception classes prepares them well to meet the Early Learning Goals in all areas of development.

27. There is satisfactory provision for pupils aged five to eleven in the areas of English, mathematics, science, history, physical education and music across the school. The school also provides pupils aged five to seven with an appropriate curriculum for information & communication technology (ICT). However, the curriculum for ICT is limited and unsatisfactory for pupils aged seven to eleven.

Here the school does not encompass all the aspects require by the National Curriculum and opportunities for pupils to gain the appropriate knowledge and skills are limited. Neither does the school's curriculum for religious education meet with statutory requirements; it is unsatisfactory as it falls short of providing an adequate curriculum based upon the locally Agreed Syllabus.

28. In some of the foundation subjects there is also unsatisfactory provision, namely in art and design, in geography and in design and technology. Here the quality and range of learning opportunities is restrictive and limits pupils' entitlements to a broad and balanced curriculum. One of the reasons for this is that, while the school has worked hard since the last inspection to raise standards in the core areas of English, mathematics and science, it has allocated a disproportionate amount of time to the teaching of these subjects to the detriment of the foundation curriculum. The headteacher is aware of this and is currently formulating a policy to address the issue by, for example, embedding aspects of English teaching across the curriculum in other subjects.

29. In order to cope with mixed age classes the school has sensibly planned the curriculum for pupils in two-year cycles. Colleagues working collaboratively in teams generate planning and the National Literacy Strategy and National Numeracy Strategy have provided the backbone for much of this in English and mathematics. This has been successful and enables teams to produce cogent, medium term planning that provides a solid basis for more detailed weekly plans. Consequently, there are good strategies for the effective teaching of basic literacy skills and satisfactory strategies for the teaching of numeracy skills. In English, however, one of the consequences is that speaking and listening is not planned for sufficiently and the provision for drama, a requirement of the National Curriculum, is limited.

30. In science, design and technology, history, art and design, ICT and geography the nationally recommended guidance is being being appropriately adapted to become the school's schemes of work. Similarly, in music and physical education publishers' schemes of work have been adopted. However, the use of these schemes has been recent and teachers too often lack depth of understanding of them, or confidence to teach the subject, as in music and design and technology, to enable them to raise standards. This is partly because of the school's problem of transient staffing and partly because insufficient time has been given to subject co-ordinators to discuss their content and support staff acquiring the necessary skills for their effective implementation. There has been only limited monitoring of the curriculum, although in some subjects, such as English, this has been good and has led to classroom support in collaboration with the LEA literacy co-ordinator. Co-ordinators monitor curriculum planning but only informally. Monitoring of curriculum coverage needs to more systematic.

31. The school provides well for pupils' individual needs. The curriculum is socially inclusive and successfully incorporates all pupils. All pupils have equal access to the curriculum and extra-

curricular activities. The school is aware of the need to include all pupils in all aspects and analyses its effectiveness in helping both boys and girls to learn. The co-ordinator for English, for example, has analysed the end of key stage test and task results and is developing a policy for raising the standard of boys' writing. There is good provision for pupils with English as an additional language. The provision is targeted on those with greatest need. Currently children in the nursery and reception classes are the focus for support. Allocation of total time spent in each class is appropriately apportioned according to needs. Pupils are moved in and out of groups depending on their progress.

32. There is good provision for pupils with special educational needs. Pupils in need of additional support in learning receive good support in English and mathematics. Planning generally takes account of pupils' individual education plans (IEPs) and pupils are given extra support, especially in basic literacy skills. In literacy and numeracy lessons pupils work with others of similar prior attainment and work in sets in Years 5 and 6 three times a week. The school complies with the recommended Code of Practice and devises good programmes of support to meet the individual needs of most pupils. Most pupils have an individual target card detailing their targets. Pupils' progress towards the objectives outlined in their individual education plans is carefully reviewed, at least termly, at formal interviews. Targets are detailed but there is little reference to these in teachers lesson planning. Sometimes pupils are taken out of their lessons, such as in music and design & technology, and this limits their access to a broad and balanced curriculum. There is a clear special educational needs policy, which is being updated along with all procedures, to take notice of the new code of practice. There is adequate provision for those pupils who are talented. There is, for example, an extension club for mathematics for pupils in Year 6.
33. Provision for pupils' personal, social and health education is generally good. There is a sex education policy, yet to be ratified by the governing body, and a drug education policy is currently being developed. In other areas of personal, social and health education, the school has been successful in establishing an active programme and tracks its provision well. It has an effective prefect system that plays an important role in maintaining a peaceful atmosphere around the school and provides opportunities for pupils to take socially responsible positions. There are monitors in the dining hall that help maintain a suitable ethos. There are weekly discussion times in classes, called 'circle times', that provide good opportunities for pupils to discuss matters of importance and for their school council representatives to receive pupils' view and report back the content of their discussions. This has had a positive effect on pupils' awareness of their feelings and on developing their capacity to express themselves and listen to others' views. The 'social communication skills group' is another good example of the way the school's curriculum encourages pupils, who are less assured at speaking, to raise their confidence at communicating within a group.
34. The school provides a satisfactory level of experiences outside of lessons. It offers a limited range of after-school activities that include football, netball, art, an active drama club that attracts both boys and girls, a booster club and a breakfast club. The curriculum is also enriched by a number of visits and visitors. For example, Year 4 undertake a residential visit to Swanage that helps them gain confidence and learn about other areas away from the security of home. There are also visits to an environment centre, the local area including the local church and the river Thames, the nearby Thomas Tallis Beacon School, with which there are active connections and the Science and Transport Museums. The opportunities for extra-curricular music provision are, however, limited to a recorder group for a small number of pupils who are required to pay for their tuition.
35. Overall there are satisfactory links with the community. There are good links with the neighbouring schools, particularly Thomas Tallis Secondary Beacon School. Year 5, for example, have recently worked on joint art and ICT projects. Pupils have attended a mediation course run by Thomas Tallis and have learned how to develop their listening skills and act as mentors. Also money has been provided to boost the library provision as well as learning resources for the nursery and reception classes. There are also plans for a joint history/art project. The school has benefited from its involvement with the Education Action Zone, which has provided additional funding for a number of initiatives. Links with the community in other respects are limited, however, although the recent visit by a storyteller and Charlton Football Club are noteworthy.

36. The school is working effectively to improve the climate for learning. It has recently drafted a policy for spiritual, moral, social and cultural development to help consistent practice across the school. Achievement is emphasised and the pupils are encouraged to do the best they can. The school is making a concerted and successful effort to boost pupils' self esteem. Overall the provision for pupils' personal, spiritual, moral, social and cultural development is good.
37. Great strides have been made in improving the promotion of social and moral development, which is now considered to be very good. There is a good range of strategies to teach pupils what is right and wrong. The teachers act as good role models and are always quick to help pupils to behave appropriately. They often lend an ear when pupils are finding it difficult to cope when they fall out with friends. A clear system of school rules underpins moral development and culminates in the Friday achievement assembly when "Kite Marks" are totalled for good work and behaviour. Around the school are displays emphasising correct behaviour in society, including one deploring criminal damage and another remembering the terrible waste of the Holocaust. The appointment of learning mentors, via the Education Action Zone, is proving beneficial in improving the attitudes and behaviour of selected pupils. Some older pupils have learnt how to be mediators to intervene and help in pupil disputes. Other pupils are members of the school council, are appointed as prefects or become "buddies" for younger pupils.
- Pupils who have difficulties in interacting appropriately with others have special lessons in social communication skills, which allows them to become more confident and at ease with their fellows. The school's very good strategies in concentrating on social development are proving most successful in shaping pleasant and well-rounded young people.
38. The promotion of spiritual development is satisfactory. Assemblies meet the legal requirements for the acts of collective worship. They are effective in encouraging the pupils to think beyond the material and the obvious. The promotion of spirituality was particularly effective when the faith of the teacher taking assembly shone through and gave a depth to the meaning of the Easter story. However, many opportunities are missed to make the most of lessons in art, music, religious education or science to give a deeper meaning to learning.
39. The promotion of cultural development is satisfactory. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence through the celebration of festivals such as Diwali, Christmas, and Chinese new year. The study of Christianity and other religions such as Hinduism, Islam and Sikhism, contribute to develop pupils' self esteem and confidence. Some displays around the school celebrate the home countries of the pupils. Pupils who have English as an additional language are given extra tuition in a bright, attractive room decorated with items of clothing and ornaments from countries outside the United Kingdom. However, there is insufficient promotion of the love of music, theatre and art across the curriculum, either in lessons or through visits.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school gives satisfactory levels of care to the pupils. The care of pupils has improved over the last four years. The school is concerned for and wants to do the best for each individual, but many of the procedures, particularly in assessing academic achievement, are new, often throw up inconsistencies and are not yet fully established in school life.
41. Procedures for child protection are good. The school has had experience of child protection cases and the staff have learnt to be vigilant and knowledgeable. The head teacher is very careful to ensure that all staff, new and established, are made aware of practices and procedures to follow should they be suspicious of child abuse. Together with the deputy head teacher and special educational needs co-ordinator she is proactive and methodical in recording worrying signs. The school has a child protection policy and a child security policy, ensuring that the safety of the pupils is high profile.
42. The arrangements for the welfare of the pupils are good. The welfare staff are practical and sensitive. The school has a comfortable and well-appointed welfare room and first-aiders can always be located as a timetable of their whereabouts is prominently displayed. Accidents are

dealt with effectively and thoroughly recorded and parents are quickly informed. The welfare staff know which pupils need specialist medical care, but this information is not sufficiently clearly available to other staff, particularly new and temporary teachers. The school journey is very well organised, with the medical and personal needs of each pupil carefully checked before departure. Pupils who need specialist attention are looked after well. Occupational therapy is available to two pupils and a group of five benefit greatly from the social communication skills group. The quality of pastoral support and care given to pupils with English as an additional language is good. Mutual respect and tolerance of others' feelings, values and beliefs, underpin the good relationships within the school. External support agencies, such as the educational psychologist, speech and language specialists, medical services and behavioural support services are used effectively to support pupils.

43. Health and safety procedures are satisfactory. The head teacher and the temporary caretaker are working effectively to ensure the school site is safe and secure. A recent health and safety inspection by the local education authority confirmed that procedures are effective. The governors have just formed a committee to check on safety issues and have now undertaken their first "walk" of the site. Most teachers have careful regard to safe practices in lessons. However, lack of control in one physical education lesson had the potential for accidents and closer vigilance is needed in the outside area of the nursery class.
44. The promotion and monitoring of attendance is satisfactory. Bold graphs show comparisons in the attendance of each class, with the slogan "Don't be a fool, come to school!" The money that the school is receiving from the Education Action Zone to improve attendance rates is being used effectively, for example to award attendance certificates and to fund an extra administrative officer to chase up unexplained absences. The office has set up good systems to monitor attendance, but it does not follow up unexplained absences on the first day a pupil is away. Most registers are completed effectively at the beginning of each session. However, teachers are not all using the same symbols to denote reasons for absence, which makes it difficult to monitor registers. In some classes the 10 minutes allocated for registration is not used effectively to welcome the pupils or promote social development. It frequently becomes an excuse for pupils' late arrival.
45. The school is effective at promoting and monitoring good behaviour. The four simple school rules are concise and clear; particularly important when there is a high turn over of staff. They are regularly discussed in assemblies and class time to ensure all pupils know what is expected. The lunchtime code of conduct is displayed prominently around the school, so that discipline is consistent in the dining halls and playground. Each class has a set of behaviour targets that are shared with parents in the termly curriculum newsletters. A system of rewards, based on the Kite marks (the school's logo), is working well in encouraging pupils to behave and do their best. Additionally the head teacher's award of the "star of the day" to a pupil in each class reinforces the expectation of good behaviour and effort. Although there is no central behaviour log, in practice the school monitors any pupils with behaviour concerns satisfactorily via class records and the pupil's file. Two learning mentors, funded by the Education Action Zone, give satisfactory support to pupils with poor attitudes to school, although there is insufficient direct link with the pupils' targets for attainment. There are satisfactory procedures for dealing with and counteracting bullying.
46. The school's strategies for monitoring and supporting pupils' personal development are good. The school has worked effectively to develop a range of ways to help each pupil grow up and mature. Personal, social, health and citizenship education lessons are given to all pupils, covering relationships and a healthy lifestyle effectively. The older pupils receive sex education, with their parents' permission, but drugs education is not yet organised sufficiently. All teachers have been given good training in how to run sessions when pupils can share and deal with sensitive issues. Out of class the pupils are given very good opportunities to take responsibility. The prefect system, the school council and the mediation training are playing a good part in developing citizenship. Teachers monitor personal development informally but effectively. They are able to report to parents at length on how their child is developing personally and contributing to school life. Year 6 pupils are well prepared for moving on to secondary school, but there is still work to be done in ensuring each pupil is confident and self-disciplined in taking responsibility for their own learning.

47. The school's procedures for monitoring pupils' attainment and progress are satisfactory overall. The procedures for tracking pupils' performance from end of Year 2 statutory assessment tests to end of Year 6 tests in English and mathematics are satisfactory. The deputy headteacher has analysed the test results of statutory and optional tests and this information is used to set targets for individual pupils. Whilst this information is used well by experienced staff, the new staff are not yet familiar with the systems. This leads to uneven progress by pupils in some classes. These assessment procedures are only for mathematics and English and are currently being developed for science but they are not yet in place for other subjects. The school monitors standards achieved by boys and girls and pupils from different ethnic backgrounds in order to ensure that they are well supported.
48. Teachers keep records of reading progress, spelling and mathematics. They evaluate and record the performance of pupils' who fail to meet day-to-day learning goals, or who exceed them. This is not consistent throughout the school. For example, the recording of pupils' progress and attainment in reading varies from very good to unsatisfactory. Similarly, there are examples of good practice in using the results of day-to-day assessment to modify future lessons, for example, where a class has not learned as fully as expected. However, this is not consistently part of all teachers' practice.
49. Assessment and monitoring arrangements for pupils with special educational needs are good. The school has clear procedures for the identification and assessment of these pupils. The school uses results from baseline assessment in the Foundation Stage to identify those pupils with learning difficulties. Likewise the information from regular assessments in English and mathematics for all pupils is carefully analysed and used to identify pupils with learning difficulties. The school makes good use of the learning support service to undertake formal assessment procedures when necessary. Individual education plans (IEPs) are provided where appropriate and these are of good quality. IEPs have specific and manageable targets. Review procedures are good and there is good monitoring by the co-ordinator. Regular termly reviews and assessments take place. Support staff are fully aware of pupils' targets and are fully involved and consulted at the review stage. Review procedures for those pupils with statements is effectively in place. Assessment procedures for pupils with English as an additional language are satisfactory. Pupils are assessed and their stage of language acquisition determined and recorded. The school monitors and measures pupils' progress half-termly and uses the information to set and revise targets. The procedures for assessing the language needs of new arrivals are good and help to meet their needs well.
50. Assessment procedures at the Foundation stages are unsatisfactory. The nursery teacher tracks children' progress against the learning objectives but, as the planning does not indicate the activities in which children are to take to meet those learning intentions, the records are not a true reflection of children' attainment. The reception class teacher who started in September records progress against the learning objectives in all six areas of learning. On going evaluation and assessment are used well to inform planning. This is not the case in the newly created reception class where the teacher is new and has not yet recorded assessments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. A small number of vocal and critical parents dominated the parents' meeting and expressed serious concerns about the school. Many of parents who returned questionnaires expressed worries on a range of school issues. However, this must be put in the context that the vast majority of parents did not attend the pre inspection meeting or return their questionnaires. The parents represented have particular anxieties about the high turnover of teachers and the predominance of supply staff. The inspection team agrees that the recent high turnover of staff has been disruptive to learning, but the staffing is now more stable and supporting learning satisfactorily. Parents also feel that there is inconsistent information about how their children are progressing and what work they are doing. A significant number of parents do not believe that their

children are set the right amount of homework. Several parents consider that the school is unapproachable and does not take their concerns sufficiently seriously.

52. On the positive side parents state that their children enjoy coming to school and that their learning is progressing well. Parents are very appreciative of the good teaching, particularly from the established staff. A good number of parents feel that the school is helping their children become mature and responsible. The inspection team supports these positive views.
53. The information provided to parents is satisfactory. The head teacher has made a concerted effort to keep the parents well informed on general school issues. New parents receive a detailed prospectus and a useful nursery booklet if their child is a young entrant. All have a chance for a tour of the school and to meet the head teacher. Regular newsletters celebrate school successes and highlight important future dates. Each class sends out a news-sheet, giving an over view of the topics and subjects to be covered for the term. Display around the school gives plenty of details about topics studied and successes gained, although most parents do not come into school regularly and so do not see much of this positive information. The governors hold an annual meeting for parents, but their report omits many legal requirements. The inspection team concurs with parents that homework is not sufficiently consistent, although this has improved with the reduction in the number of supply staff. Parents are invited to meet their child's teacher each term, but as the meeting is in the hall and not in the classroom the parents do not have sufficient opportunity to look at the breadth of their child's work. Annual progress reports vary in quality. A few are exemplary and give an extremely clear message on how each pupil has progressed in each subject over the year. However, too many reports are ambiguous and tell the parent little about how their child is getting on.
Targets for improvement are included in most reports, although some are too vague to enable the parents to give specific help to their child.
54. Procedures for parents to be involved in the identification, assessment and review of those pupils with special educational needs are very good. Parents are given the opportunity to be involved in the review procedures during specific consultations with the special needs co-ordinator and at other times when necessary. If they do not attend they are informed of new targets and how they can help at home. There is a good range of learning resource packs for parents to borrow and phonic awareness training has been made available. The teaching support assistant, who speaks Turkish, the main additional language of the majority, is available to meet parents as and when required. Apart from this, the school has not yet developed effective strategies to involve parents of pupils with English as an additional language in the life of the school or to help them to support their children's learning.
55. The contribution of parents to their children's learning at school and at home is unsatisfactory. A small core of hard working and committed parents runs the Parent Teacher Association and organises fund raising and social events. A number of parents come into school to help, but this is much fewer than most primary schools. Overall parents are not sufficiently working with the school for the benefit of their children's education. The school frequently invites parents to events, such as the Chinese New Year assembly, the autumn harvest festival or the "maths week", but the take up is disappointingly low. More seriously nearly 25 per cent of parents do not attend the appointment to meet their child's teacher. The school needs to reassess the organisation of these parents' evenings and ensure that each family is reminded and encouraged to attend. The introduction of home school diaries has improved the communication from the school, but setting of homework is still insufficiently consistent. A few parents sign the diaries regularly, but the majority fails to make the most of the opportunity to work with the school to help their child's learning.
56. The effectiveness of the school' links with parents has improved but is still unsatisfactory. Relationships have broken down between a small number of parents and the head teacher. The head teacher has had an unnerving time with a few parents, but she has persevered in building up a satisfactory rapport with the majority. The head teacher ensures she is available to meet any parents with concerns. As the school improves, the success of the school should be positively shared with home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The overall quality of leadership and management of the school is good. The headteacher offers good leadership and the management of the school by the headteacher and key staff is effective. However, whilst established staff generally provide good leadership in many aspects of the work of the school, there are some inconsistencies in practice and lack of development in some subjects. In addition, the governing body has not played an effective role in the past.
58. The headteacher provides the school with a clear sense of direction and purpose. Her leadership has a strong impact on the educational work of the school and is a significant factor in the improvements in pupils' achievements and behaviour and in the improved provision since the last inspection. There is now a good ethos for learning and commitment to inclusion. She has a clear understanding of what needs to be done to improve the school further and is well supported by senior staff who share her commitment to achieving higher standards.
59. The school is well managed by senior staff but there are some shortcomings in the overall management of the school due to staffing issues. The headteacher has introduced a new management structure to lead the school forward and provide a core of established and experienced staff. This has proved effective because they can offer stability, consistency and continuity to the school, which has had a recent history of high staff turbulence. It works well because the staff are good teachers, providing good role models to new and inexperienced teachers and are also effective managers. They manage their areas of responsibility well, for example they give good leadership and management as subject managers for English, mathematics, science and ICT. They have good strategic overviews, lead developments in the subjects well and support colleagues effectively.

Other subjects are less well managed either because they have had low priority or have "caretaker managers". Within the context of the school's developmental needs and staffing problems, the school's delegation of curriculum management responsibilities has been sensible and action taken appropriate. Senior managers are clear on what further action needs to be taken and school improvement planning is good. The current school improvement plan is an effective strategic document and comprehensive in scope. It outlines, in detail, actions planned for the year ahead and provides an overview of priorities for the longer term. Key priorities are appropriate and provide firm direction to the work of the school. Sound action plans for all subjects provide good evidence of measures to enable all co-ordinators to make effective contributions to development of their subjects.

60. The special educational needs co-ordinator provides very good leadership and management of the school's provision. She is knowledgeable and very conscientious and committed and documentation is very well maintained. Management of support for pupils with English as an additional language is satisfactory. A specialist teacher co-ordinates the service within the school and works closely with staff. However, the management of the Foundation Stage is unsatisfactory. The nursery and reception teachers do not work closely together and the lack of effective leadership and management hinders children's progress and thereby affects standards.
61. The governing body supports the school but it has not played a fully effective role in the past. There has been little involvement in strategic planning. Monitoring the work of the school has not been rigorous and it has not ensured that all statutory requirements are met. Difficulties with recruitment have hampered its effectiveness. However, the governing body is now better placed to take an active part in school governance, with a new chair of governors and the recruitment of a mixture of new enthusiastic parent governors and co-opted experienced governors. The chair of governors is well aware of the governing body's responsibilities. The governing body is better organized; appropriate committees are in place, procedures of monitoring the budget are established and a draft protocol for monitoring visits is awaiting approval. At present not all statutory requirements (for the curriculum and for publication of information) are met.

62. The school has a good understanding of the principles of school self-evaluation. It has a number of effective procedures to monitor its work that primarily involve senior staff rather than governors. The format of the school development plan readily lends itself to effective evaluation because criteria to judge the success of proposed actions are specific. The new school improvement plan builds upon reviews of progress of existing plans. Procedures for monitoring and evaluating the performance of teachers are sound, including a programme of formal classroom observations. The headteacher observes the teaching staff on a regular basis and provides appropriate feedback. Co-ordinators in the core subjects monitor teachers' planning, observe classroom practice, analyse test results and monitor pupils' progress. However, monitoring opportunities for co-ordinators in other subjects are limited. The school's analysis of performance data is well used. Staff are becoming more involved in discussing and analysing assessment data and using this information to set targets for pupils in English and mathematics. The English and mathematics co-ordinators use the results of national and optional tests effectively to identify strengths and weaknesses in pupil performance. The school uses standardised assessments to ascertain the progress of different groups of pupils.
63. Current staffing levels are broadly satisfactory, although there are a number of temporary teachers, including some with limited experience of the English system of education. Recruitment and retention is a significant problem shared with many other local schools. On a number of occasions the school has had to employ supply teachers and the turnover of these has caused concern for parents and has had a detrimental effect on the pupils' learning. However, staffing is now more stable and is sufficient and generally suitably qualified to teach the primary curriculum. New teachers are supported well, through a constructive programme of monitoring and support and a satisfactory range of in-service training, linked to the professional needs of teachers and the school's priorities for development. The school's arrangements for performance management are not fully in place due to the movements in staffing. The setting of performance targets is not complete for all teachers. Nevertheless, all staff teach literacy and numeracy competently and all lessons seen in English, mathematic and science were at least satisfactory. However, some teachers have not had sufficient professional development to make them confident in teaching the full range of the primary curriculum and in-service training in the foundation subjects remains a priority. Guidance on planning in the foundation subjects is not sufficient to enable supply teachers, who cover unexpected illness, to continue effectively with the normal subject teaching for the day.
64. There is a good number of learning support assistants. They have good training opportunities which makes them an effective and valuable team. For example, there is regular training to ensure staff are kept informed of special educational needs developments. There are sufficient well trained learning support assistants to cater for the number of special educational needs pupils and they know their pupils well. They are used very well especially to support literacy and numeracy and are fully involved in the consultation and review process. Additional support for pupils with English as an additional language is provided through a part time specialist teachers and part time bilingual teaching support assistant who speaks Turkish, the main additional language. Both the teacher and the support assistant are new to the school. Teachers new to the school and new to the country need in-service training to develop their understanding of how pupils who have English as an additional language learn.
65. Management of the school's finances are satisfactory. The headteacher and senior staff ensure that priorities for spending are closely tied to the school's improvement plan. The school applies the principles of best value appropriately with satisfactory levels of competition and consultation. Curriculum co-ordinators are appropriately involved in the process of allocating resources. However, the governing body is not sufficiently active in discussing priorities for spending the school's resources nor with monitoring the way funds have been spent. It is, therefore, not well prepared to make clear judgements about questions of efficiency. The school's financial controls and records are good and responses to the most recent auditor's report have been thorough.
66. The school is active in seeking and benefiting from a range of funding sources, including Education Action Zone (EAZ) monies. The specific funding gained for supporting pupils with English as an additional language is focused successfully on helping these pupils achieve well. The school receives an Ethnic Minority Achievement Grant and adds extra funds from the school budget to

provide support. The school spends the money wisely and to the best advantage of pupils. Similarly, funding from the local authority for special educational needs is used effectively and appropriately. The administrative staff of the school use technology effectively to keep appropriate records of spending and pupils' progress and have received training. The issue of letting the school is an area that the new governing body intends to discuss in the coming financial year pending the appointment of a new premises manager. However, there is insufficient use made of information and communication technology to support pupils in their learning in classrooms. In the light of the budget available, the provision of the school and pupils' achievements, the school gives satisfactory value for money.

67. The school is spacious and provides good accommodation for pupils. It has a well-appointed computer suite and a bright, newly stocked library. The library is situated in a wing of the school that is infrequently visited by the pupils so is not as useful as it could be in promoting reading. Accommodation for those that receive additional support through withdrawal is good. The nursery children have access to a useful outdoor area, but there are no outdoor facilities for reception children. The buildings are well maintained and have recently been redecorated and brightened up. Display around the school is adequate. Outside there are attractive, if underused, areas of grass and wild growth. The playground has recently been improved with colourful markings and benches to turn an otherwise barren tarmac area into a more stimulating place for learning and recreation. Learning resources are inadequate. There is a good amount and quality of information technology equipment, but for the majority of subjects, apart from English, science and physical education, the resources are unsatisfactory. Pupils who have special educational needs have access to a good range of resources to boost their learning. There are many bilingual books to encourage pupils to practice reading in their home language.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve standards in English, mathematics, science and ICT, particularly at Key Stage 2 by:

- developing ways such as marking and setting individual learning targets to let pupils know how they can improve;
- improving the use of assessment information in planning the next steps of learning for pupils;
- making better use of ICT to support pupils' learning; and
- ensuring greater consistency in setting homework.

(paragraphs 23, 24, 90, 97, 98,105)

and in English by:

- extending the range of writing opportunities in other subjects;
- planning opportunities for the development of speaking and listening skills, including drama;
- ensuring consistency in monitoring pupils' progress in reading; and
- making better use of the school's library.

(paragraphs 5, 86, 87, 90)

in mathematics by:

- using the mental starter and concluding part of lessons more effectively; and
- using a variety of support material to promote pupils' learning.

(paragraphs 18, 24, 96)

in science by:

- developing pupils' scientific vocabulary and skills in scientific enquiry.

(paragraphs 7, 102, 103)

and in ICT by:

- developing individual teacher's subject knowledge and skills;
- ensuring the full curriculum is covered in sufficient depth; and
- developing measures to monitor pupil' progress in the development of knowledge, skills and understanding.

(paragraphs 8, 25, 27, 129, 130, 131)

Improve pupils' achievements in art and design, design and technology and geography and meet statutory requirements in religious education by:

- ensuring the full curriculum for each subject is covered in sufficient depth with progression in the development of knowledge, skills and understanding;
- addressing the weaknesses in teachers' subject knowledge;
- monitoring curriculum planning;
- providing guidance to help lesson planning; and
- improve the range of learning resources.

(paragraphs 9, 25, 28, 30, 67)

Improve the quality and range of learning for children in the nursery by:

- ensuring appropriate balance between teacher directed and child-initiated activities;
- ensuring that teacher's planning identifies the activities in which children are going to take part to achieve the learning intentions, particularly in language, mathematics and knowledge and understanding of the world;
- making better use of assessment information to plan next steps in children's learning; and
- improving the management of the Foundation Stage.

(paragraphs 16, 50, 60, 69, 72)

Promote better partnership between the school and parents by:

- improving ways to inform parents about their children's progress through the quality of annual reports and opportunities for parents to see and discuss their children's work;
- helping parents to support their children' learning by ensuring that homework arrangements are consistently followed and targets for improvement in annual reports are specific enough; and
- reviewing procedures for addressing parents concerns.

(paragraphs 23, 51, 53, 55, 56)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Strengthen staff recruitment and retention practices. (Paragraph 63)

- Continue efforts to improve pupils' attendance. (Paragraph 14)
- Implement in full the performance management arrangements. (Paragraphs 61, 62)
- Involve governors more in strategic planning and review. (Paragraph 63)
- Develop assessment procedures in the foundation subjects. (Paragraph 47)
- Provide outdoor facilities for reception children. (Paragraph 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	21	40	6	0	0
Percentage	0	14	27	52	8	0	0

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

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)	24	276
Number of full-time pupils known to be eligible for free school meals		92

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	2	88

English as an additional language

	No of pupils
Number of pupils with English as an additional language	62

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	1.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	21	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	10
	Girls	20	16	21
	Total	28	23	31
Percentage of pupils at NC level 2 or above	School	88 (56)	72 (78)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	18	18	17
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	78 (78)	81 (100)	78 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	19	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	15
	Girls	13	9	15
	Total	25	21	30
Percentage of pupils at NC level 4 or above	School	66 (69)	55 (58)	79 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	12	10	14
	Total	23	23	29
Percentage of pupils at NC level 4 or above	School	61 (57)	61 (60)	76 (54)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	35
Black – other	7
Indian	6
Pakistani	4
Bangladeshi	0
Chinese	14
White	198
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.2
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	248.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	3

Exclusions in the last school year

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

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

Financial information

Financial year	2000-01
	£
Total income	806123
Total expenditure	754807
Expenditure per pupil	2467
Balance brought forward from previous year	7322
Balance carried forward to next year	58639

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	48	3	0	0
My child is making good progress in school.	48	43	5	5	0
Behaviour in the school is good.	30	50	5	8	8
My child gets the right amount of work to do at home.	30	35	20	15	0
The teaching is good.	35	45	8	5	5
I am kept well informed about how my child is getting on.	40	40	10	10	0
I would feel comfortable about approaching the school with questions or a problem.	40	40	8	8	5
The school expects my child to work hard and achieve his or her best.	38	50	5	3	5
The school works closely with parents.	33	38	18	10	3
The school is well led and managed.	15	45	10	18	13
The school is helping my child become mature and responsible.	35	50	0	5	10
The school provides an interesting range of activities outside lessons.	30	35	8	8	18

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

68. There is one nursery and two reception classes in the Foundation Stage, which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted to the nursery in September, January and April following their third birthday. They go in the reception classes when they are 'rising fives'. At the time of the inspection, there were 50 children attending the two part-time sessions in the nursery and 30 children were in the reception classes. During the inspection week, there were two teachers job-sharing in one reception class and the other reception teacher had started work only a few weeks earlier.
69. Parents and children are well prepared before they start school. They are invited to the school on an individual basis, before the start, to meet staff and observe nursery routines. The headteacher invites reception parents at the beginning of the term in which their children are to start classes. Most children begin nursery with poorly developed speaking and listening skills and their overall attainment is below that found in three-years-old nationally. Children make satisfactory progress in personal, social and emotional and physical development but unsatisfactory progress in other areas of learning. Most lessons and other observations indicated that teaching in the nursery on the whole is unsatisfactory in communication, language and literacy, mathematical development and knowledge and understanding of the world. As a result, children make unsatisfactory progress and their attainment remains low on entry to the reception classes. This weakness remains since the previous inspection.
70. Children make good progress in the reception classes in all areas of learning because of good teaching. By the end of their reception year, the majority attains the nationally agreed goals in, personal, social and emotional development, creative development and physical development. Children's achievement in communication, language and literacy, mathematical development and knowledge and understanding of the world is good, because of good teaching. Their attainment however, remains below expected levels and most children do not meet the Early Learning goals set for children aged five. But, the majority in reception 1 (the class with the older children) are on course to meet the early learning goals in all six areas.
71. The school follows the Early Learning Goals, the nationally recommended Foundation Stage curriculum. In reception classes, a good range of suitable activities and a stimulating learning environment ensures that the children work purposefully towards the early learning goals in all six areas of learning. This is an improvement since the previous inspection. The staff plan together effectively using national guidance and place appropriately strong emphasis on ways to improve the children's communication, language and literacy and mathematical skills. They have a good grasp of how children learn through play and provide children with good first hand experiences such as using puppets and number lines and other visual aids to teach literacy and numeracy skills. They use praise effectively to motivate the children. All resources are used effectively to promote learning. However, most activities are staff directed and children do not get many opportunities, to choose or initiate activities, or to explore to revise their learning. The support staff has a good understanding of the needs of children who speak English as an additional language and use appropriate methods such as using visual materials, modelling language and asking children to repeat words and phrases. The bilingual support assistant helps children to understand by explaining the concept in Turkish and then repeating it in English. This accelerates learning. Children with special educational needs are well supported.
72. In the nursery teacher's planning does not identify the activities in which children are going to take part to achieve the learning intentions listed. This leads to mostly incidental learning, with little overview of what has been taught and learnt by children of different abilities. The teacher and the nursery nurse tend to supervise children at play rather than develop learning. The setting of free choice of activities supports children in the development of independent skills. Too many activities

tend to clutter the place and do not provide appropriate stimulus. There are too many displays of children's work, many of them are old and dated.

Personal, social and emotional

73. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. Considering their low start, they make good progress overall and most children are on course to attain the standards expected of five-year olds nationally. Most children start school with immature personal, social and emotional skills. In the nursery, most children settle well and enjoy the nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They are encouraged to work co-operatively and take responsibility for themselves. Parents and carers are encouraged to stay with their children to help settle them. Children are well motivated, and apply themselves well to the activities they choose for themselves and they learn from peers. Teaching is satisfactory but most of the learning is incidental rather than planned. Children are well behaved; they concentrate well and sit quietly when appropriate, for example during story times, and singing sessions. They take turns on wheeled and other toys when they use the outdoor area.

74. In the reception classes, teaching is good and children are responsive to a more formal structure and respond well to story, whole class writing and numeracy sessions. Children are able to work in whole class lessons and in smaller groups for example, when they play in their shoe shop and choose other activities. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. Generous staffing supports children's behaviour well and keeps them purposefully involved in their tasks. This results in good progress in children's personal, social and emotional development. However, opportunities for children to make independent choices, select activities and engage in imaginative play are limited.

Communication, language and literacy

75. Children achieve well in this area of learning in reception but, because of their well below attainment on entry and unsatisfactory progress in the nursery, the majority does not meet the early learning goals at the end of the foundation stage. Most children when they leave reception are still working on the fourth and final stage of the *stepping stones*. This is below the national expectations for this age. Most children listen well in both nursery and reception classes. In the nursery, children mostly use words and gestures and make good eye contact to communicate. Higher attaining children use simple statements only and are not able to explain what is happening for example in the role-play. Staff rarely ask children questions about their work. When they do, they accept one-word answers and opportunities to develop language are not always supported through adult intervention. Children enjoy listening to stories but show little interest in choosing books to read for themselves for pleasure.
76. Reception class children are given many opportunities to handle books and listen to stories. Most children know that print carries meaning, and begin to recognise letters of the alphabet. They get many opportunities to learn phonics, and match words to develop reading skills. Higher attaining children in one reception class read books using picture and context clues and using their knowledge of phonemes. They read the familiar books fluently and understand the text. They experiment and develop early writing skills in the well-resourced writing area. They enjoy reading their class book of 'the shoemaker and the elves', which they wrote with the help of their teacher. By the end of the reception class, the high attaining children make attempts to write a few words independently using their phonic skills. However, the majority of children can only write a string of letters with only some formed correctly. Good teaching successfully introduces the children to the type of work recommended in the national literacy strategy. This contributes well to their learning. Children take books home to read with their parents and this improves their reading skills.

Mathematical development

77. The children achieve well in this area of learning in reception but, because of their low attainment on entry to and unsatisfactory progress in the nursery, the majority does not meet the early learning goals at the end of the Foundation stage. When they leave reception children are still working on the fourth and final stage of the *stepping stones*. This is below national expectations for this age. In reception classes, children are taught a good range of number songs and rhymes. Teachers use good visual aids, such as cut out pictures of 10 'sausages sizzling in the pan' or 20 'shoes belonging to elves'. This helps them to count to ten and most can recognise these numbers. Higher attaining children can count and recognise numbers to 20 and understand the concept of add and take away. They can buy objects costing up to 10p, using 1p coins. However, only a few can count a given number of objects accurately without adult help. Several children can name two-dimensional shapes such as the triangle, square, and circle and are learning the properties of these shapes. Children do not understand the key mathematical vocabulary such as 'heavier or lighter', 'more or less'. Reception teachers are secure in their knowledge and understanding of the teaching of basic skills and introduce children to the type of work recommended by the national numeracy strategy. Good teaching accelerates progress in reception.

Knowledge and understanding of the world

78. Teaching and learning in the nursery is unsatisfactory because the planning does not consistently identify what children are to learn through which activities and daily activities do not always correspond to the planned learning intentions. The teaching and learning is on many occasions 'hit and miss'. On one occasion children were involved with building a car with wooden blocks after reading a story. Children enjoyed the experience and improved vocabulary skills such as driver, wheels, however, none new the word steering wheel. Children learn the push and pull movements when they roll play-doh, and play with wheeled toys.

79. Reception children achieve well in this area of learning as a result of good teaching. However, attainment of the majority is still below the expected early learning goals for the end of reception. When using the computer, children learn to manipulate the mouse to operate the program on the screen. They learn about a variety of materials when using construction toys, programmable vehicles, sand, water and play dough. They watch shadows grow bigger or get smaller in the playground. They identify different leaves when they go on a leaf walk. They bake bread and learn why dough rises. They learn about the main parts of their bodies and their functions. They get many opportunities to learn about peoples' faiths and social customs through the celebration of festivals such as Diwali, Christmas and Chinese new year and other festivals. Children who speak English as an additional language and who have special needs are supported well.

Physical development

80. By the age of five, children's physical development is appropriate for their age. There is good provision both indoors and outdoors for nursery children. Reception children make good use of the hall to develop their physical skills. Children showed good awareness of space and control and enjoyed the experiences. They have many opportunities to climb and balance. They use benches safely to slide and are able to use the large apparatus climbing up and getting down. Nursery children moved with good control and co-ordination when they rode their wheeled toys. Most children can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many can control the computer mouse appropriately. Construction kits, puzzles, and cooking all give good opportunities to children to use their hands carefully. Inside the class children move confidently, negotiating their space. Children in reception classes consolidate and appropriately build on these skills. They use the hall for learning the skills of hopping, jumping, walking, and standing still. Teaching is satisfactory overall but is often over directed and children do not get opportunities to explore and create their own patterns, for example when they jump or dance to the music.

Creative development

81. Children in the reception classes are offered a wide range of opportunities that stimulate their imagination. Good teaching enables them to make good progress and achieve the early learning goals in creative development. Children use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting and modelling. They are given many opportunities to experiment with a range of art materials and techniques. For example, children's work on display indicates that they learn tie-dying techniques, observe and draw bicycles with charcoal, and paint daffodils. They weave patterns and learn to sew using polystyrene plates. They print patterns using the soles of their shoes. They produce three-dimensional work using recycled materials.

They play imaginatively with small toys and use role-play to develop their skills further. In whole class sessions, they sing songs and action rhymes. Children know an appropriate range of nursery and action rhymes. They have many opportunities to use musical instruments both indoor and outdoor areas. In the nursery, teaching is unsatisfactory because this area of learning is not well planned for, and consequently children do not make satisfactory progress.

ENGLISH

82. Standards have improved since the last inspection. Then standards were judged to be below average for pupils aged seven. Standards achieved by seven-year olds are now in line with national expectations. Standards for pupils aged eleven years were well below national expectations at the last inspection. Whilst they have improved, they are below expectations by the time pupils leave the school at eleven.
83. Test results for seven-year-olds in 2001 confirm an improving trend. In both reading and writing results are in line with national figures and, in comparison with similar schools, are well above average. Inspection evidence supports the test results. By the age of seven pupils have satisfactory speaking and listening skills and will talk enthusiastically within the class and

collaborate with their peers, although there are only limited opportunities for drama. Standards in reading are in line with those typically found nationally. In Year 1 pupils have a good knowledge of phonics and word recognition and this shows in both their reading and spelling. They know about the main characteristics of non-fiction texts but are not clear about the nature of bias or opinion. In Year 2 pupils have progressed in their knowledge of phonics and understand about silent letters such as 'knew', 'phone' and 'write' and are confident with technical terms like phoneme, consonant cluster, vowel and segmentation. They have progressed in their knowledge of information texts and are confident talking about the use of an index, contents page and glossary. Pupils in Year 2 know about the use of a dictionary to clarify the meaning of a word and can use a computer well to help label parts of the human body and write appropriate questions for others to read. The higher attaining pupils have good reading skills and can read aloud with confidence and expression. They can talk convincingly about rhythm and rhyme but have personal preferences for only a limited range of children's authors. The below average achieving pupils can use phonics to read unknown words but have less well developed strategies for using context clues.

84. Standards in writing are at expected levels. Pupils in Year 1 can use a computer to write appropriate captions for their work. Their writing, however, lacks sufficient range and too much of it is narrative rather than other forms, but teachers are aware of this and are starting to address the issue. The higher attaining pupils show good progress in their use of adjectives and vocabulary generally, but improvements in punctuation and handwriting are not consistent. Pupils in Year 2 use their 'Quick Write Book' well and make good approximations of difficult spellings, whereas in their 'English Book' they can show proper attention to the conventions of writing and make good progress. Lower attaining pupils have poorly formed handwriting that is inconsistently joined. Target setting for writing for pupils aged seven is a recent initiative and teachers are starting to use this well to communicate clearly to pupils where they should be aiming. In Years 1 and 2 there are no significant differences in the attainment of pupils with English as an additional language or between boys and girls.
85. Test results for eleven-year-olds in 2001 also show an improving trend. Results were below the national average but were in line with the performances of similar schools. Test results show a consistent upward trend over the last four years and the school has more than matched the national trend of improvement. Nevertheless, by the age of eleven pupils' attainment in English is below average despite some very good teaching in Year 6. This is partly because of problems of staffing and partly because of problems of continuity in learning due to a significant number of pupils moving to and from the school.
86. Standards in speaking and listening are satisfactory. By Year 6 pupils will talk and listen with confidence, especially about their reading habits and writing interests. They use standard English appropriately and show, through their comments and questions, that they can listen carefully. Standards in reading are below average.

The higher achieving pupils in Years 3 and 4 are knowledgeable about explanation texts and understand how they are constructed, but achieve less well with other non-fiction texts. They can experiment with the use of connectives and make good judgements about their appropriateness. Average pupils in Year 5 know that sentence length can effect the feeling of a narrative and can explain why. Pupils in Year 6 have developed satisfactory decoding skills and can talk about the book they are reading. They have, however, limited knowledge of children's authors, as in the infants. In part this is attributable to the underuse of the school's library.

87. Standards in writing are below average. High attaining pupils in Year 6 respond positively to a teacher modelling the construction of a narrative dilemma. They can use their understanding to develop their own writing and can work independently with confidence and a good degree of personal involvement. They can reflect well upon their extended writing and know how to talk about the use of various punctuation devices and other conventions of writing. They can proof read their own work, although some pupils are unsure of the use of apostrophes for contractions. While the average and more able pupils can compose and develop a piece of extended writing well, there is generally a limited range of writing. In curriculum areas, like geography and religious education, writing by pupils by aged eleven years tends to be cursory and of an unsatisfactory standard. The

higher attaining pupils in Year 5 and 6 are proficient at using a computer but are given insufficient opportunities to compose using word processing.

88. Overall pupils make satisfactory progress. They make good progress in Years 1 and 2 and in Year 6. Pupils with English as an additional language make similar progress to other pupils. Some of the junior pupils with English as an additional language have limited vocabulary but, in Year 5, make good progress with both their reading and writing because they are supported well by classroom assistants. Pupils with English as an additional language are woven into all ability groups and do not predominate in any particular one. Pupils with special educational needs make good progress and are well supported by classroom assistants but attain well below national expectation. There is evidence from the Year 6 tests that boys achieve less well in writing but the English co-ordinator is aware of this and has plans to address the issue.
89. The quality of teaching is generally good or very good in Years 1, 2 and 6, and at least satisfactory in all other classes. In the best lessons teachers are good at sharing the lesson objectives with the children and in conducting plenary sessions where they reflect well with pupils upon what has been learned. Teachers in Years 1 and 2 plan a solid grounding in phonics, through games and well-paced activities that pupils very much enjoy. Teachers in Years 2 and 6 especially have a secure understanding of the subject and use computer technology successfully to enhance teaching and learning. Pupils' attitudes are very positive at the use of this new technology and they become well motivated and excited. Classroom assistants are productively employed in English lessons. They are trained well to support targeted pupils during shared reading and writing sessions as well as in periods of guided and independent work. Teachers' planning is generally good for literacy and the nature of collaboration across two year groups works successfully. Teachers are skilled at asking questions and at including all pupils. Teachers have used the National Literacy Strategy well to support their planning and have incorporated systematically many of its objectives and methods. Classroom teaching assistants are well organised and use the Additional Literacy Strategy materials successfully, although pupils across the school are too often withdrawn from other subjects in order to receive this additional support.
90. There are some weaknesses in teaching. What is not planned for adequately across the school is pupils' speaking and listening. Drama, for instance, or the nature and structure of small group work in English or in other areas of the curriculum, are not planned for sufficiently. Teachers' use of reading assessments is also variable throughout the school. In Year 2 it is most effective and contains detailed information about children's achievements and targets. In other classes, teachers' planning does not take sufficient account of pupils' prior learning. In classes where pupils are set for English, as in Years 5 and 6, not all teachers are aware of a pupil's individual education plan (IEP) and so plan their lessons with insufficient rigour in this respect. The quality of teachers' marking of children's work varies throughout the school. The best practice is found in Year 2 where the teacher has initiated a programme of target setting. This recent initiative has started to be adopted by other teachers and is valuable for it communicates clearly to pupils goals for their progress.

Although teachers across the school plan insufficiently for the use of information technology to support pupils' learning of English, in some classes, such as Year 2, teachers are starting to use interactive white boards very successfully to enhance their teaching of English.

91. There has been good improvement since the last inspection. The subject is very well co-ordinated by an enthusiastic and knowledgeable manager. She has worked hard since the last inspection to raise standards and has a good sense of direction. She has monitored the teaching of English and, together with the Local Educational Authority literacy co-ordinator, has supported new or less confident members of staff and arranged for them to attend in-service courses. She has recently instigated a system for targeting individual pupils' learning and, although this procedure is not yet followed systematically across the school, is starting to make clear to pupils goals for their improvement. She is aware of the neglect of the school library and has plans to augment this facility. Resources are adequate and the recent arrival of new classroom and library books has been timely. A 'Reading Buddies' system attempts to mix pupils of different ages across the school. Because of the timing of the inspection this was not seen in operation.

MATHEMATICS

92. Standards have improved since the last inspection. Attainment in the current group of seven-year-olds is similar to that expected nationally and pupils are likely to match national standards by the end of Year 2. This is better than the results of the national tests in 2001 at the end of Key Stage 1 and an improvement on the findings of the last inspection.
93. Overall standards among the current Year 6 pupils are likely to be below national expectations at the end of their time at the school. However, their attainment shows an improvement on the 2001 national test results for eleven-year-olds, which were well below the national average as well as an improvement on the last inspection findings. Most pupils, including those identified as having special educational needs and English as an additional language, achieve satisfactorily. There is no significant difference between the performance of boys and girls.
94. By the age of seven, standards of work seen are similar to those expected nationally in number, shape, space and measures. Most pupils have sound mental mathematics skills because of the regular opportunities provided. In written work most understand place value, with the more able pupils working with hundreds. Pupils count confidently at least to 100 in steps of 2, 5 and 10 and recognise odd and even numbers. They learn methods for adding 9 and 11 and double and halve numbers within a hundred; more able pupils use larger numbers. Lower ability pupils work comfortably with numbers to 50, counting in 2's and 5's. More able pupils work in hundreds and add tens and hundreds to a given number. Most recognise coins up to £1.00 and use them in shopping activities, changing pence to pounds and pence satisfactorily up to £1.00. They recognise and know the names of regular two and three-dimensional shapes and are developing their measuring skills. They use clock faces and correctly record hours, quarter past, half past and quarter to the hour. More able pupils use tally charts and devise and interpret simple bar charts.
95. By the age of eleven, standards of work seen are below those expected nationally but there is an improving picture. Most pupils have developed sound skills in mental mathematics and the majority work confidently with numbers in hundreds and more able pupils with much higher. Generally, pupils have a sound grasp of place value and of the four number operations and can halve and double large numbers. They complete written calculations confidently, involving multiplication and division of three digit numbers by one and two digit numbers. Pupils order fractions and understand the link between equivalent fractions, percentages and decimals and more able pupils confidently use this understanding to solve problems involving fractional parts. Pupils find perimeters and areas of regular shapes and use co-ordinates successfully to locate position and rotate shapes. They draw and measure angles accurately. Most have a sound grasp of common weights and measures and time. More able pupils understand the meaning of mean, median and mode. However, data handling activities and the interpretation of line and block charts are less well developed. Most understand how to use a calculator and use these effectively to check calculations.
96. The quality of teaching and learning is satisfactory overall and good in Years 2 and 6. There were no unsatisfactory lessons observed and, of the ten lessons seen, five were judged good, and one very good. Teachers usually share the purpose of the lesson clearly with pupils so that they are aware of what they will be learning and this creates interest and awareness. They have at least sound subject knowledge, but the numeracy strategy is not yet a firmly established part of some teachers' practice. Teachers use the national numeracy guidance soundly in planning lessons. However, it is not yet firmly embedded in the teaching in all classes, as the recommended three-part lesson structure is not always used to full advantage. Occasionally the mental and oral sessions do not always sufficiently challenge pupils, frequently lacking pace. Teachers usually manage the main part of the lesson soundly. Most of the time there is a suitable match of activities to the needs of pupils, so that learning is at least satisfactory and often good, but pupils often have insufficient opportunities to use equipment to support their learning. Support materials

such as number fans, cards and white boards are insufficiently used. Lessons usually end with a review of what has been learnt, when pupils are given the opportunity to explain their thinking and talk about what they have been learning. However, the concluding part of the lesson does not always give pupils sufficient opportunity to discuss what they have done and learnt, and is not sufficiently linked to the main activity.

97. Teachers ensure that all pupils are fully involved in all mathematical activities and their needs are usually met with activities matched to their levels of attainment. This is particularly effective in Years 5 and 6 where pupils work in prior attainment groups three days a week. Support assistants are used very well to support individuals and groups in the classrooms. Booster classes and specific number support through carefully structured activities for individual pupils are helping to raise standards of the less able. Most pupils enjoy mathematics and this results in very positive attitudes and levels of interest. They relate very well together especially when working in group activities. However, when sessions are too long, pupils lose interest. The extra mental/oral session on a Wednesday means that pupils in Years 5 and 6 undertake mathematics for an hour and a half and this is too long. The session is not effective as activities provide insufficient mental challenge. Most teachers regularly acknowledge pupils' work but the use of the school's marking procedures is inconsistent across the school. There are few useful comments which let pupils know how they can improve and, in some classes examples of unfinished and unmarked work. In some classes pupils have specific mathematics targets but this is not consistent across the school. Likewise, homework is not set consistently. There are limited displays of pupils' work in some classrooms and a lack of class number lines for pupils to physically count on and back.
98. The use of mathematics to help learning in other subjects is satisfactory. For example, pupils are involved in drawing charts and taking accurate measurements in science and design and technology and using timelines in history and religious education. Opportunities for pupils to use mathematics, involving real life problems, vary across the school and need to be developed further. Information and communication technology (ICT) is not yet used effectively to aid and extend pupils' learning in mathematics and this is an area recognised by the school for development. Not all teachers know the range of programs available or how to use them effectively, although the ICT co-ordinator has made this information available.
99. Improvements since the last inspection has been satisfactory. The co-ordinator provides good leadership and manages the subject well, providing effective support to colleagues. Improvements include the introduction of assessment procedures and the monitoring of teaching and learning. The co-ordinator undertakes a thorough analysis of annual test results and outcomes are used well to group pupils and identify areas of weakness in pupils' learning. There has been some effective monitoring of teaching and learning by the headteacher and co-ordinator but this needs to be extended further to monitoring standards in pupils' books. Recently introduced assessment and recording systems and target setting for pupils are sound but have not yet had time to take full effect. Teachers sensibly plan carefully together where there are similar aged pupils. They use a variety of commercial materials, as well as teacher made worksheets, effectively to reinforce their teaching. Learning resources are readily available in classrooms and also stored and well organised in a spare classroom. Although some new equipment has been purchased, much is old.

SCIENCE

100. Standards have improved since the last inspection. Standards achieved by seven year olds are close to national averages. However, pupils' work shows that overall standards achieved by Year 6 pupils are still below average. Pupils' skills in scientific enquiry and scientific vocabulary are not well developed. Pupils' achievements are satisfactory. Currently there are no significant differences in the standards achieved by boys and girls.
101. The results of the national tests in 2001 for Year 6 pupils were below the national average but in line with the average for similar schools. Test results have risen substantially over the last four

years, reducing the difference between national and the school's performance significantly. Teacher assessments at the end of Year 2 were well below the national average in 2001.

102. At Key Stage 1, pupils make satisfactory progress and their knowledge and understanding are in line with national expectations. Through their investigations of materials, they know that stretching, twisting, squashing and bending can change materials and that some changes are permanent, for example through boiling eggs. As a result of their explorations of different materials they can record appropriately their findings about their properties in table form. Pupils know how forces of push and pull affect the movements of objects and over what type of surface a model car travels best. In a Year 2 lesson, pupils showed appropriate knowledge about the life cycle of a frog and were making photo albums of human growth. Pupils could answer questions such as 'What makes people grow?' by identifying appropriate food to promote growth. Pupils know how bulbs work in various electrical circuits. However, although pupils are learning to make predictions, they are not yet secure in their understanding of a fair test and their scientific vocabulary is not well developed.
103. In Key Stage 2, pupils' achievement is satisfactory, although standards are below average and the range of scientific topics covered is satisfactory. Pupils' knowledge of the earth, sun and the moon is sound and they learn about the movement of the moon taking 28 days to orbit the earth. They explore how shadows are formed and draw tables and graphs to show the changing length of shadows. Pupils in Year 6 understand that all food chains begin with a green plant but do not consistently use scientific vocabulary such as, producer, consumer, predator or prey. This weakness hinders progress. Pupils use methods such as filtration for separating simple mixtures, using sieves and filter papers. Year 6 pupils know about reversible and irreversible changes. Some higher attaining pupils could use scientific vocabulary, for example to describe changes that happen through evaporation and condensation, although the majority do not use an appropriate range of scientific vocabulary for their age. Little work was seen in the study of major organs of both humans and plants. However, appropriate work is planned in the schemes of work for subsequent terms. Pupils have appropriate opportunities to observe scientific processes, write down their predictions and record their results in appropriate forms. However, they have insufficient opportunities in devising and carrying investigations independently and their ability to devise and conduct fair tests is underdeveloped.
104. The quality of teaching in observed lessons was never less than satisfactory. However, it varied from very good to satisfactory, depending on the experience of the teachers. All lessons are carefully planned, based on the national guidelines, supporting teachers new to the country and new to the school. Teachers have good subject knowledge and understanding of the subject. They share learning intentions with pupils at the beginning of lessons and explain tasks carefully. In classes, where the quality of teaching is good, teachers have high expectations and pupils are asked to predict, observe and carry out their experiments. They expect pupils to concentrate in lessons and this has a positive impact on pupils' learning. In one Year 6 lesson, teachers' good explanations of the importance of washing the test tubes thoroughly and the need to observe when liquids and substances are mixed resulted in good pupil achievement.
105. Where the pace and momentum of teaching are slower, or teachers' management skills are not consistently applied, or work of higher attaining pupils is not suitably challenging, pupils' learning is less successful. All pupils are fully included in all activities and most make at least satisfactory progress. Pupils who speak English as an additional language make similar progress to their monolingual peers. Pupils with special educational need are well supported by classroom assistants and they make good progress.

Teachers use effective strategies to support pupils with special educational needs and use visual aids and resources well to support pupils who speak English as an additional language. Presentation of pupils' work in their books is often unsatisfactory and handwriting is not always legible. However, pupils are able to produce good quality of work for display purposes. Marking of pupils' work does not consistently follow the school policy. On-going assessment used at the end of the lessons is satisfactory, but the assessments are not consistently recorded and do not

outline the next steps of learning for pupils or guidance for planning. Assessment information does not regularly inform planning.

106. There has been good improvement since the last inspection. Leadership and management are good. Standards are improving, because the curriculum is better organised and the co-ordinator's role in monitoring the subject and taking action to improve is developing well. The new co-ordinator is enthusiastic and has identified the key areas for development. Strategies for improvement are being implemented effectively. The policy has been revised and resources have been improved. Local education authority help has been sought in monitoring teaching, planning and pupils' work. Resources are sufficient and there are satisfactory links with other subjects such as mathematics and English. Display work is good and stimulates learning. In-service training for staff in developing pupils' achievements in scientific enquiry has been planned to improve standards further.

ART AND DESIGN

107. By the ages of seven and eleven, standards are below national expectations. Most pupils, including those with special educational needs and English as an additional language, have learnt little of the basic skills and techniques. Standards of work indicate some unsatisfactory teaching and underachievement by pupils in the past. Analysis of pupils' work and teachers' planning in the past and discussions with pupils and staff indicates that the curriculum has lacked breadth and balance. This has meant that pupils have not sufficiently developed the range of skills and knowledge expected.
108. Seven-year-old pupils have had insufficient guidance in using methods, techniques and a range of materials. There have been few opportunities for them to record from first-hand observations using a range of media such as pencils, charcoal, paints and drawing skills are immature. They have little understanding of pattern, texture and tone or the differences and similarities of different artists. Current activities are trying to address this as they observe buildings around the school and record what they see in sketchbooks with drawings and rubbings. They make flat shape stamps of what they have seen such as a brick, chain link fence and tile and soundly make repeating patterns for a montage. Most pupils are well motivated and take care and pride in their work. Their powers of observation show in the shapes and patterns drawn. Work on display shows some immaturity in pupils' idea of the human figure in small-scale drawings.
109. By the age of eleven standards are below and, for a few, well below those typically found nationally. From the very limited examples of work, it is evident that there is a lack of maturity in the portraits pupils have done and their thoughts on 'What is art?' They have had limited opportunities to use different media and develop an understanding of colour, texture, pattern, line and tone. The use of sketch books has not been fully exploited to develop an awareness of colour, shape and form. Pupils are unable to talk about famous artists because they have not had sufficient opportunities to talk about and look at examples or art from other cultures to encourage them to think about how they feel, and what they like and dislike. This has meant missed opportunities to develop spiritual awareness and the joy that can be gained from looking at artwork. There have been insufficient opportunities for pupils to work in two and three dimensions or experience a range of materials, tools and techniques because of the lack of an overall curriculum plan.
110. In the lessons seen in the infant classes the quality of teaching is satisfactory. Teachers usually clearly share the learning intention with pupils so they know what they will be doing. Relationships are usually good and teachers manage pupils and the activities soundly. Good use is made of classroom assistants to support groups of pupils. Most pupils are enthusiastic and keen to learn so that behaviour is usually good.

Pupils handle items carefully and show respect for the achievements of others. No lessons were seen in Key Stage 2 due to timetable arrangements. However, there is sufficient evidence from talking to pupils and staff and at displays of work, to show a lack of detailed planning. Teaching until this term has been unsatisfactory. Teachers' planning has improved in the current term.

111. The subject has had a low priority over the past few years when the emphasis has been on raising standards in the core subjects. However, leadership and management have improved considerably this year with the appointment of an enthusiastic co-ordinator. He has worked hard to raise standards and the profile of art throughout the school. He has developed a curriculum based on national guidance, which provides for progression of knowledge and skills although this has only been fully in place this term. Although teachers are given sound support in using materials and techniques, there is no formal monitoring of planning to ensure that national curriculum requirements are met. Assessment procedures have yet to be developed and a collection of samples of pupils' work, showing national curriculum levels, will help teachers make judgements on standards. The co-ordinator has been busy sorting resources, which are unsatisfactory as the range of materials, pictures and artefacts is insufficient. There is no planned use of computer technology to support pupils' learning. A recently opened art club is popular and gives opportunities for pupils to develop ideas and techniques outside their classrooms.

DESIGN AND TECHNOLOGY

112. Standards are unsatisfactory across the school. Only two lessons were observed but there was evidence of standards from an analysis of pupils' work and from talking with pupils.
113. No lessons were observed in Years 1 and 2 during the inspection. There was, however, evidence from wall displays that pupils have had made masks from paper mache and have constructed pictures with simple moving levers in paper and card. There is no evidence, however, that pupils by the age of seven can work with a range of tools, equipment, materials or components to make quality products. Nor is there evidence to suggest that pupils can evaluate the processes they went through or the products they made.
114. Two lessons were observed in the junior stage. Pupils in Years 3 and 4 can design and then make a prototype for a purse out of paper and masking tape. Generally, their designs show unsatisfactory awareness of the properties of a range of materials, although they have satisfactory skills at measuring, marking out, and cutting. They can decorate their designs attractively, but pay insufficient attention to the technological aspects of them. Pupils evidently like the practical side of this subject and work with enthusiasm. They collaborate well. Pupils in Years 5 and 6 classes were not being taught the subject during the period of the inspection but there was display evidence that they can make biscuits and can design and make packaging for them. Again this was made from paper and card, using scissors, glue and decorations, and so there is little evidence of progression in the acquisition of skills across the school. Teachers do not make effective use of information and communication technology to support pupil's learning.
115. The quality of teaching is unsatisfactory, although in the lessons observed some aspects of teaching were satisfactory. Teachers gave clear directions, paired pupils of various prior attainments very successfully and, in one instance, set homework. However, teachers generally lack experience of and confidence in teaching this subject and have low levels of subject knowledge. Teachers have a poor understanding of progression across the primary phase. Assessment procedures are unsatisfactory. Planning, from the nationally recommended guidance is available to staff but, because there is only a caretaker co-ordinator at present, this has not been disseminated nor discussed adequately and the subject lacks direction. The headteacher is aware of this and has agreed with a member of staff to take over management of the subject. There are inadequate resources within the school to teach the subject properly. Pupils are sometimes withdrawn for additional literacy support causing disruption to their learning.

GEOGRAPHY

116. Standards are below expectations at the end of both key stages. Pupils' knowledge and understanding is less than that typically found nationally. Their skills are below expected levels.

The range and quality of their written work is unsatisfactory. Only the standard of work produced by the higher attaining pupils is in line with expected standards. Analysis of pupils' work shows that they do not cover geographical topics in sufficient depth, the range of work undertaken is limited and there is a lack of systematic development of map skills.

117. Year 2 pupils can draw simple routes to school, identify some basic physical and human features and give simple directions from their home to school but map work is often just a colouring activity. They know that people do different jobs in different buildings but have little idea of contrasting environments. Pupils show insufficient awareness of different places and their knowledge of places and location is unsatisfactory. They find it hard to name the countries of the United Kingdom or show their relative positions on a map. They have little knowledge of countries outside the UK.
118. The study of rivers is a major focus in Years 5 and 6. Pupils have a sound knowledge of the features of rivers at different stages and use the correct vocabulary appropriately. However, their understanding of how rivers shape the landscape, through erosion and the transportation and deposition of material, is weak. They have limited understanding of how physical factors affect human activity for example, in the location of settlements. Pupils have looked at environmental issues in connection with the rainforest. Some pupils have undertaken their own river projects to a sound standard and some, more able, pupils have explored the effects of pollution. Overall, pupils do not have sufficient knowledge of different places, lack understanding of geographical and environmental issues and do not make satisfactory progress in the development of skills and understanding of contrasting environments. Pupils can locate places in atlases and use map keys and symbols appropriately but they are not familiar with the use of grid references to locate features on maps.
119. Teaching was satisfactory in the lessons seen but there are weaknesses in the quality of teaching and learning. Aspects of lesson planning are satisfactory, for example all have a specific geographical focus and learning intentions are generally clear. However, planning generally does not always take sufficient account of pupils' different learning needs. Teachers demonstrate sound subject knowledge and, in the better lessons, good questioning techniques. For example, in a Year 2 lesson the teacher's brisk questioning kept pupils interested and encouraged them to contribute their ideas. She collated contributions of the whole class to set up an appropriate activity for the pupils to complete. However, not all teachers use an appropriate range of teaching methods to explain geographical ideas, relying too much on verbal explanations rather than using a range of visual resources. In one lesson the limited range of methods failed to motivate pupils, who lost interest, leading to unsatisfactory learning. Too often the focus of the lesson was on developing pupils' knowledge of the features of a river from photocopied diagrams that had little meaning to them. The limited use of resources for example, photographs to identify river features means pupils' understanding of the processes are not sufficiently developed, although pupils undertook appropriate practical activities on their trips to the local river and to the River Thames. Pupils have some opportunities to research information on topics and some have word processed their work to a sound standard but in general the use of the internet and CD Roms, to support pupils' learning, is underdeveloped. The amount of recorded work is less than that typically found and indicates that teachers do not take appropriate opportunities to develop pupils' writing or numeracy skills.
120. Management is not effective. The subject has not been a focus for development for some time, partly because of other priorities in the school and also because the school has been without a permanent coordinator this year as a result of staff turbulence. Curriculum planning is not satisfactory. The curriculum is based on a two-year cycle so pupils in different years do similar work, with little planning to meet the needs of pupils of different capabilities or ages. The school is developing a scheme of work based on national guidance but it needs to be further modified to provide sufficient support for teachers in planning work. Assessment procedures have yet to be introduced. However, the school has a sound understanding of the areas for development, appropriate priorities have been clearly identified and an action plan to address these drawn up.

The school makes sound use of the local area and trips further afield to support pupil's learning. Resources are generally adequate, but underused, and there are limited displays of pupils' geographical work.

HISTORY

121. Standards are in line with national expectations at the end of both key stages. Judgements are based on the work seen in lessons and in pupils' books and through discussions with pupils.
122. Infant pupils have a satisfactory understanding of the difference between the life that is familiar to them today and life in the past. For example, Year 1 compare how water is used in the home today with Victorian times. By Year 2 pupils have a satisfactory knowledge and understanding of events and personalities from the past. They can place particular events such as Fire of London, on a time-line and can identify differences between the fire services today and the past. They have a good understanding of the changes in the lives of people brought about as a result of the fire and the importance of Pepys' diary as a source of evidence. However, their knowledge and understanding of evidence, other than books, is not well developed.
123. By Year 6, pupils have a satisfactory knowledge of key dates, periods and events in British history. They are able to identify differences between particular historical periods and describe how they affected peoples' lives. Year 6 pupils have developed a chronological understanding and use vocabulary, such as ancient and modern, century and BC effectively. Higher attaining pupils are developing an understanding that interpretations of the past may differ and can give examples of what is fact and what is opinion. They can talk about the points of view of the people who were alive at the time of the war. They interview their grand parents for first hand evidence. They are able to present the information they find in a variety of ways, for example, as a letter from an evacuee in the Second World War. Little evidence is available to judge the quality of pupils' work when undertaking a local study.
124. Teaching is satisfactory. Generally, teachers have secure subject knowledge. They plan carefully across year groups. Teachers make good use of pictures and written sources to encourage pupils to develop historical skills and learn about the specific features of peoples' lives in that period. This offers good support to pupils who have special educational needs and those who speak English as an additional language. As a result these groups make similar progress to their peers. During the inspection, history was taught only in Years 3 and 4 and only two lessons in Key Stage 2 were observed. The quality of teaching in these lessons ranged from very good to just satisfactory. The learning objectives were shared with pupils so that they understand the purpose of the lesson. In a very good lesson in Year 3, the teacher used replicas of paintings of Anne of Cleves and Henry V111 to compare fashions in clothes now and then. Pupils complete research projects at home and many visit museums and art galleries as part of their study. Work in pupils' files is generally not well presented and is often untidy. However, the display of pupils' work indicates that they are capable of presenting work neatly and taking care with their handwriting. Good links are established with literacy, as pupils are encouraged to discuss the evidence in-groups and pairs. They research using CD ROMs, compose letters and write accounts and reports. Numeracy skills are developed when pupils talk about dates and write timelines. Pupils are generally interested and keen to share their knowledge and opinions. Most listen attentively to their teachers and do their best to complete activities. However, when their interest is not engaged, a number of pupils take times to settle down and the pace of work is slow.
125. The role of the co-ordinator is being developed. Curriculum planning is satisfactory. The overall curriculum framework helps ensure that all topics are covered. The school uses schemes of work based on the nationally recommended guidance. The resources are being updated. The monitoring of lessons and of standards has not yet happened but has been identified as a priority. Assessments made are not yet used to modify future lessons or to plan for pupils of different abilities. This is a weakness and hinders progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. By the age of seven, standards are broadly similar to those typically found nationally. This is an improvement since the last inspection, when they were considered to be low. Although standards are rising at Key Stage 2, overall they are below national expectations by the age eleven, except in word processing skills where they are broadly similar to those expected.
127. By the age of seven, pupils' knowledge and understanding and use of ICT is similar to that expected nationally. Standards are improving because of sound teaching which gives pupils, sufficient opportunities to develop an understanding of the keyboard and use of keys. Most pupils are developing keyboard skills and mouse control soundly, dragging and dropping words and pictures, writing simple text and saving and printing their work. Most understand how to use the space bar, shift key to make capital letters and the delete key. They use an art package and simple tools, such as spray and fill, to produce colourful pictures. They learn to control a programmable toy, making it go forwards, backwards and turn, and compose a simple tune linked to rhythm and duration in music. Pupils are aware of the range of objects in everyday life that rely on technology such as mobile phones, televisions, tape and video recorders.
128. By the age of eleven, pupils have varying standards of attainment; those with regular access to a computer at home, display more confidence and knowledge, particularly in word processing, use of the internet and e-mail because they practice skills learnt in school. Most pupils confidently load up computers, retrieve, amend, save and print out their work. They know how to use a variety of fonts, sizes and colours, position text and pictures and a few use the spellchecker effectively. Most share and exchange ideas, using an art package, by designing and printing pictures, or retrieving them from clip art collections. They combine these with writing and add borders to produce attractive pieces of work. Pupils have little understanding of data handling and use of spreadsheets or how to use technology for multi media presentations and producing posters and brochures. Their knowledge of using technology for control and monitoring is below expectations because the school has only just received the equipment for this. Pupils understanding of the use of ICT and the benefits in the world beyond school is also below expectations.
129. Teaching is satisfactory overall but there are shortcomings. In the seven lessons seen, the quality of teaching ranged between unsatisfactory and good. Teachers' knowledge and understanding and confidence vary considerably and this affects the quality of lessons. Where teachers manage pupils well, have high expectations and good knowledge, learning is good. Generally, soundly prepared lessons based on the recently introduced curriculum guidance ensure appropriate work for pupils. Teachers usually introduce new work through focused whole class sessions, clearly sharing with pupils what they are learning at the beginning of the lesson. However, some sessions are not long enough to allow pupils sufficient time to successfully complete tasks. Where teaching was unsatisfactory it was because of a lack of teacher's subject knowledge, slow pace and inadequate management of pupils' learning. The use of computers in classrooms varies but most are not used effectively to support learning in other curriculum subjects. There are developing links with subjects such as English, mathematics, art, history and geography but these are at an early stage. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress. All pupils are included in all ICT activities. Pupils enjoy computer activities, are well motivated and most show good concentration and perseverance when teaching is sound or better. They usually work in pairs, taking turns and supporting each other well. In classes where they work with a partner, co-operation is usually good and this encourages personal and social development very well. Access to computers at home gives pupils the opportunity to practise, reinforce and learn new skills well. This supports homework activities such as undertaking research and using the Internet.
130. There have been many positive developments since the last inspection. Then the inspection report noted that ICT provision was underdeveloped and that standards across the school were low. There has been a lack of equipment to support all areas of the ICT curriculum. Consequently, pupils have

not had sufficient opportunities to develop necessary skills and knowledge. This is no longer the case in the infants, although junior pupils do not yet have full access to all aspects of the ICT curriculum because as a result of staff changes, training, to improve teachers' skills, has not yet been completed.

With the help of Education Action Zone funding, the computer systems have been improved; there are now fifteen computers in the computer room and one in each classroom, with an attached colour printer. Most staff now have regular access to a laptop computer and all the current Year 5 pupils have the opportunity to have a computer at home with basic programs for word processing, an art package and Internet facilities. The school has, quite rightly, identified ICT as an area for continuing development in the school improvement plan. With an enthusiastic and knowledgeable co-ordinator, new subject planning and guidance, and further staff training planned, the school has the potential to raise standards further.

131. The newly appointed co-ordinator is enthusiastic and provides very good support and guidance. She has a clear understanding of what needs to be done to raise standards. She has listed all the software and linked this well to year groups and subjects with an emphasis on mathematics. She has worked hard to produce sound subject planning based on national guidance, produced lesson plans and given model lessons. There is some informal monitoring of planning but no evaluation of the quality of teaching and learning or pupils' work. There are currently no whole school assessment procedures to monitor pupils' progress and this is an area identified for development. There is a sound range of ICT resources, cassette recorders, CD player, keyboards, and televisions and video recorders most of which see satisfactory use but need to be more closely linked to developing pupils' knowledge and understanding of the use of ICT. Most teachers use computers effectively to generate labels and writing for displays. This enhances the importance of the subject and the quality of classroom displays.

MUSIC

132. Standards are broadly in line with national expectations for pupils aged seven and eleven years but barely so. This is in large part because resources have been found this year to fund a visiting teacher who is well qualified and has shared the co-ordination and teaching of the subject across the school. This has recently given a much-needed impetus to the subject across the school.
133. By the age of 7 pupils can compose a musical score. Their use of patterning to represent sounds, however, is not a skill that is well developed. They can use tuned and un-tuned percussive instruments to produce a rhythm to accompany a taped song. Some will move their hands and arms very rhythmically when singing. They sing songs like 'Water, Steam and Ice' with accuracy, volume and a great degree of enthusiasm. They can use the computer to compose a score and make decisions about the dynamics, duration and pitch of their compositions. In this context they are well motivated and learn excitedly.
134. By the age of 11 pupils can sing with enthusiasm in lessons. However, in other contexts, such as school assembly, their singing is sometimes uninspired and lacks dynamism. Pupils in Year 6 are able to respond well to taped music and express their feelings. They are capable of following a simple score and of playing their tuned and untuned percussion instruments at the appropriate time. Pupils are less skilled at naming kinds of music, however, and of identifying the beat structure of more complex pieces.
135. The quality of teaching is satisfactory across the school. Teachers are good at recapping upon pupils' previous learning and linking it to the topic of the current lesson. Not all, however, are confident or competent to teach music and generally have unsatisfactory knowledge. In the best lessons the teacher maintains a good pace, has appropriate resources readily available and plans for a variety of activities during the lesson.
136. Co-ordination of music across the school is not strong at present. Currently this rests largely upon the leadership of a visiting specialist teacher who is not a permanent member of staff. While a

publisher's scheme has been disseminated to staff there has been limited opportunity for them to discuss this in depth, receive classroom support and raise their ability and confidence to teach music. There have been links with neighbouring secondary schools in the past, but they are not strong or diverse. Provision for pupils to receive extra curricular tuition is currently restricted to a recorder group. Resources for music are barely adequate in terms of number or quality but the school has identified this as a priority and is addressing the issue.

PHYSICAL EDUCATION

137. Standards achieved by pupils at the ages of seven and eleven meet expectations. The performances by pupils in gymnastics, dance and games are generally typical of standards found nationally.
138. Pupils in Year 2 show sound gymnastic skills in their warm-up sessions. They show sound achievement in performing basic actions of balancing, stretching, jumping, twisting and leaping, linking travelling movements to create sequences during dance lessons. In dance they develop skills and perform simple actions with increasing control and co-ordination. They respond sensitively to music, varying their movements when "calm music" is followed by a quicker beat. Years 3 pupils also make satisfactory progress in developing basic movements in response to music, the quality of their movements reflecting varying attainment, some girls moving in a graceful and dignified way, as befitted the music, with graceful arm movements. Year 5 perform dance steps employing a range of movement patterns with a sound appreciation of rhythm. Working in groups, some girls show good quality in their movements. Year 3 pupils practice their batting skills and transfer them satisfactorily to mini-games of tennis. Year 6 pupils show sound netball skills and can transfer these well to group activities.
139. Pupils can evaluate their own efforts and those of others and generally make appropriate efforts to improve their performances. Sometimes older boys show enthusiasm and enjoyment rather than a desire to improve. Pupils have a sound understanding of the effect of exercise on their bodies and of the need for safety and dress appropriately for physical activities.
140. The quality of teaching and learning is satisfactory overall. However, teaching ranged from very good to unsatisfactory. Most teachers' planning is sound, clearly identifying what skills pupils are expected to learn and ensuring that lessons begin and end with appropriate exercises. Lessons make appropriate physical demands upon pupils, who respond enthusiastically and energetically. Clear explanations and effective use of pupil demonstrations help pupils improve their performances. Sound explanations and clarification of techniques keep pupils well focused and this allows learning to continue throughout the lesson at least at a satisfactory pace. In good lessons teachers challenge pupils to improve their performances. Teachers generally plan time for demonstrations and this gives pupils opportunities to observe performances of others, but not all teachers encourage pupils to evaluate performances. In one good dance lesson in Year 5 the teacher and classroom assistant set a good example by their own active participation in the lesson, demonstrating dance steps and movements. This promoted a good response from pupils and encouraged some reluctant boys to try to improve. In a very good dance lesson in Year 2, the teacher built very effectively on pupils' prior achievements, emphasised quality in movement and maintained a good balance between giving clear directions and providing opportunities for pupils to practice and improve and to evaluate performances of others. In contrast, an unsatisfactory dance lesson was insufficiently prepared and planned. Lesson intentions were too vague so that the lesson lacked clear focus and direction and pupils practised without guidance and consequently made little progress.
141. Teachers generally manage their pupils well and most pupils listen to instructions attentively and respond promptly. However, in one lesson behaviour was unsatisfactory and in another the flow of the lesson was interrupted by the need to deal with isolated instances of inappropriate behaviour. Pupils of all ethnic backgrounds work well together. Pupils with special educational needs are well supported and make appropriate progress. In the best lessons, teachers develop a good

understanding of pupils' achievements through close observation during lessons and use this information effectively to help pupils improve.

142. The subject is satisfactorily managed. The co-ordinator has only recently taken responsibility on appointment to a permanent position within the school. The subject has not been a high priority in recent years. However, the coordinator knows what needs to be done and she has made a sound start in developing a clear action plan. The school has produced an overall curriculum framework which helps ensure that pupils receive a broad curriculum; the pupils are offered a suitable range of opportunities to develop their skills in gymnastics, dance, games, swimming and outdoor pursuits. The school also provides a satisfactory range of after-school activities.

The subject makes an effective contribution to the personal and social development of pupils. Curriculum planning is not secure. Planning is based on national recommended guidance and published schemes for gymnastics and games. However, written guidance is not good enough because it does not provide sufficient detail to help teachers plan lessons or ensure that pupils' skills are sufficiently built upon. Assessment procedures are unsatisfactory; arrangements for recording pupils' progress do not provide an adequate record of pupils' achievements over time. Resources are broadly adequate, except there are insufficient floor mats to support teaching of gymnastics.

RELIGIOUS EDUCATION

143. Standards at the ages of seven and eleven are below the expectations and requirements of the locally Agreed Syllabus. Most pupils, including those identified as having special educational needs and English as an additional language, make unsatisfactory progress. The analysis of pupils' past work in both infants and juniors reveals little written evidence, except in Year 5. The subject has not been taught in sufficient depth and on a regular basis to meet the requirements of the locally Agreed Syllabus.

144. In the infants, pupils learn about stories from the Bible such as Joseph and his Brothers and the Good Samaritan. They explore themes such as belonging and celebrating, relating to Christmas and the Hindu festival of Divali. They know that there are religious ceremonies for important stages in their lives such as birth, marriage and death. Most understand the reasons for giving presents at Christmas and the link to the birth of Jesus and the visit of the wise men. However, few Year 2 pupils are aware that the Bible is a special book for Christians and most pupils are not aware of holy books from other religions. In the juniors, pupils have a basic understanding of different religions. In Years 3 and 4, pupils study Hinduism and Islam and know the importance of worship. For example, they learn about symbols that play a part in Christian worship. In Year 5 pupils are aware of Sikh traditions and understand that parables are Christian stories with a meaning. However, by Year 6 pupils' knowledge of the world's leading faiths is below expectations and for example, they have little knowledge of religious buildings. Their knowledge of the inside of a Christian church is below that expected. A weakness is pupils' ability to talk about what they have learned using appropriate vocabulary.

145. In the three lessons seen, teaching was satisfactory but it is evident from pupils' work and teachers' planning that there are shortcomings in the quality of pupils' learning. Lesson planning is variable and learning intentions are not always clear. Lessons seen proceeded at a steady pace and questioning was used soundly to assess what pupils have learnt. In a Year 6 lesson there was good interaction with the pupils and effective use made of some pupils' knowledge to promote discussions. However, activities generally are not sufficiently challenging because they focus on providing facts rather than developing pupils' understanding. Standards of presentation and handwriting in pupils' books are generally unsatisfactory and teachers give insufficient guidance to pupils as to how they can improve. Teachers miss valuable opportunities to develop pupils' extended writing skills and there are limited opportunities for pupils to respond in a variety of ways including words, music, movement, art and drama in order to reinforce and deepen their understanding. This reflects the teachers' lack of knowledge and understanding of the subject.

146. Religious education has had a low profile due to the emphasis on raising attainment in English, mathematics and science. Management has improved recently and the co-ordinator has identified areas for development, particularly the need to develop curriculum guidance. Teachers plan together in teams using the current guidance. This is based on a two-year cycle and helps ensure pupils in similar aged classes have comparable experiences. However, the current long term plan in the infants covers more study units than required and study units have not been developed in sufficient detail to provide effective guidance for teaching. There is informal monitoring of teachers' planning but currently there is no monitoring of teaching and learning or of pupils' work to identify weaknesses in the provision. The co-ordinator has carried out an audit of resources. Although there have been recent purchases, these are inadequate to enable the study units to be taught effectively.

The school does not make effective use of Information and communication technology to support the subject. Links have been established with the local Baptist and Church of England church but insufficient use is made of the local multi-faith community to support pupils' learning. Weaknesses in the provision mean that the subject does not make an effective contribution to pupil's spiritual development.