

INSPECTION REPORT

FITZJOHN'S PRIMARY SCHOOL

London

LEA area: Camden

Unique reference number: 100026

Headteacher: Mrs C. Joyner

Reporting inspector: Mr P. Edwards
21069

Dates of inspection: 10th – 13th June 2002

Inspection number: 10031

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | 86a Fitzjohn's Avenue Hampstead London |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Ms Deborah Townsend |
| Date of previous inspection: | 17 th November 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|---|--|
| 21069 | Mr P. Edwards | Registered inspector | Mathematics Information and communication technology Art and design Design and technology Equal opportunities Special educational needs English as an additional language | The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further |
| 13828 | Mr R. Ibbitson | Lay inspector | | Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents |
| 30398 | Mr C. Scola | Team inspector | English Geography Physical education Religious education | How good are the curricular and other opportunities offered to pupils |
| 22788 | Mrs S. West | Team inspector | The Foundation Stage Science History Music | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fitzjohn's is an average sized primary school situated in the Hampstead area of London. The school is popular and frequently over-subscribed. Most of the children are from the local area although a significant minority come from further afield. There is a high level of pupil mobility. There are currently 207 pupils on roll, 113 boys and 94 girls. The pupils enter the Reception class either in September or January during the year in which they reach their fifth birthday. Most pupils are from white ethnic backgrounds but there are a significant number who come from a wide range of other backgrounds and over 40 per cent speak English as an additional language. At the time of the inspection, few pupils were at an early stage of learning English. Almost 15 per cent are refugee pupils, mainly from Kosovo. The percentage of pupils eligible for free school meals (30 per cent) is above the national average. The percentage of pupils on the school's register of special educational needs (24.4 per cent) is average, as is the percentage of pupils with a Statement of Special Educational Needs (3.0 per cent). Attainment on entry to the school varies considerably from year to year but the attainment of the current Reception class is above average. During the last two years, six teachers have left the school and there have been six appointments. The school achieved Investors in People status in January 2002.

HOW GOOD THE SCHOOL IS

This is an effective school that provides good value for money. In the National Curriculum tests at age eleven, the pupils achieve standards that are above the national average in English and science and average in mathematics. All of the pupils, including those with special educational needs and those who are learning English as an additional language, make good progress throughout the school. This is due to the good quality of teaching that is provided by the hardworking and committed staff. The pupils have very positive attitudes towards school and their behaviour is excellent. The headteacher provides strong, effective leadership and is well supported by the deputy headteacher. The staff work well together and there is a commitment to raising standards further.

What the school does well

- Most of the pupils make good progress and achieve well in English, mathematics and science by the end of Year 6 because of the good teaching.
- The pupils achieve high standards in music throughout the school.
- By the age of eleven, the pupils attain above average standards in geography, history and design and technology.
- The pupils with special educational needs and those who are learning English as an additional language are provided for very well, enabling them to participate fully in all aspects of the curriculum and to make good progress.
- The pupils are provided with a rich and varied curriculum that is enhanced by a good range of out of school activities.
- The provision for the pupils' spiritual, moral, social and cultural development is excellent overall.
- The pupils' behaviour is excellent and their attitudes towards work are very good.

What could be improved

- The quality of teaching and learning in the infants to bring it up to the standards seen in the juniors.
- The teaching and resources for children in the Foundation Stage.
- The accommodation, which is unsatisfactory overall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and since that time has made good progress. Standards in the National Curriculum tests are not quite as high as they were four years ago, but in view of the changing nature of the intake, this is understandable. Overall, the pupils achieve well. There have been good improvements in the progress made by pupils in geography, design and technology and information and communication technology. The leadership and management of the school have improved and subject co-ordinators are now much more effective in monitoring teaching and learning. The school now provides the pupils with a rich and varied curriculum. The budget is closely linked to the school improvement plan and the finance committee carefully monitors expenditure.

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 | A | A | B | A |
| mathematics | A | B | C | A |
| science | A* | C | B | A |

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that standards in English and science are above the national average and average in mathematics. When compared with similar schools, standards are well above average in all three subjects. Inspection evidence shows that the pupils are attaining well above average standards in English and mathematics and above average in science. The pupils are achieving well because of the very good teaching throughout the school which ensures that the pupils are given work that closely matches their ability.

The attainment of the children when they entered the Reception class was generally above average. Most make satisfactory progress and are likely to achieve the Early Learning Goals in creative and physical development and will exceed the goals in speaking and listening, reading, personal development and mathematical development by the time they enter Year 1. However, their skills in writing and recording information are below average due to insufficient opportunities for them to write at length and record their work. The 2001 National Curriculum test results at age seven show standards in reading are above average and average in writing and mathematics. When compared with similar schools, attainment is above average in writing and well above average in reading and mathematics. Teacher assessments in science show standards are below average. Inspection evidence shows attainment in reading is above average with most pupils making good progress. The pupils make satisfactory progress in writing and achieve average standards. More able pupils could achieve better in reading and writing if they were given more challenging work. Standards in both

mathematics and science are broadly average by the end of the key stage and most pupils make satisfactory progress. Again, more challenging work is needed for the most able pupils.

Standards in art and design, design and technology, history, religious education and physical education are in line with national expectations by the age of seven and are above average in geography. By the age of eleven, standards are in line with national expectations in art and design, physical education and religious education and are above average in all other subjects. The unsatisfactory accommodation restricts the progress that pupils can make at both key stages in gymnastics. The hall is too small for whole class lessons. Pupils with special educational needs are identified early and provided with very good support by the school's special educational needs co-ordinator. Similarly, pupils who are learning English as an additional language also make good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. The pupils are well motivated and have a capacity for sustained concentration |
| Behaviour, in and out of classrooms | The pupils' behaviour in the classrooms, in the playground and around the school is excellent. |
| Personal development and relationships | Very good. Largely because of the school's ethos, and also because of the encouragement given by teachers, the pupils develop a robust independence and confidently use their initiative. The pupils have very good relationships with their class teachers and between themselves. |
| Attendance | Unsatisfactory. Although many pupils have a good record of attendance the overall attendance rate is below the national average due to parents taking children out of school for holidays. |

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall, although it is much better in the juniors. The proportion of very good and better teaching has improved since the previous inspection.

In the Foundation Stage, the quality of teaching is always at least satisfactory and often good. The curriculum provided covers all areas of learning but inadequate resources and poor accommodation inhibits the quality of teaching. Although Literacy and Numeracy strategies develop language and mathematical knowledge, other activities are still too often directed. The teaching does not provide the children with sufficient opportunities to write at length and to record their work. There are also insufficient opportunities for them to investigate, create and learn for themselves.

The basic skills of literacy and numeracy are generally taught well throughout the school. The teachers have a good understanding of the National Strategies and most provide a good balance between whole class and group activities. In the juniors, the work is very well matched to the pupils' level of ability and, as a result, all groups make at least good progress in English and mathematics. In the juniors, the teachers also ensure that literacy and numeracy skills are developed through other subjects. In the infants, there is occasionally a lack of challenge in the work provided for the most able pupils and this results in them not making the progress of which they are capable. Reading books are too simple and writing activities do not develop their skills sufficiently. A strength of teaching throughout the school is the rapport that exists between staff and pupils, resulting in a very pleasant working environment. Most of the teachers assess the pupils' understanding through effective questioning and use this information well to plan further work. In both key stages, some pupils are allowed to present work that is not their best and the teachers' marking does not always identify how they should improve their work.

In both key stages, the pupils develop a high level of skill in music due to the regular and frequently excellent teaching. The teaching of information and communication technology has improved, resulting in higher standards and the good teaching in geography is enabling the pupils to achieve well. Design and technology is well taught in the juniors, a significant improvement since the previous inspection.

The pupils who are learning English as an additional language are provided with very effective support and make rapid progress; only a small number require long-term additional help. Pupils with special educational needs are taught well and their needs are met effectively. However, the school has difficulty in recruiting and retaining good quality learning support assistants. Consequently, many have not received training and are not as effective as they might be.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Very good overall. The curriculum is rich and well balanced. However, inadequate resources and poor accommodation inhibit the curriculum for the Foundation Stage. |
| Provision for pupils with special educational needs | Very good. The pupils' needs are identified early and they are provided with effective support from the knowledgeable co-ordinator. |
| Provision for pupils with English as an additional language | Very good. The pupils' needs are well met through effective teaching. A high number of languages are spoken by the pupils and the school recognises their contribution to the cultural development of all pupils. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Excellent overall. Provision for the pupils' spiritual and social development is very good, and there is excellent provision for their moral and cultural development. |
| How well the school cares for its pupils | Procedures for child protection and ensuring the pupils' welfare are good. Assessment procedures for monitoring the pupils' academic progress are good overall. Teachers in the juniors use this information effectively but it is not used as well in the infants. Assessment is at an early stage of development in the Foundation Stage. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides very good leadership and is well supported by the deputy headteacher. The co-ordinators are effective in monitoring teaching and learning in their subjects and have been instrumental in raising standards. |
| How well the governors fulfil their responsibilities | The governors are well informed and support the school effectively. They fully meet their statutory requirements. |
| The school's evaluation of its performance | Good. The school evaluates the national test results carefully and has appropriate plans to raise standards in literacy, numeracy and science. It is effective in monitoring the achievements of boys and girls and provides additional support for different groups of pupils. |
| The strategic use of resources | Good. Funding has been used well to provide a satisfactory number of appropriately qualified teaching staff. The school needs to develop opportunities for training learning support staff to enable them to become more effective. The principles of best value are implemented well in order to make optimum use of available funding. |

The Foundation Stage and the infant accommodation is unsatisfactory and inhibits the progress made by the pupils. The progress of the children in the Foundation Stage is also restricted by the poor resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children like school. • The very good behaviour of the pupils. • The good teaching. • The way in which pupils from different ethnic backgrounds get on so well. • The ease with which they can approach the school if they have a problem. • The leadership and management of the school. | <ul style="list-style-type: none"> • The homework provision. • The information about how well their children are progressing. • The number and range of out of school activities. |

The inspectors agree with the parents' positive views. Homework provision is satisfactory and there is a good number and range of out of school activities given the size of school and number of staff. Reports outlining the pupils' progress do not always inform the parents how well the pupils are doing in all subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most of the children when they start school in the Reception class varies from year to year but in the current class it is above average. By the time they start Year 1, most will achieve the Early Learning Goals in creative and physical development and exceed the expectations in speaking and listening, reading, personal development and mathematics. Almost all children are below the expected standards in writing and recording information. Whilst the progress overall is satisfactory, the pupils would make better progress if given more opportunities to practise their writing skills and to record information.
2. The pupils' performance in the 2001 National Curriculum tests at age seven indicate that standards are above the national average in reading and in line with the average in writing and mathematics. When compared with similar schools, standards are well above average in reading and mathematics and above average in writing. Teacher assessments in science indicate attainment is below the national average. The proportion of pupils achieving the higher level (Level 3) in reading is well above average, below average in writing and average in mathematics. At age eleven, the pupils' performance in the tests indicate that attainment is above the national average in English and science and average in mathematics. The proportion of pupils achieving the higher level (Level 5) in English and science is above average and in mathematics it is well above average. When compared with similar schools, standards in all three subjects are well above average. There is little difference in attainment between boys and girls. Results vary from year to year due to the number of pupils who enter and leave the school at times other than the normal admission and leaving points. The school has not kept up with the national trend in improvement for all subjects since 1997. However, this is not a true reflection of how well the pupils are achieving, particularly in view of the fact that many more pupils join the school other than at the normal times, and the diversity of their backgrounds has changed considerably in recent years. The school achieved the 2001 literacy and numeracy targets and is well on course to achieve the challenging targets for 2002.
3. Inspection evidence shows that by the end of Year 2, the pupils' attainment in reading is above average. Those pupils who are learning English as an additional language and those who have special educational needs receive additional support and this enables them to achieve well. However, some of the older, more able pupils are provided with books that are too easy, and they do not make the progress of which they are capable. Attainment in writing is average and the pupils generally make satisfactory progress. Most punctuate their work correctly, spell common words accurately and are beginning to compose longer pieces of work. However, their work in books is often untidy and the more able are not always presented with sufficiently challenging work, resulting in some underachievement. The pupils' speaking and listening skills are good due to the high profile given to this aspect of their work across the curriculum.
4. By the end of Year 6, the pupils' attainment in all aspects of English is well above average and all groups of pupils achieve well due to the high quality of teaching and the pupils' enthusiasm for learning. The pupils read confidently and experience a wide variety of books and authors. Their writing is mature due to the way they are provided with opportunities to develop their skills in other areas of the curriculum. Poetry forms an integral part of the curriculum and the teachers make very good use of the different ethnic backgrounds of the pupils to enhance writing skills.

Again, effective support enables those pupils with special educational needs and those who are learning English as an additional language to achieve well.

5. By the end of Year 2, attainment in mathematics is broadly average. Most pupils make satisfactory progress and develop secure numeracy skills. They add and subtract small numbers accurately, solve simple money and measuring problems and describe the attributes of two-dimensional shapes. However, they have only a basic knowledge of data handling and more able pupils do not achieve as well as they might due to the lack of challenging work, particularly in experiencing problems with larger numbers. By the end of Year 6, the pupils' attainment in mathematics is well above average and they make very good progress due to the range of challenging activities they are given. A significant number of pupils are working at Level 5 (the higher level) and they demonstrate good skills in the four rules of number, using simple algebraic formulae to solve problems and work on probability. They use their numeracy skills very effectively in other subjects, for example design and technology where they measure accurately.
6. Inspection evidence shows that standards in science are average by the end of Year 2 and above average by the end of Year 6. Standards have improved in the infants due to better coverage of the science curriculum and more focused work on specific aspects with increased opportunities for the pupils to carry out their own investigations. However, the more able pupils do not achieve as well as they should due to work not being sufficiently challenging. By the end of Year 6, a good number of pupils are working at the higher level and achieving well. This is again due to the challenging work the pupils are presented with and the enthusiasm with which they undertake their work.
7. Standards in information and communication technology are below average at the end of both key stages. However, they have improved significantly since the previous inspection and, from a low starting point, most pupils are making good progress. They have satisfactory word processing skills and use drawing and painting programs competently. The pupils in the juniors make good use of the Internet to support their work in other subjects. In the infants, the pupils need more opportunities to use floor robots and in the juniors, the pupils' skills in using control technology are below average.
8. Standards in music are high throughout the school and the pupils achieve very well. In both key stages, the pupils' skills in singing, playing musical instruments and composition are much higher than one normally sees in a primary school. This is due to the high quality of teaching and the pupils' enthusiasm for the subject. The strength of this subject has an impact on other subjects, for example, the Year 6 pupils wrote their own end of Year musical.
9. Standards in art and design, design and technology, history, religious education and physical education are in line with national expectations by the end of Year 2 and are above average in geography. By the end of Year 6, standards are in line with national expectations in art and design, physical education and religious education and are above average in all other subjects. The unsatisfactory accommodation restricts the progress that pupils can make at both key stages in gymnastics. The hall is too small and inappropriate for whole class lessons.
10. Pupils with special educational needs are identified early and provided with very good support by the school's special educational needs co-ordinator. The pupils appreciate the support they are given, respond well and they make progress in line with their peers. Similarly, pupils who are learning English as an additional language also make good progress. This is due in part to the very good support provided by the school, but also to the support provided by their parents.

11. Attainment on entry varies from year to year but assessments show in the current year most children enter with above average attainment in personal and social development, literacy and numeracy. By the time they enter Year 1, almost all children will have made satisfactory progress in creative and physical education. The majority of pupils will have exceeded these standards in speaking and listening, reading, personal development and mathematics. Almost all of the children are below the expected standards in writing and in recording information. The curriculum provided covers all areas of learning but is seriously undermined by poor quality and inadequate resources. Children do not have sufficient opportunities to investigate, create and learn for themselves, nor are they suitably required to make sensible decisions and choices.

Pupils' attitudes, values and personal development

12. The school has maintained the high standards of attitudes to learning, values and personal development mentioned in the last report. The pupils enjoy coming to school and have very good attitudes to their learning. All of the pupils listen to their teachers and settle down well to their tasks. They are well motivated and have a capacity for sustained concentration. The children in the Reception class know the school routines very well indeed, settle down quickly to work and understand the importance of working together. The pupils in all year groups take an interest in their work and keep working hard until it is completed. They feel safe in the school environment and appreciate the support and guidance of staff.
13. The pupils' behaviour in the classroom, in the playground and generally throughout the school is excellent. They know the school rules, which they consider to be realistic and fair, and abide by them. A boy in Year 6 said that "discipline is just right and teachers encourage without pushing". In the year previous to the inspection there were no exclusions.
14. The pupils have a respect for their teachers and other adults in the school. They are polite to visitors and give a cheerful greeting when meeting them. They are pleased to discuss details of school life and are proud of their school.
15. The pupils have very good relationships with their class teachers and between themselves. They are conscious of the value of relationships and a group of Year 6 pupils gave this as an example of what they would miss when they have to leave the school in July. In assemblies, and also in class discussions, the pupils show an ability to reflect and to talk about their feelings towards each other. In lessons they work well together and this was seen particularly in music where singing or playing together is of such importance.
16. The pupils' personal development is very good. Largely because of the school's ethos, and also because of the encouragement given by teachers, the pupils develop a robust independence and confidently use their initiative. It was noted in an assembly that a girl was congratulated for her initiative in buying a copy of the Financial Times because she wanted some pink newspaper to complete a papier-mâché project. The pupils in all years are given responsibilities appropriate to their age and ability and they cheerfully accept these. The school council is a valuable means of encouraging pupils' personal development and social awareness and members of the council fulfil their duties well. It was seen that members made good use of an assembly to promote their ideas on behaviour in the playground, to the extent of naming pupils who had been helpful in clearing away equipment at lunchtime. When demonstrating their work in whole school assemblies, the pupils speak up clearly and perform with great confidence.

17. Although many of the pupils have a good record of attendance, the school's overall attendance rate is well below the national average. One of the reasons for the number of unauthorised absences is parents taking children out of school for holidays, a situation that the school is trying hard to improve. In general, punctuality is satisfactory and, following prompt registration, lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. During the inspection, five of the 48 lessons seen were excellent, 12 were very good, 16 were good and 15 were satisfactory. There was no unsatisfactory teaching. This represents a significant improvement since the last inspection when there was some unsatisfactory teaching and less very good teaching.
19. In the Foundation Stage, the quality of teaching is always at least satisfactory and occasionally good. The curriculum covers all areas of learning but the lack of adequate resources and poor accommodation create difficulties in providing the full range of activities. Although Literacy and Numeracy strategies develop language and mathematical knowledge, other activities are still too often directed. The children do not have sufficient opportunities to investigate, create and discover for themselves, nor are they suitably required to make sensible decisions and choices. There are too few opportunities for the children to practise their writing skills and to record information
20. The quality of teaching and learning is satisfactory overall in the infants. The teachers plan lessons well and they have a good understanding of the subjects to be taught. In both classes, there is a significant number of pupils with special educational needs and who are learning English as an additional language. The needs of these pupils are assessed carefully and good support ensures that they frequently make good progress. The teachers are good at sharing the learning objectives with the pupils and this ensures the pupils know what they are expected to achieve. The teachers also make effective use of the end of lesson discussions to reflect on what the pupils have learned and to resolve any problems. Some lessons are too long. For example, numeracy sessions frequently extend beyond an hour and the pupils find it difficult to maintain concentration for such a length of time. The more able pupils are occasionally given work that is too easy and this results in them not achieving the standards of which they are capable.
21. The quality of teaching is very good overall in the juniors and this accounts for the rapid progress made by most pupils. The teachers' planning is very good and a particular strength is the way in which it takes account of the pupils' different levels of ability. The teachers know the pupils very well and they use the assessment information very effectively to plan work, particularly for those pupils who need additional help or who are learning English as an additional language. The classrooms are small but the teachers use a good range of organisational strategies to overcome the difficulties. The teachers' subject knowledge is strong and this enables all subjects to be taught with confidence and enables the pupils to learn effectively. The small number of pupils with behavioural difficulties are managed effectively and the excellent relationships that exist between staff and pupils help to create a learning environment where pupils are keen to work and to do well.
22. The teaching of literacy and numeracy is generally good although it is better in the juniors. Work is usually challenging and matched closely to the pupils' level of ability although the more able pupils need to be given more challenging work in the infants. In the juniors, the teachers make a conscious effort to develop literacy and numeracy skills through other subjects and this is one of

the reasons why standards in subjects such as geography and history are above average. In both key stages, there are occasions when the pupils are allowed to produce work that is not their best.

23. Subjects that were weak at the time of the last inspection have improved because of the determined efforts of teachers and subject co-ordinators to raise standards. The regular teaching of information and communication technology, for example, has resulted in the pupils making better progress. Although some teachers lack confidence in teaching the subject, they are undergoing training and are provided with good support by the co-ordinator, enabling the subject to be taught effectively. The teaching of music is a particular strength of the school and enables the pupils to achieve much better than one would normally expect of pupils in a primary school.
24. Many of the pupils who enter the school are learning English as an additional language. The teachers do not see this as a barrier to learning, but rather use the pupils' cultural backgrounds to enhance the experience of all pupils. The pupils are provided with very good teaching and make rapid progress; only a small number require long term additional help. Pupils with special educational needs are taught well and their needs are met effectively. However, the school has difficulty in recruiting and retaining good quality learning support assistants. Consequently many have not received training and are not as effective as they might be.

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

25. Improvements to the curriculum since the previous inspection have been very good. Religious Education now fully meets the requirements of the Locally Agreed Syllabus. Opportunities for investigative work in maths and science have greatly improved. Both design and technology and geography are now very strong, particularly in the juniors. The pupils' skills in information technology have greatly improved and there are good links with other areas of the curriculum. All subjects now have schemes of work in place which are based on the National Strategies and clearly show what the pupils are expected to learn at each stage of their development. This enables the teachers to plan effectively and deliver a rich, well-balanced curriculum.
26. A good range of extra-curricular events and activities enrich the curriculum. These include a very wide range of local and extended visits, such as a visit to a recycling centre and a local nature park as part of the geography curriculum. Visits to the Imperial War Museum and the British Museum extend learning on such topics as the Second World War, the Romans and the Ancient Egyptians and visits to various theatres and art galleries develop the pupils' aesthetic, art and literacy appreciation. An extended trip to the Isle of Wight enhances the pupils' personal development and provides opportunities for fieldwork. There is also a good range of sporting activities. The music curriculum is particularly strong and the standards reached are quite exceptional. The opportunity for the school orchestra to play in the Albert Hall, and the fact that virtually every junior pupil plays an instrument, ensures that the pupils achieve high standards in music. This has a beneficial effect on the pupils' progress and attainment. Sex education and personal and social education are taught with health education, and the use and misuse of medicines are taught as part of science and personal and social education.
27. The curriculum for the Foundation Stage covers all of the areas of learning but the lack of adequate resources and poor accommodation inhibits the curriculum. Although Literacy and Numeracy strategies develop language and mathematical knowledge, there are too few opportunities for the children to practise their writing skills and to record information. Children do

not have sufficient opportunities to investigate, create and discover for themselves, nor are they suitably required to make sensible decisions and choices.

28. The school has successfully introduced and implemented the National Literacy Strategy and the National Numeracy Strategy. There are very good opportunities for the pupils to develop their literacy and numeracy skills in other subjects. The way in which all subjects in the curriculum are integrated addresses the criticisms of the most recent inspection. The curriculum, particularly in the juniors, is now well balanced.
29. The provision the school makes for the assessment and support of pupils with special needs is good and the school fully complies with recommendations of the new Code of Practice. Effective procedures for the identification and assessment of pupils with special educational needs are in place. Individual education plans are in place for those pupils who are at Stage 2 and above on the school's special educational needs register and a programme of regular review is implemented.
30. The school makes good use of the resources in the community. A local theatre has worked with pupils on a school production. Staff from the Lauderdale House work with the school on various cross-curricular projects. There are good links with the local church and visits are organised to other places of worship such as a Mosque and a local Hindu Temple. The school welcomes a variety of visitors from the local and wider community such as drama, art, dance and music teachers. The school has good links with other local schools.
31. The curriculum is enriched by regular extra-curricular activities such as football, cricket and athletics as well as many sporting activities including netball, football, rounders and athletics. Many pupils undertake a considerable amount of homework, particularly in the juniors where a great deal of research is done such as presenting items 'in the news.' Many pupils regularly take home their reading books but communication between the school and parents about the pupils' day to day progress could be improved.
32. The school's provision for spiritual, moral, social and cultural education is excellent overall. The way in which all adults and pupils within the school community relate to each other is an affirmation of the value the school places on each individual.
33. The school makes very good provision for the spiritual development of pupils. School assemblies are of very high quality with a programme of assembly themes that is designed to provide a stimulus for the pupils' spiritual awareness and self-knowledge. The richness and breadth of the whole curriculum stimulate the pupils' interest and create many moments of magic and excitement. The teachers place very high value on the pupils' ideas and contributions and through skilful questioning lead them to think seriously about other peoples' ideas and beliefs, often involving and exploiting the school's own wide range of beliefs and values. Many moments of awe and wonder are created, the gasps of wonder when Year 6 produce their full size illustration of a Shire horse, the very accomplished playing of Hungarian Folk songs by two pupils when playing their violins to the whole school and the very high quality of poetry throughout the school are just a few examples. Attractive areas within the school grounds have been developed so that pupils can sit and think or talk with their friends.
34. The pupils' moral development is excellent. All adults working at the school have consistently very high expectations of the pupils' behaviour and all pupils live up to it. A whole series of rewards that motivate all pupils are in place and the pupils themselves are involved in this. For example, the School Council makes its own awards for acts of kindness and good behaviour. The

pupils are made aware at an early age of the difference between right and wrong and have an excellent appreciation of how their actions affect the well-being and happiness of others.

35. The social development of the pupils is very good. They are encouraged to contribute actively to the life of the school. All of the pupils are taught to take responsibility from an early age and their help and collaboration ensures classroom and school routines are very smooth. Older pupils look after younger pupils; for example, the way the 'Playground Friends' patrol at lunchtime is particularly praiseworthy and ensures everyone has someone to play with. The pupils have many excellent opportunities to make decisions that affect the life of the school such as the initiative by the School Council to improve the toilets and provide a greater range of activities at playtimes. Older pupils are involved in a range of roles to support the school, such as organising their own stalls during fund-raising events and giving concerts at a local Old People's Home. The school participates in a whole range of events and competitions outside the everyday curriculum, particularly in music, and this gives pupils high levels of self-discipline, confidence and personal achievement. The pupils are made aware of the needs of others; both locally and worldwide, communities and various charities receive the school's support.
36. The cultural development of the pupils is excellent. The school uses its own diverse range of race, culture and religion to celebrate this range. For example in 'Refugee Week,' the art culture and history of Albanian pupils is celebrated in a special assembly to the whole school. In the excellent displays, pupils from many different countries proudly display their heritage with work in their own language – and in their own script where appropriate beside the English version. In Literacy, specially chosen texts such as 'Kiss the Dust' are used to relate to the pupils' own experiences. In 'What's in the News' the pupils present items of news that often relate to their background and deal with such events as September 11th with extreme sensitivity and empathy. The breadth and richness of the curriculum in art, music, religious education, history and geography ensures that pupils' appreciation of their own and other cultures is further developed. In religious education the pupils are introduced to the richness and diversity of other cultures and have a very good knowledge and understanding and appreciation of world faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. In the Foundation Stage ongoing assessment is not yet securely in place. The newly appointed teacher is introducing and developing good assessment procedures which are relevant to the children's needs and which will give sound information from which their progress can be ascertained. In Key Stages 1 and 2, new systems have been put in place to monitor the achievements and progress of pupils in both core and non-core subjects. Both optional and statutory assessment tests are analysed to see where problems arise and from this analysis, changes to curriculum plans and teaching strategies are considered. However, in the infants teachers' expectations of the pupils are not always high enough. In addition, the pupils' work is not always marked and there are few positive comments or developmental points which will help the pupils move forward. In the juniors, assessment procedures are used more consistently and to good effect. Because of this, the teachers know their pupils well and they provide suitably differentiated work to help them progress. Relevant targets are set; pupils know these and strive to achieve them. At the end of the key stage, the pupils are able to assess their own learning and have sensible and disciplined attitudes to work.
38. There are good procedures to ensure the care and well-being of children in school and this is broadly similar to the results of the last inspection. The headteacher is the named person for dealing with child protection matters and staff are fully aware of their responsibilities in this

connection. Health and Safety issues are satisfactorily managed and all equipments such as fire extinguishers, fire alarms, and emergency lighting are regularly serviced. The keeping of health and safety records, however, needs to be more effectively managed.

39. The promotion of good behaviour is embedded in the school's ethos. Adults in the school are good role models for the children to emulate. The pupils agree that the rules for the behaviour expected of them are clear. The pupils are presented with certificates in assembly each term for effort, progress and achievement. Examples of kindness, initiative and a willingness to help are acknowledged each week in assembly. For showing good behaviour the pupils' names are recorded in the 'gold book'.
40. There are good procedures for the monitoring and promoting of attendance. The need for regular attendance is clearly expressed in the school prospectus and awards are given to pupils achieving good records of attendance. Parents are generally good about informing the school of reasons for absence and unexplained absences are followed up. The educational welfare officer visits the school every six weeks to check the registers and to investigate absences. A daily record is kept of all pupils who come to school independently so that in the event of non-arrival parents can be advised. Registration is carried out promptly in all classes at the beginning of morning and afternoon sessions and administration staff enter absences on a computer. The school is very aware of the need to improve attendance and, as a means of having better information on absences, an electronic recording system has been introduced.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has improved its partnership with parents since the last inspection. The school now has a very good partnership with parents and makes great efforts to maintain this. It is committed to strengthening its links with parents and involving them as much as possible in the life of the school. Through the partnership parents contribute effectively to their children's learning.
42. Parents have very good views of the school and are pleased with their children's development and progress. The majority of parents who replied to the pre-inspection questionnaire also felt that the school helps their children to become mature and responsible.
43. The quality of information that the school provides for parents is good and is given through a variety of sources. The headteacher sends weekly newsletters to all parents. The newsletters cover a wide variety of information to enable parents to keep up to date with the life of the school. The school prospectus is a well-presented and welcoming document but it does not contain rates of absences, which is a statutory requirement. The Governors' Annual Report to Parents is generally informative but omits to show Key Stage 2 targets for 2002. For parents, carers and children new to the school the school has produced a useful handbook containing essential information and advice. A lot of information is contained on notice boards around the school, much of which is about the school but some refers to outside events. In the latter case the school serves parents well as a useful source of information about after-school activities. The home/school agreement sent to all parents clearly shows the responsibilities of parents and the school.
44. Annual reports to parents on their children's progress meet statutory requirements but some tend to show what children have covered rather than what they can do. In this respect, the reports do not give parents enough information for them to gauge their children's progress. The school is aware that improvements to the reports are necessary. Curriculum evenings are arranged from

time to time to give parents detailed advice on specific subjects. All parents can see the teachers briefly after school or for fuller conversations at agreed times.

45. Several parents help in school, such as assisting with reading, learning multiplication tables and other classroom jobs. Parents have also initiated various activities such as the painting of a large mural in the infant playground. They also hold a weekly cake stall in the school to raise funds.
46. There is an active Friends' Association, which arranges fund raising events, and this has resulted in substantial donations to the school. Examples of how the school has benefited from the association's efforts include new desks for class 5, two portable CD players and a new sound system. The association also pays for all coach transport used for school visits. The main event run by the association is the summer fair, which is well attended by parents, friends, children and school staff, thus serving a social as well as a fund-raising purpose.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good. The headteacher is committed and enthusiastic and has worked hard, together with staff, governors and parents, to address the issues outlined in the previous report. The good progress the school has made since the last inspection is evidence of the hard work put in by the staff. There has been a very clear focus on raising and maintaining standards, particularly in English and mathematics but also in subjects such as geography, design and technology and information and communication technology. The National Literacy and Numeracy Strategies have been implemented effectively, and subject policies and schemes of work developed. The role of subject leaders has become clearer and they fulfil their roles effectively. The assessment procedures for English and mathematics are very effective and enable the staff to monitor very accurately the progress made by the pupils. The headteacher knows the staff well and the effective monitoring of teaching and learning has eradicated the unsatisfactory teaching and improved the quality elsewhere. The headteacher recognises that the facilities for children in the Foundation Stage are unsatisfactory and, together with staff and governors, is working hard to improve this situation.
48. The governors are regular visitors to the school and have a very good understanding of the strengths and weaknesses of the school. They are effective in fulfilling their responsibilities and work hard to support the school. Individual governors have responsibility for special educational needs and for curriculum subjects and they are effective in monitoring what is taking place. The governors appraise the work of the headteacher and have set targets for improvement. They fulfil very effectively their role in holding the school to account for the quality of education it provides.
49. The school improvement plan is a good document that takes account of the previous report and demonstrates a clear vision for raising standards. Achievable goals have been set, timescales are realistic and methods of monitoring progress towards the goals are clear. Specific grants awarded to the school are used well and linked to expenditure outlined in the school improvement plan. This is an improvement on the school development plan in place at the time of the previous inspection.
50. Control of the school's finances and the day-to-day management of finance are good and have improved since the last inspection. A bursar is employed part-time to advise on financial matters and to ensure effective financial management. The bursar drafts the budget in consultation with the headteacher and deputy headteacher and it is then submitted to the finance committee for consideration and then to the full governing body for approval. Financial planning is related

through the school development plan to the school's educational priorities. Curriculum coordinators bid for appropriate budgets and these are decided by the senior management team.

51. The bursar attends all meetings of the finance committee to ensure that a careful watch is kept on expenditure. Best value is sought by the governors at all times when considering the purchasing of goods or services. As an example, school visits are carefully costed and evaluated in terms of educational benefit. Pupils in Year 6 raise funds to help with the cost of their school journey and the school benefits from free coach travel provided by the school association. A further benefit arises from the LEA provision of free public transport for educational purposes.
52. The carry-over, which appears in the school's accounts for the last financial year, consists mostly of amounts that are committed, such as capital grants, so that the actual carry over is less than five per cent of the total budget.
53. The day-to-day management of finance conducted by the bursar and administration staff was found to be effective in a recent audit by the Local Education Authority. With the exception of one recommendation, all other recommendations in the report have been implemented. The exception refers to the need for a complete inventory and this is being addressed.
54. Grants for specific educational purposes, such as special educational needs, are used correctly for the purposes intended. Although there are problems with the limited accommodation and with the age of the buildings best use is made of the existing facilities. Monies allocated to upgrade the headteacher's room, staff room and administrative offices have been well used. In general learning resources are used effectively.
55. Taking into account the school's expenditure and the quality of education provided, including provision for the personal and non-academic needs of pupils, the school gives good value for money and this is an improvement since the last inspection.
56. The match of teaching and support staff to meet the demands of the curriculum is satisfactory. The school has a full complement of teaching staff but has difficulty in recruiting suitable teaching support staff, which is an area of weakness. Overall teaching was found to be good, particularly in the junior department and no unsatisfactory teaching was observed during the inspection.
57. Appropriate systems are in place for appraising the performance of all staff, including the headteacher. Individual needs, as well as those of the school, are taken into account when planning professional development and this has contributed to the effectiveness of staff. The school has received the national 'Investors in People' award in recognition of its commitment to the professional development of staff.
58. Although there are some advantages in having an historic building in pleasant surroundings, the overall accommodation is unsatisfactory in meeting the present needs of the curriculum. The original building, now containing the office and the infant department, dates from the nineteenth century. The junior department, which is in need of refurbishment, is in a wooden-cladded unit behind the main building and classrooms in this area are too small for pupils to work effectively. A separate building, containing the hall and kitchen, together with additional small rooms upstairs, was built in the 1950s. Although whole school assemblies are held in the hall these are very cramped and there is insufficient space in the hall for gymnastics. The location of the existing outside play area for Reception children is unsatisfactory.

59. Much of the school fabric is showing signs of wear and this together with the severe limitations of the accommodation is a major concern of senior management and governors. Some recent changes have resulted in considerable improvements to the administration offices, the headteacher's room and the staff room. The re-location of the school office gives much better access for parents and visitors to the school.
60. The headteacher and governors are very aware of the limitations of the accommodation and have plans for further improvements which would benefit the infant department and the whole school through the restoration of the school's original hall, now used as Year 1 and Reception classrooms.
61. Although the school would benefit from having a greater range of fiction books the learning resources in all subjects for the infant and junior departments are sufficient to meet the needs of the curriculum. At the Foundation stage, however, resources are limited and insufficient for children to make suitable progress in some areas of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The headteacher, staff and governors should now:
 - (1) Raise the quality of teaching and learning in the infants to the level of the best in the school by;
 - Ensuring the teachers provide work that is at an appropriate level for all groups of pupils;
 - Improving the range and quality of reading books.
(Paragraphs 5, 6, 22, 37, 61, 80, 86, 89)
 - (2) Improve standards and provision in the Foundation Stage by;
 - Improving the quality and level of resources;
 - Improving the accommodation to enable it to meet the needs of young children;
 - Enabling staff to undertake training in planning and implementing the Foundation Stage curriculum.
 - Providing an appropriate level of adult support for the learning.
(Paragraphs 1,19, 27, 47, 61, 63 – 66, 72 – 74)
 - (3) Improve the quality of the accommodation by;
 - Pursuing with vigour, existing plans to improve the Foundation Stage, the infants and hall accommodation.
(Paragraphs 9, 19, 27, 58 – 60, 63, 99)

The school should also consider the following for inclusion in the action plan;

Pursuing initiatives to improve the rate of pupil attendance;

Improving the quality of reports to parents;

Making use of a home/school diary to keep parents better informed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 48 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 5 | 12 | 16 | 15 | 0 | 0 | 0 |
| Percentage | 11 | 25 | 33 | 31 | 0 | 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 two percentage points.

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 207 |
| Number of full-time pupils known to be eligible for free school meals | 62 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 6 |
| Number of pupils on the school's special educational needs register | 64 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 93 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 13 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.8 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 1.3 |

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

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

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 11 | 17 | 28 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 10 | 10 |
| | Girls | 16 | 17 | 17 |
| | Total | 26 | 27 | 27 |
| Percentage of pupils at NC level 2 or above | School | 93 (83) | 96 (100) | 96 (97) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 9 | 10 |
| | Girls | 15 | 11 | 14 |
| | Total | 25 | 20 | 24 |
| Percentage of pupils at NC level 2 or above | School | 89 (73) | 71 (97) | 86 (97) |
| | 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 | 14 | 15 | 29 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 12 | 12 |
| | Girls | 12 | 8 | 14 |
| | Total | 23 | 20 | 26 |
| Percentage of pupils at NC level 4 or above | School | 79 (97) | 69 (87) | 90 (90) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 10 | 11 |
| | Girls | 9 | 8 | 11 |
| | Total | 19 | 18 | 22 |
| Percentage of pupils at NC level 4 or above | School | 66 (83) | 62 (73) | 76 (87) |
| | 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 | 8 |
| Black – African heritage | 9 |
| Black – other | 15 |
| Indian | 2 |
| Pakistani | 0 |
| Bangladeshi | 4 |
| Chinese | 3 |
| White | 127 |
| Any other minority ethnic group | 22 |

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) | 9 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|---|-------|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 118.5 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 5.6 |
| Number of teachers appointed to the school during the last two years | 5.8 |
| | |
| Total number of vacant teaching posts (FTE) | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | |
| | £ |
| Total income | 600,147 |
| Total expenditure | 599,489 |
| Expenditure per pupil | 2,868 |
| Balance brought forward from previous year | 61,090 |
| Balance carried forward to next year | 61,748 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 230 |
| Number of questionnaires returned | 69 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 72 | 25 | 3 | 0 | 0 |
| My child is making good progress in school. | 51 | 41 | 6 | 1 | 1 |
| Behaviour in the school is good. | 37 | 57 | 4 | 1 | 0 |
| My child gets the right amount of work to do at home. | 31 | 31 | 24 | 9 | 6 |
| The teaching is good. | 64 | 29 | 6 | 1 | 0 |
| I am kept well informed about how my child is getting on. | 43 | 33 | 19 | 4 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 72 | 23 | 3 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 49 | 39 | 9 | 1 | 1 |
| The school works closely with parents. | 54 | 36 | 4 | 3 | 3 |
| The school is well led and managed. | 69 | 26 | 1 | 1 | 1 |
| The school is helping my child become mature and responsible. | 62 | 33 | 0 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 28 | 26 | 28 | 15 | 3 |

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

63. The school makes satisfactory provision for children in the Reception class. Children enter the Reception class in the year they are five, the older ones starting in September and the others in January. Attainment on entry varies from year-to-year but assessments show in the current year most children enter with above average attainment in personal and social development, literacy and numeracy. By the time they enter Year 1, almost all of the children will have made satisfactory progress and are likely to meet the expectations for their ages in creative and physical education. The majority of pupils will have exceeded these standards in speaking and listening, reading, personal development and mathematics. Almost all children are below the expected standards in writing and in recording information. Through the week a learning support assistant supports the teacher. For three days an autistic child receives sensitive one-to-one support enabling him to work more sociably in a class environment. For a short period children are being well supported in their learning by a mature student following an NVQ course on 'early childhood' and on placement in the school. The quality of teaching is always at least satisfactory and occasionally good. The curriculum provided covers all areas of learning but is undermined by inadequate resources and the poor accommodation. Although Literacy and Numeracy strategies develop language and mathematical knowledge, other activities are still too often directed. Children do not have sufficient opportunities to investigate, create and learn for themselves, nor are they suitably required to make sensible decisions and choices.
64. Together with the headteacher, the class teacher has drawn up a new policy for the Foundation Stage. Although current medium and short term planning gives some indication of which 'stepping stones' will be addressed and what activities will be covered, it does not clearly identify what children will do or skills they will learn to ensure progress. There were no individual reading records available for scrutiny. Guided reading records do not identify individual stumbling blocks and what decoding skills need to be consolidated. Furthermore, in the past, as a very limited amount of children's work has been kept and collated, neither teachers, parents nor children have a ready visual gauge of achievement and progress. During the inspection period a very limited amount of work was available for scrutiny.
65. In order to raise standards, the newly appointed teacher is introducing and developing new assessment initiatives which are relevant to the children's needs and which will give sound information from which their progress can be monitored and challenging targets set. She has already introduced individual portfolios, which when annotated and dated will clearly show attainment and progress.
66. The area in which the Reception children are taught does not provide suitable space for their development. Although the teacher has tried to provide activity areas these are not sufficiently resourced to stimulate learning. For example, the mathematics area is not clearly identified and has no resources, games or equipment through which the children can investigate and discover mathematical facts. There is no language area where the children may choose to learn through word puzzles, games or jigsaws or purposefully practise their writing. Space prohibits the arrangement of interesting areas to further the children's knowledge of the world in which they live and enable them to feel, observe or investigate and discuss artefacts among themselves. Of necessity, displays are mounted on crumbling walls and flaking paint. The teacher has alerted the headteacher to the urgent need for suitable resources in the reception area and a considerable budget has been allocated to replenish resources for the next academic year.

Personal and social development

67. The children enter the school with above average standards of personal and social development. They make steady progress and these standards are maintained. Good relationships are developed between adults and children in the Reception class. The children are quickly introduced to routines and high expectations of behaviour and mutual respect are established. The children know that they are expected to share equipment sensibly and to put it away when they have finished. In group, or whole class sessions, they know they must wait for their turn to answer and listen to each other's contributions. This is exemplified in 'show and tell' when individuals thank the class for listening and the class replies 'thank you for sharing'. The children support each other in their work helping each other write names, choose colours and complete models. Although the role-play area is cramped, the children play here amicably with no untoward behaviour. Throughout the day the children are continually encouraged by the positive attitudes of the teacher, learning support assistants and parent helpers. Those that are reticent are gently encouraged to take part. They know they are valued and their self-esteem is raised.

Communication language and literacy

68. Many of the children enter the Reception class with communication and language skills above those that are expected for their age. Because of the good teaching and the frequent opportunities provided for the children to voice ideas, opinions and give information, for the vast majority of children their progress in this area is good and they enter Year 1 with skills well above those expected. All are able to hold conversations and because of the safe environment and good relationships they converse freely with adults and their peers. In 'show and tell' time many are able to give long, involved explanations about the things they have brought. For example, while showing a mussel shell he had found on the beach, one small boy gave a graphic description of a fisherman gutting fish. 'It was horrible!' he said emphatically with a grimace! Good, patient, open questioning which demands thought and gives time for answers encourages the children who are a little more reticent. Every opportunity is taken to widen vocabulary through stories, discussions and conversations; consequently the children speak confidently about their experiences in school. Most of the children enjoy reading. In choice time they sometimes move to the reading area and share books together, talking about pictures and interpreting with their own stories. In guided reading they are aware of the title and author of the book and know that the front cover will give an indication of what the book is about. All enjoy early readers and many move on to first stage reading books. Higher attaining pupils particularly are able to master two and three syllable words confidently. The children are able to take reading books home to share with their family, however as they choose at random from a set scheme and their choices are not monitored, this leads to confusion amongst parents about their rate of progress. In order to attempt the 'Headteacher's challenge' the children practise early high frequency words conscientiously so that over a third have now beaten the challenge and read 45 simple words out in assembly in front of the whole school. All of the children enjoy emergent writing and are able to write their names. However, few form their letters correctly and some mix upper and lowercase. They add their names to all pieces of work and, as letter formation is not regularly monitored and corrected, bad habits are established. All pupils, but especially those who are more able, do not have sufficient opportunities, or encouragement to write at length for themselves. Although some write over the teacher's work or copy given sentences and some write a simple phrase, their spoken language and achievements in reading indicate that they could record much more than they are expected to do.

Mathematical development

69. Many of the children enter the Reception class with a sound knowledge of number. Because of the good teaching and challenging tasks set for them, they make satisfactory progress. Consequently almost all of the children will achieve the 'stepping stones' set out for them and many will exceed them by the end of the year. Work is developed through Numeracy Hour and consolidated in number rhymes and games, in sorting and in matching. In the lesson observed all of the children could count to 12 and many beyond that. All understood the representation of quantities in numbers and in dots and were able to match these. All approached set tasks eagerly and worked hard. The teacher had a good overview of the whole class whilst working with the higher ability group and ensured that those who were struggling had adequate support either from herself or one of the assistants. In another session pupils were playing a game that necessitated them knowing number bonds to 10. Either by mental calculation or by using fingers they were quickly able to add $8+2$, $6+3$, $1+7$ etc and fill their Bingo card. They helped each other and checked to ensure all had the correct answers. Work in their portfolios shows that the higher attaining children have completed tasks counting on and counting back, finished symmetrical patterns and made pictures using simple shapes. They are aware of simple measurement – biggest and smallest, highest and lowest and in art sessions have created repeating patterns. They begin to understand the concept of time by sequencing pictures and understand the value of some coins. Much of the mathematical work is directed. Because of the lack of sufficient appropriate resources, pupils do not have many opportunities to choose to play number games or consolidate the concepts of shape and space through progressively difficult jigsaws and puzzles.

Knowledge and understanding of the world

70. Many of the children enter the Reception class with a good understanding about their immediate world. Through the experiences provided for them they make satisfactory progress to achieve the standards expected as they enter Year 1. They make very good use of the computer using Word Explorer to research information. During the inspection one small girl was delighted when she discovered how to make the sounds of various wild animals. When she demonstrated to the rest of the class they gasped in disbelief at the sound of a zebra. In other sessions the children have talked about where they are going in the holidays and what they will see. They have watched tadpoles grow into frogs and then deposited them safely in the school pond. They have watched butterflies and grown sunflower seedlings. The seeds in a dried sunflower head fascinated them. More recently pupils have been learning about people who help, however too much information was planned for the session and pupils have not had the opportunity to learn about each occupation in depth, to enact them in role play or to draw, paint and write about them. Some of the work planned for the rest of the term is very similar to the curriculum in the infants and is too directed and detailed for young children to consolidate information and develop concepts, which will form a sound basis for investigative work in later key stages.

Creative development

71. This is a curriculum area that gives cause for concern at the current time. The children's attainment on entry is not monitored in baseline tests. However, assessments to monitor progress and achievement are being developed.
72. The reception classroom inhibits possibilities for creative discovery and development. There is insufficient room for the teacher to create a suitable space for the children to move around easily

for role-play although possibilities of an outside area are being discussed. Moreover, there are very few resources with which the area can be changed or resources to stimulate creativity and conversations. Music is a timetabled session and the children do not have ready access to musical instruments to enjoy music-making as a free activity. However, the teacher makes numerous opportunities for pupils to draw, paint and make models, consequently these skills are developing satisfactorily and most of the children achieve the expected standards. All know a suitable range of colours and use them appropriately. They begin to mix them and one child was delighted to show how she had made pink 'I like pink' she said and proceed to paint a pink picture explaining as she did so. Another boy was very proud of the 'rocket' he had made. The teacher makes valiant attempts to display the children's work. However, the limited wall display area and condition of the walls makes this prohibitive. A splendid mural of jungle animals adorned the wall, although its effect was lessened as there was no indication as to its purpose or who had created it.

Physical development

73. The children achieve the Early Learning Goals in physical development although they could do better. They do not have immediate access to a play area where they can move out daily for physical activity sessions nor are there mobile toys which they can share, steer and move at varying speeds to develop limbs and muscles. When playing in the school playground at break times they mix freely with infant and junior pupils. They do not have sufficient time alone when they can run and play to release pent up energy or aggression. They have no access to suitable outside climbing apparatus that enables them to stretch, twist, crawl and balance freely in their play or to take necessary risks – important for emotional development. Nor do they have planned free time with small apparatus, like balls, ropes, hoops or beanbags to help develop co-ordination and motor skills. Planning indicates that many of these activities are directed in gymnastics and movement and that the children are now practising for sports day. The children were seen to run freely at playtime, and of necessity have an awareness of space and each other.
74. This aspect of the curriculum for children in the Foundation Stage has not yet been effectively developed. However, the headteacher and class teacher are very aware of this and are working together to ensure that the required procedures, practices and curriculum are in place for the next academic year.

ENGLISH

75. The results of national tests in 2001 show that, by the end of Year 6, standards are above average, when compared to all schools and well above average when compared to schools with pupils from similar backgrounds. In the present Year 6 standards have improved still further and are well above the national average. Test results from the previous four years show that standards in the juniors have declined slightly. This is because of an increasing turnover of pupils. However, the school's tracking systems show that the longer pupils have been in the school the better their performance; for example, pupils who have been in the school since reception perform twice as well in national tests as pupils who enter later. Throughout the juniors all pupils make very good progress. This is because of the very good quality teaching they receive and the very rich curriculum they enjoy where literacy is incorporated into all subjects. Also, the support for pupils who have English as an additional language and for pupils who have special educational needs, is very well targeted and very effective.

76. The tests in 2001 for pupils at the end of Year 2 show that attainment in reading is above average nationally and well above average when compared to similar schools. Results in writing show that standards are average nationally and above average when compared to similar schools. Results of tests at the end of Year 2 over the previous four years have varied depending on the ability levels of that particular cohort on entry and in the current Year 2 standards are above average in reading and average in writing. The pupils make satisfactory progress in the infants but pupils with special educational needs or English as an additional language make better progress because of good support in small groups.
77. The pupils achieve very well in speaking and listening and by the time they leave the school in Year 6, they are well above average for their age. The whole ethos of the school ensures that all adults and pupils respect each other and consequently listen attentively to each other. All the pupils benefit from the many opportunities to perform in front of others and display very good levels of confidence when they speak. For example, the intense but supportive silence as a pupil in Reception performed his challenge in front of the whole school of correctly identifying 45 Key Words in under a minute. In Year 1, the pupils are taught, and display good skills in how to listen well and Year 2 pupils use a good range of imaginative language when composing their own version of 'The Rascally Cake.'
78. In the juniors, the pupils make very good progress in developing confidence in speaking and listening because of the many opportunities their teachers present to them. Drama is particularly strong and develops the pupils' confidence and expertise. Year 5 pupils structure their language, speak with confidence and role play very effectively when working in groups to develop and resolve 'The Dilemma' their teacher has presented to them. Year 6 pupils show high levels of ability to empathise with the characters and use appropriate language when acting out parts of 'A Midsummer Night's Dream,' prior to their visit to the Globe Theatre. The way in which members – of all ages – of the School Council confidently address the school in Assembly, the ease and confidence all pupils display when talking to visitors and the standard of speaking by Year 6 pupils when presenting their Class Assembly – and the way the rest of the school listens – reflects the very high standards of speaking and listening across the school.
79. The pupils' reading is above average by the end of Year 2. Year 2 pupils know that they have to "read on to see if the sentence makes sense" when they guess a word. When reading 'Doodling Daniel' Year 1 pupils can correctly predict what might happen next in the story. They have good strategies for breaking down words and can use this method to, for example, spell 'helicopter, rocket and starfish.' All pupils make good progress in developing an understanding of the way in which letters, and groups of letters, represent sounds. Pupils who have particular difficulties or have English as an additional language make good progress because of the extra support they receive in small groups. All pupils read regularly to the teacher or classroom assistant and this reading is tracked and monitored. Many pupils take home their reading books and receive good support from their parents. However, the way this support is monitored and recorded and the dialogue between parents and the school over reading progress is unsatisfactory. Also some of the very able readers take home books that are too easy for them and do not make the progress of which they are capable. This particularly applies to pupils in Year 2.
80. By the end of Year 6, attainment in reading is well above the national average and a high proportion of the pupils read at the higher levels. All pupils have made very good progress in their reading because of the priority the school gives to the development of reading in the juniors. Pupils who have special educational needs or speak English as an additional language make particularly good progress because of the expert help and encouragement they receive. For example, a pupil who had been admitted to the school in Year 3, barely able to read, was

especially proud of his excellent progress, which he attributed to the very good teaching he had received. In Year 6 there is a high proportion of pupils who have well above average reading levels. They often bring in their own books to read and are able to discuss their preferences for particular authors, modern ones such as JK Rowling, Jacqueline Wilson, Anthony Horowitz and Roald Dahl as well as Charlotte Bronte, Charles Dickens and William Shakespeare. They give detailed explanations of why, for example, they prefer one author rather than another and which characters particularly appeal to them in a very adult way. The school has a central library with a reasonable stock of reference books, but the amount of good challenging fiction books is limited and in the infants many of the books the pupils take home are ready for renewal.

81. Year 2 pupils attain average standards in writing and the majority of pupils make satisfactory progress in their writing. Younger pupils form most letters correctly and the most able pupils spell some common words accurately. By Year 2, most of the pupils are able to write familiar words correctly and some can compose a sequence of sentences in longer pieces of work, such as when writing holiday postcards to one another. The most able pupils write pieces of narrative with interesting vocabulary and make appropriate use of character, setting, narrative and dialogue. They write for a range of purposes such as when analysing the various characters in 'The Lion, the Witch and the Wardrobe' or composing factual writing about the 'Life Cycle of a Caterpillar.' But only a small minority reach the higher level. The pupils use full stops and capital letters in their independent writing. Most pupils write legibly but the presentation of work in their books is often scruffy and the more able pupils in Year 2 are not regularly presented with sufficiently challenging work.
82. The standards attained by pupils in writing at the end of Year 6 are well above average. Throughout the juniors the standard of writing is high and often very high. This is because of the breadth of the curriculum and the way writing for a particular audience and purpose is so effectively integrated into every other subject. Year 3 pupils write fables with a clear moral message, describe how street names have evolved and amusingly examine 'The Things Our Parents Say.' Year 4 pupils show good awareness of a range of fiction when they write about their 'Author of the Week.' They write well structured accounts describing the religious beliefs of Aztec Gods, present arguments for and against the caging of birds and produce beautifully made books with moving pictures about 'Life under the Waves' as part of the design and technology work. In Year 5 there are very good links with geography when the pupils write about regions and cities of India and write a letter in the characters of 'Leila' and 'Tara' from Kiss the Dust, a refugee story, highly appropriate in a school with a high proportion of refugee pupils. In Year 6 pupils compose a prose version of 'Macbeth' and present items in the news in using imaginative headings and diagrams to attract the reader. They compose well-written letters to a local author telling him what they think of his books. In every classroom the standard and range of literacy work is very high. The way work is displayed is stimulating and the standards of grammar, spelling and handwriting are very high. Poetry is a very strong part of the curriculum. The 'Eagle Club' in Year 3 inspires pupils to learn and recite their favourite poems. The progress the pupils make in understanding the range and types of poetry is very good and the excellent quality of work revealed in the entries in a competition on 'Homelessness' reflect the successful emphasis and value the school places on poetry. *'Solo, He sits there, Isolated in his own world, The dog beside him, Tail motionless, whimpering, People walk past, noses up ignoring the dirty figure.....'*
83. The quality of teaching and pupils' work seen during the inspection was much stronger in the juniors. Here expectations are very high, teachers use explanation and discussion very effectively and establish very good relationships with the pupils. They plan literacy lessons well and make good use of learning resources. Management of pupils is very good in all classes.

Teaching in the infants is generally satisfactory and some challenging pupils are managed well. However the most able pupils are insufficiently challenged and the range of writing in Year 2 is limited. However, the classrooms in the infant department have poor acoustics and this makes teaching more difficult. Also the open areas are not conducive to the effective teaching of literacy. The work by the staff on improved assessment systems and ensuring consistency in levels has helped to raise standards and is very effective at ensuring that teachers, particularly in the juniors, have a very clear understanding of their pupils' abilities and target work appropriately. The support provided for pupils with English as an additional language or particular learning difficulties, is very effective in both the infants and the juniors. In most classes pupils have individual targets but this is not consistently applied across the school. The presentation of work in the pupils' books is not consistent across the school. Generally standards are very high but in one or two classes teachers do not have sufficiently high expectations regarding the way work is presented.

84. The English co-ordinator has a very good understanding of the strengths and weaknesses of how English is taught across the school. She has worked very hard to introduce many initiatives such as improvements in writing, setting group targets, ensuring consistency in assessment and increasing staff expertise with a wide range of appropriate training. The very directed way in which writing is now being taught, particularly in the juniors, with teachers clearly demonstrating writing techniques, has had a major impact on improving pupils' writing across the school. Formal lesson observations have been used to support and improve the teaching of literacy.

MATHEMATICS

85. The 2001 National Curriculum test results show that by the end of both Year 2 and Year 6, the pupils' attainment is in line with the national average. When compared with similar schools, the pupils' attainment is well above average at the end of both key stages. Standards in the tests fluctuate considerably from year-to-year but this is due to the high mobility rate at the school. Since the previous inspection, the test results show an improvement in standards at the end of Year 2 and a decline by the end of Year 6 but this is not a true reflection of the progress made by the pupils.
86. Inspection evidence shows that by the end of Year 2, the pupils are achieving standards that are in line with national expectations and that most, including those with special educational needs and those who are learning English as an additional language, are making satisfactory progress overall. However, they could do better. The pupils enter school with broadly average mathematical skills and occasionally there is a lack of challenge in some of the lessons which results in some underachievement.
87. The younger pupils in the infants can order numbers up to ten and have a satisfactory recall of addition and subtraction facts with these numbers. Few pupils have knowledge up to 100. By the end of Year 2, the pupils have a satisfactory knowledge of two-dimensional shapes and they can explain the characteristics of three-dimensional shapes. They understand halves and quarters and can solve simple problems when the task is explained carefully. The higher attaining pupils spot patterns when adding numbers such as $70 + 30$ and $90 + 10$ and can accurately subtract one and two digit numbers from a hundred. Most pupils use rulers to measure accurately in centimetres and have a secure understanding of non-standard measures. They understand how to measure the volume of liquids in litres and they read the time using quarter and half past. They carry out some investigations but need more opportunities to develop their mathematical knowledge further. The most able pupils do not have sufficient opportunities to develop their skills in extracting and

interpreting information given in simple tables and need to work with larger numbers to develop their mental skills.

88. The inspection evidence shows that by the end of Year 6, the pupils are achieving standards that are well above the national average and all make good progress throughout the key stage due to the high quality of teaching. Pupils with special educational needs and those who are learning English as an additional language make equally good progress, due in part to the good support they receive but also to challenging work that is well-matched to their ability. The more able pupils have good strategies for solving mental arithmetic problems. Number facts are secure and enable rapid response to questions. When questioned, the pupils can work out which processes to use to arrive at a given answer using four, five, or even six numbers. The less able grasp of mental arithmetic is secure and they make effective use of strategies and previous learning to help them solve problems. Whilst a few pupils lack confidence, most are keen to offer answers. The majority of pupils show strengths in addition and subtraction. They can multiply two or three digits by two digits and division is also appropriately developed. The pupils understand the links with fractions, decimals, ratio and percentages. Their knowledge of shape is well established as they recognize and talk about the properties of several flat and solid shapes. The pupils enjoy problem solving and investigation, such as, chance, frequency and probability. For instance they know that the throw of a dice gives each number an equal chance, but when two dice are thrown the chances of obtaining some numbers are considerably greater than others.
89. The teaching of mathematics is good overall. In the infants it is satisfactory and the pupils generally make satisfactory progress. The teachers have good subject knowledge and are working hard to implement the National Numeracy Strategy. However, the lessons are occasionally too long and the pupils lose interest as the sessions progress, resulting in less progress being made towards the end. The teachers make good use of the end of lesson discussions to determine what the pupils have learned and this enables them to effectively assess how well the pupils are progressing. Pupils with special educational needs and those who are learning English as an additional language are managed well, and they are generally given work at an appropriate level. However, some of the most able pupils are not challenged sufficiently and they do not do as well as they should. The teachers give the pupils work that is too easy and there is too much repetition of simple addition and subtraction work. The pupils are sometimes allowed to present work that is not their best and marking does not always demonstrate how they might improve. Throughout the juniors, the teaching of mathematics is very good and enables the pupils to make significant gains in their mathematical knowledge. Mental arithmetic activities at the beginning of lessons are brisk and the teachers ensure they are sufficiently demanding for all pupils, ensuring they develop good mental arithmetic skills. The teachers know the pupils well and use assessment information very effectively to set the level of work for all groups of pupils. The teachers are excellent at questioning the pupils to determine what they know, but it is done in such a way that it builds the pupils' self-esteem and providing them with the confidence to explain how they reached an answer. A very good rapport exists between the teachers and the pupils and this helps to develop an atmosphere where all pupils are keen to learn. Marking is generally good, although there are occasions even in the juniors where the pupils' presentation of work is not as good as it should be.
90. Pupils with special educational needs and those who are learning English as an additional language are provided with additional support where appropriate and this enables them to make progress in line with their peers. Effective use is made of funding for additional numeracy sessions to improve the pupils' mathematical skills. Homework is generally used well to support what is learned in class although there is a lack of consistency throughout the school.

91. The co-ordinator manages the subject very effectively and is aware of where the strengths and weaknesses are. Good use is made of assessment data to identify areas of the curriculum that are not as strong. Training has been implemented to improve staff confidence and to ensure that the National Numeracy Strategy is implemented effectively.

SCIENCE

92. The results of the 2001 Statutory Assessment tests indicate that by the end of Year 6, the pupils' attainment in science is above the national average when compared to all schools nationally and well above average when compared to similar schools. Work seen during the inspection period confirmed this. By the end of Year 2, teacher assessments suggest that standards were below average when compared to all schools nationally but average when compared to similar schools. Evidence seen during the inspection suggests that standards are now in line with national averages. Five lessons of science were seen during the inspection period, one in the infants and four in the juniors. No science was timetabled in Year 2 during the inspection week.
93. Early in the infants, pupils are listening to different sounds identifying which they like and do not like. They enjoy recording their own voices and listening to them played back. Others playing Bingo with sounds quickly differentiate between them. However, although pupils enjoy the work, the teacher does not set challenging tasks with high enough expectations and pupils are not encouraged to investigate for themselves how sounds are made, why this happens and what might happen if conditions are altered. Although no teaching was seen in Year 2, scrutiny of pupils' books indicates that by the end of the key stage they have experienced a wide variety of work covering all the desirable elements in the science programme. More recent work on Forces – pushing and pulling – has more depth than other work and has required pupils to experiment for themselves and come to conclusions. They have investigated the effect of different ramps on the speed of a car and then recorded their findings. They begin to hypothesise and predict what may happen. However, as in other work, tasks for ability groups are not differentiated. The worksheet provided inhibits the progress of higher attaining pupils who, when encouraged to do so are able to give long and detailed explanations. Only a very small amount of the work seen was marked, with little praise and no indication of developmental points. It was not dated and pupils had not headed their work with a title or objective for investigation. Moreover work was poorly presented and shoddily collated.
94. Throughout the juniors, pupils learn effectively through their own investigations. Lessons seen were well prepared with suitable apparatus and resources to hand. Because of clear instructions and high expectations of behaviour and attainment pupils worked well. Routines were well set and all pupils treated equipment with respect handling it sensibly and using it appropriately. Early in the key stage pupils categorising the properties of different foods had a wide variety of fruit, vegetables tinned stuffs and cereals to consider and consequently found the work challenging. They worked in small groups and much thoughtful discussion ensued before they came to decisions. Other pupils learning to use a force meter correctly were investigating the effect of smooth and rough surfaces. They too worked conscientiously in small groups, taking turns amicable recording information and quickly adopting appropriate vocabulary. They were very clear about the need for a fair test and how this was achieved. By the end of Year 6 a high level of independence is expected in both practical and written work. Pupils are required to use the knowledge, understanding and expertise they have acquired over the year to complete challenging tasks. A range of resources is available for them to choose from, time limits are set and adhered to and pupils know that they will receive appropriate support if it is needed. In the lesson observed, in a very short while, pupils constructed a wide variety of mechanisms that switched on

a buzzer. This was a preliminary exercise to making a burglar alarm. The project was presented to them with much good humour, which exemplified excellent relationships and a very good work ethos. They then went on to draw up careful designs and plans for the major project. Throughout the juniors, the pupils' attitudes to investigational work are very good and often exemplary. This enhances learning and enables them to reach high standards.

95. The quality of teaching seen in the infants was satisfactory. The quality of teaching in the juniors was always at least satisfactory but more often good or very good. Teachers had set high standards of routine and behaviour and pupils responded well to these disciplinary boundaries. Work was interesting and challenged them, particularly because they were individually involved in investigations and experiments.
96. The management of science is excellent. When appointed, the co-ordinator analysed what needed to be done to raise standards and introduced procedures to achieve this. He has addressed staff needs and ensured that all have had the opportunity to attend in-service training. Consequently they have been able to consolidate their own knowledge and understanding of scientific ideas and concepts and sharpen their ability to moderate work more appropriately. He has introduced new initiatives involving parents and has started a portfolio of suitably moderated work to guide teachers. In relation to the school development plan and his own action plan, he knows exactly what the school has achieved and what needs to be done next. He recognises that its strength lies in the quality of investigational work in the juniors and is aware that this now needs to be developed in the infants to raise standards there.

ART AND DESIGN

97. The pupils' work in both key stages reaches a standard in line with national expectations and they make at least satisfactory progress throughout the school. This is a similar situation to that found at the last inspection. Judgements are based on the small amount of teaching observed during the inspection, the displays of the pupils' work, their sketchbooks, discussions with pupils and teachers, and a scrutiny of the teachers' planning.
98. The pupils enjoy art activities, especially when they are taught, for example, the techniques needed to produce good quality watercolour landscapes. They mix subtle and bright colours when they paint from life or their imagination. They explore the medium confidently, refining their ideas both when they work and after they have finished. The pupils are proud of their work and talk knowledgeably and enthusiastically about it. Their achievements are celebrated in carefully presented displays that enhance the school's environment.
99. Standards are broadly average by the end of Year 2. By the age of seven, most pupils have satisfactory drawing skills and they paint portraits of one another mixing paints with reasonable confidence. They have the opportunity to use a limited range of resources, for example weaving using paper, card and other materials. They also develop their computer skills, experimenting with drawing and painting programs. The poor accommodation for the infants, with peeling paintwork makes it difficult for the teachers to display the pupils' work effectively. In the juniors the pupils have the opportunity to develop their skills using a wider range of resources and as a result generally make good progress. Appropriate links are made with other subjects. For example, the pupils in Year 5 effectively developed their design and technology and history skills through making vases from papier-mâché as part of their studies of the Greeks. The pupils are provided with good opportunities to produce three-dimensional work, using clay to make pots and masks, the latter of a particularly good standard.

100. The scheme of work is based on national guidelines and it ensures that the pupils are taught a range of skills and given the opportunity to use these with different media. The co-ordinator manages the subject effectively and gives good support to her colleagues by checking their plans to ensure that the pupils are developing artistic skills consistently through suitable activities and ensuring that appropriate resources are available for the work that is planned. Teaching in the infants is satisfactory and it is good in the juniors. The teachers plan interesting work, often linked to other areas of the curriculum. There is a good level of expertise amongst the staff that supports the standards achieved by the pupils. The school provides and values opportunities to provide for the creative development of the pupils. Recently an artist came into the school and worked with the pupils. The pupils produce work in the style of various artists, for example Monet and they are very fortunate in being able to visit major art museums to view original paintings. A montage of staff portraits by Year 5/6 pupils in the style of Andy Warhol creates an impressive display on one of the stairways.

DESIGN AND TECHNOLOGY

101. At the time of the last inspection, standards in design and technology were below expectations at the end of both key stages and progress was unsatisfactory. The school has made significant strides since that time and standards are in line with national expectations by the end of Year 2 and above by the end of Year 6.

102. By the end of Year 2, the pupils have designed and made a number of products. Pupils in Year 1 have designed and made playground swings. In discussion, older pupils demonstrate the ability to explain why they have chosen particular materials and are beginning to learn what is the best method of joining them. For example, pupils in Year 2 make wheeled vehicles and experiment with connecting the axles to the body. Whilst they explain that the axles will slip out, they need guidance on what could be used to stop this happening. The pupils demonstrate satisfactory skills in using the small range of tools and equipment but they need more opportunities to practise using a wider variety of equipment. All pupils get the opportunity to develop their food technology skills, design and making a fruit salad as part of a healthy eating activity. Parent helpers regularly support in school, providing pupils with the opportunity to develop their mathematical skills as part of cooking sessions.

103. The pupils' design and technology skills develop quickly in the juniors, due to the regular teaching of the subject. The pupils are given the opportunity to design and make a wide variety of products that are linked effectively to other areas of the curriculum. For example, as part of work linked to geography, Year 6 pupils were making shelters, the framework constructed out of wood. The pupils had produced good, clear designs and demonstrated that they had learned why particular joints were stronger than others. Good links were made with information and communication technology, some pupils having designed their shelter on the computers and other pupils had used computers to design slippers as part of their cultural investigation as to the different types of footwear that are worn. There were good links with science observed in Year 3, where the pupils had made 'moving monsters' operated by pneumatics.

104. Teaching and learning is satisfactory in the infants and good in the juniors. Planning shows that an appropriate amount of time is devoted to the subject in both key stages. In the infants, the teachers demonstrate a satisfactory knowledge of the subject, but the pupils need to be provided with opportunities to use a wider range of materials and tools to develop their skills further. In the juniors, the work is planned very carefully to ensure the pupils are provided with these opportunities. Skills are particularly well taught. For example in a very good Year 6 lesson, the teacher explained carefully and the pupils demonstrated a good understanding of why a mitre joint

was stronger than a butt joint. In the same lesson, the pupils' measuring skills were challenged as they were required to connect a number of pieces of wood, and where an incorrect measurement on any of them would create problems.

105. The subject co-ordinator manages the subject effectively. By identifying links with other subjects the school has been able to devote sufficient time to the subject without any reduction in time for other subjects. The subject is given high priority and, as a result, standards have improved significantly since the previous inspection.

GEOGRAPHY

106. Since the previous inspection standards in geography have risen considerably and are now above average. The school has worked very hard and successfully to address the deficiencies identified in the most recent report. Locations now receive detailed study, difference in life styles, and the physical features of various places and countries are a strong part of the curriculum. Map drawing and interpretation are well developed. There is now detailed guidance in the scheme of work to ensure coherence and continuity in teaching. Consequently all pupils now make good progress in acquiring geographical knowledge and skills.
107. In both the infants and the juniors, the school makes particularly effective use of its locality to support the pupils' learning and both infant and junior pupils go on a good range of visits to support their learning. For example, infant pupils gain a good understanding of their local area when they visit the local sorting office as part of their work on transport and a local Synagogue as part of their work in Religious Education. In an intensive 'Geography Week' both infant and junior pupils learn about and celebrate life in a variety of countries using the knowledge and expertise of pupils and parents from the wide range of the many different nationalities that come to the school. Good links are made with literacy when Year 2 pupils study the island of Struay as part of their 'Islands Topic' and learn about contrasting environments. By the end of Year 2, the pupils draw simple plans of their classrooms and have a growing understanding of 'A Bird's Eye View.' The majority of pupils have developed good awareness of some of the features of their local environment. They have started to develop mapping skills and confidently identify local features on an aerial map. More able pupils name the countries and oceans that you would have to cross en route for Australia identifying them in an atlas and then on a globe. They have some understanding of the very different climate in Australia and how this affects humans and animals.
108. This understanding and appreciation of their immediate environment is continued in Year 3 where the pupils develop good understanding of how and why local streets evolved. A London Underground map is used to plan trips to tourist areas and the pupils make good progress in developing their mapping skills. Year 4 pupils develop environmental awareness and understanding through a visit to the local recycling centre. Year 5 pupils develop a good understanding of how the mountain environment is so different and confidently identify the major mountain chains. They also have a good knowledge of the various regions in India and can locate the major cities and towns such as Delhi, Kampur and Calcutta. By the end of Year 6, the pupils have a good understanding of rivers and how these affect the landscape. They make good links with science in their work on weather. Mapping skills are well developed and are above average. They confidently use a range of maps of different scales to plan journeys, have good knowledge of OS symbols and can interpret the physical features of OS maps using contour lines and locate points using six figure grid references.

109. Geography teaching is good. The planning for lessons is very clear about the specific skills and knowledge that will be learned. The teachers' subject knowledge is good and they make the subjects interesting and relevant by making very good use of the local area, becoming involved in local issues such as the proposed development at Chalk Farm and visiting sites further a field. The subject co-ordinator has a clear view of standards in geography and what is needed to improve them. She ensures that a wide range of local visits that link to other curricular areas are undertaken such as the visit to the British Museum to study the Romans. The school recognises that assessment in geography is an area for development but has achieved considerable improvements to the breadth and structure of the curriculum since the previous inspection.

HISTORY

110. Three lessons of history were seen during the inspection period, one in the infants and two in the juniors. Other evidence was gained from scrutinising pupils' books and teachers' planning, looking at displays and talking to teachers and pupils. Evidence indicates that the standards achieved by pupils at the end of Year 2 are average for their age. The standards achieved by the end of Year 6 are above average for pupils' ages. This indicates an improvement in standards in the juniors since the last inspection.

111. Pupils in Year 1 are beginning to understand the passage of time and can sequence pictures of people from a baby to an old person. They have some concept of 'new' and when looking at toys appreciate that 'new' indicates those bought most recently. They enjoy talking about the teacher's toys and are able to categorize them in various ways: - old, soft, hard, cuddly. They are eager to draw and write about them, however the worksheet they are given to record their work on impedes their progress. Furthermore the teacher's expectations only challenge lower attaining pupils. Several of the average attaining pupils are keen to write sentences rather than just insert the words requested. Higher attaining pupils are limited by the boxed space provided for them to write their sentences in. In Year 2 pupils have been studying life in Roman Times and their work is collated in loose-leaf folders. Although they have covered a wide variety of topics and have learned interesting facts, pupils have not been sufficiently encouraged to take pride in the presentation of their work and drawings and writing are frequently scruffy and untidy. As much of their work is not dated pupils are not able to see if their work is progressively improving. Moreover, work is not marked regularly, nor are there suitable comments to help pupils improve their work and develop investigational skills. Pupils have consolidated their work on the Romans by a visit to the British Museum. They have obviously enjoyed this very much and have drawn pictures with captions about the many interesting things they have seen.

112. In the juniors, pupils are developing investigation and research techniques well. Early in the key stage they are encouraged to gather first hand evidence by exploring the local area and its history. They have researched the roots of street names and made interesting discoveries. For example they now know that Flask Walk is so named because of the flasks of water sold at the Inn and that the first omnibus (a bus for all) was introduced by George Shillibur and cost 1/-. Pupils in Year 4 have developed investigational skills to research the life of Aztecs. They have used artefacts, books, pictures, maps and the Internet to find relevant information. All their research is carefully recorded, illustrated and displayed giving value to their work. By the time they reach the end of the key stage pupils have good research skills and are adept at using a variety of sources to gain information. They are keenly aware that photographs are secure evidence but that portraits and pictures are subject to the artist's interpretation. They have gleaned information from inventories and deducted facts from pictures. They understand that the reason only the rich Greeks became warriors is that they could afford the necessary breastplates.

They have identified the differences between the life styles of the rich and poor in Tudor times and ascertained why these differences occurred. They use the Internet freely in school and those who are able continue their research at home. Consequently pupils produce interesting portfolios of work most of which are carefully presented. They have enjoyed studying Henry VIII from a different perspective and have written an advertisement and job description for the role of King. -‘Have you got what it takes to be a monarch?’ Not least of the attributes required is the ability to speak English and produce an heir! History is frequently used in cross curricular activities, for example splendid Greek masks and wine vessels have been made in art in Year 5. Year 3’s study of the local environment has included geographical as well as historical features. Year 6 have compiled splendid diaries of their school visit to the Isle of Wight and have included many historical facts and Year 4 have used specific web sites in their search for information on Aztecs.

113. The quality of teaching in the infants was satisfactory. The quality of teaching in the juniors was good. Here teachers have high expectations and present pupils with challenging and interesting work. Higher attaining pupils are encouraged to develop their work, to deduct and investigate in more depth, to add photographs and pictures and to use ICT to scan illustrations. All are encouraged to take care with their writing and present their work carefully.
114. The management of history is satisfactory. The co-ordinator monitors planning and standards of work. She is aware of the need for a revision of the curriculum presented to the infants, however although this is intended for Autumn 2002, at the time of the inspection no drafts had been prepared for discussion with members of staff. New assessment procedures are in place and will be used consistently throughout the school. The history curriculum is enhanced by many visits to places of historical interest. Resources are suitable to support curriculum needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. At the time of the last inspection, standards in information and communication technology were below expectations at the end of both key stages. Standards are improving as a result of regular teaching and improved staff confidence although they are still below expectations at ages seven and eleven.
116. The school has embarked on a major improvement in the provision and teaching of information and communications technology this year. Resources have been updated and the ratio of computers has improved with the purchase of ten portable computers although the pupils have not yet had the opportunity to use these. The school has introduced regular taught sessions for each year group which ensures that all aspects of the subject are taught. However, it is too early for the teaching and planning to have made an impact on all aspects. The subject continues to be a priority for school improvement and there are already plans for addressing outstanding issues such as assessment. Nationally recommended training for staff is almost completed. These initiatives are having a positive impact on the standard of attainment, which is showing steady improvement.
117. Pupils by the end of Year 2 are beginning to become confident users of information and communications technology and are making satisfactory progress. They have basic word processing skills and occasionally use them to write their own stories. Pupils know that information can be saved and retrieved. Teachers provide opportunities for pupils to develop understanding of control technology by including activities with a programmable floor robot but the pupils need more opportunities for such activities.

118. The pupils make good progress throughout the juniors. By the end of Year 6, they gain a clear understanding of the drawing processes and have appropriate opportunities to use these skills. Structured lesson planning ensures that the level of challenge becomes progressively greater. Year 5 pupils have used sensors to monitor temperature and understand how a computer can be used efficiently to store and retrieve data. They are encouraged to learn and use the proper terminology throughout. Pupils demonstrate appropriate word processing skills for example in selecting font style and layout for poems and adding clipart. The new scheme of work has not been in operation long enough for pupils to have experienced all aspects of the required curriculum, particularly data handling, and the higher levels of control and standards are below average in these areas. Pupils are making good use of the Internet and regularly use it for research, for example to find out more about the historical or religious subjects they are studying.
119. Teaching is good overall. The teachers' subject knowledge is satisfactory in the infants and good in the juniors and is improving throughout the school with the regular staff development. The teachers make good use of the limited resources by using a variety of strategies to teach the subject. For example, some sessions are taught as whole class activities away from a computer, the pupils utilising the skills later at an appropriate time. Other activities are taught in small groups in front of the computer whilst other pupils are engaged on other activities.
120. The subject is well led. The co-ordinator drew up a comprehensive development plan based on an accurate audit of the school's situation. This has been put into effect with commendable speed and commitment and is being monitored very effectively.

MUSIC

121. Five lessons of music were observed during the inspection period, two in the infants and three in the juniors. Additional evidence was gained from listening to orchestral practices and sessions by peripatetic teachers, listening to music in assembly, talking to pupils and teachers and scrutinising teachers' planning. By the end of Year 2 the standards in music are well above average. By the end of Year 6, standards are excellent. The quality of music making is exceptional. By the age of eleven, the greater majority of pupils are working at Level 5 and approximately one quarter are working at a Level 6 standard. This indicates an improvement in standards since the last inspection.
122. Throughout the school, all of the pupils enjoy singing and this is not only because of the enthusiasm and expertise of the music co-ordinator but also because of the high expectations of all teachers involved with music. The pupils are expected to work hard and the sense of satisfaction and pleasure young pupils feel by achieving such high standards is evident on their faces, in their eagerness to perform solo and in the quality of their singing. The disciplines they learn spill over into the rest of the curriculum setting the foundations for good attitudes to work. By the end of Year 2 all pupils are able to sing up and down tonic solfa. They are aware of the fall and rise in pitch and many are able to pitch doh, soh, doh, correctly. They repeat simple musical phrases and almost all are eager to demonstrate their achievement and do so tunefully and with confidence. Pupils who have special educational needs, or are learning English as an additional language are eager to take part. When singing in unison, pupils are aware of the shape of the music and confidently break into two parts. For example, when singing 'A keeper did a hunting go', they pay excellent attention to diction, posture and breathing. They master pauses and the quick change of rhythms well with different groups alternating chorus lines to produce a splendid performance of the song. Pupils listen to music attentively. When using percussion, they

are able to keep a steady beat, changing their rhythms to calypso or jazz as dictated by the piano. They are able to name these and to clap out a variety of rhythms. Some lessons end with 'Shalom' and this is sung effectively with sensitivity and very good attention to dynamics.

123. Pupils in the juniors are all in the school choir, no one is excluded and indeed no pupil wishes to be! They were heard singing together as a preliminary to their summer concert. All pupils are aware of the need for warm up exercises before singing and do this conscientiously in three parts. They have a wide repertoire of songs and a sound appreciation of the musical elements necessary for good performance. The teacher is an accomplished musician and this raises standards. His love of music and high personal standards are communicated to the pupils and their singing is of a very high standard, full toned and jubilant. Their faces indicate not only the pleasure they derive from singing but also the seriousness of their attitudes and intentions to produce quality work. The range of pitch required and achieved is wide. Both boys and girls sing confidently reaching a top E, which is clear and resonant. The pupils slip into two and three parts easily and achieve excellent pitched harmony. Their songs include extracts from West Side Story and such is their confidence and knowledge of their own expertise, when observed, many pupils eagerly volunteered to sing the solos of Tony and Maria. Their singing was underpinned by the choir who continued to interject the refrain with precision and clarity. The whole is an accomplished performance. The Chamber Choir demonstrated their expertise by singing 'Tales from the Vienna Woods' in three parts. This was an exceptional performance of very high quality.
124. All pupils in the juniors have the opportunity to learn the recorder and some carry on through the key stage to play demanding music. All have the chance to play another musical instrument and are selected through auditions and sensible criteria. Consequently the school has 95 instrumentalists. As soon as they have sufficient expertise they have opportunities to take part in School Orchestra, Chamber Orchestra, Swing Band, Jazz Group, Jazz Improvisation Group and Country Band. Whether improvising in Jazz Sessions or playing Vivaldi or Elgar, soloists play with great confidence and flair. The quality of the music these groups make is of an exceptional standard and it is no surprise that many of the musicians have played at several illustrious gatherings and at the Albert Hall.
125. By Year 6, pupils have culminated their appreciation and enjoyment of words, rhythms and music in a production of their own 'Groosham Grange'. This exemplifies the splendid way music is integrated and enhances the curriculum as pupils write and perform their own music and lyrics. They incorporate a wide variety of rhyme, rhythms, music and song showing a knowledge and understanding of music far above that expected for their age.
126. The quality of teaching seen was always at least very good and almost always excellent. Music is a major part of the life of the school and an integral part of the curriculum. Pupils benefit greatly learning to work together with a sense of unity and achievement. The co-ordinator is aware of the therapeutic effect of music and continually strives to include those who have a particular need and who, in any other circumstance may disassociate themselves. He is particularly sensitive to those with emotional needs and endeavours to provide outlets for their feelings in their music. Teachers are also aware of the needs of those pupils who have specific expertise and make sure they have suitable opportunities to develop further.
127. The co-ordinator is guided by a local authority music scheme and ensures that all the required elements of music are taught. Instruments are continually replenished and ensure pupils are able to experience sounds and rhythms from a wide variety of cultures. The music of all the many nationalities within the school is celebrated and appreciated.

128. The musical curriculum is rich in its diversity and demands high standards. It provides an exceptional musical experience for all pupils and teaches them life long disciplines. It is a significant strength of the school.

PHYSICAL EDUCATION

129. During the inspection it was only possible to observe two gymnastics lessons and one games lesson. The evidence from these lessons, a scrutiny of teachers' planning and conversations with the pupils and the physical education co-ordinator would indicate that physical education has a satisfactory place in the curriculum. Apart from gymnastics where the hall is unsuitable for junior pupils standards of attainment are in line with national expectations and all of the pupils, including those with special needs, make satisfactory progress. The curriculum includes gymnastics, dance, games, athletics and swimming.

130. By the end of Year 2 most pupils show satisfactory levels of co-ordination as they move round safely, stopping and changing direction when instructed by the teacher. They understand the importance of warming up and have a satisfactory bank of warm-up routines. They perform various vaults and jumps over the apparatus. Pupils who attend a local gymnastics club have noticeably higher skills than those pupils who do not. Even with a small class of seven year olds space is very limited and only a small range of apparatus can be used.

131. Junior pupils have good ball skills. In an excellent games lesson the pupils made very good progress in catching and throwing skills and learnt how to use their whole body to block a ball when fielding. In gymnastics the pupils can devise sequences of moving through space on the floor and performing various balances. However, in the lesson seen with Year 4 pupils, only half the class could work at any one time and this limited their progress. Year 5 and 6 pupils spoke enthusiastically about dance lessons particularly the modern dance sequence in their current production, 'Groosham Grange.' Records indicate that by the time they leave school most of the pupils are able to swim 25 metres.

132. Overall the teaching is good. Teachers plan their lessons very thoroughly. They have clear learning objectives and high expectations. Teachers manage lessons well and a high standard of behaviour is maintained. Good use is made of the pupils' performance to demonstrate and develop teaching and learning points. There is a limited range of extra-curricular activities including netball, football, and cricket delivered by two members of the staff. A small group of parents run a gymnastics club. The school successfully competes in a range of inter-school sports such as athletics and football. These activities effectively provide support for the subject, enrich the physical education curriculum and extend learning in the juniors. The school is currently participating in a national scheme to increase teaching skills and improve resources.

133. The co-ordinator has introduced a structured curriculum based on national guidelines. This provides good support for teachers and incorporates many ideas for effective delivery of the curriculum. Although the playground is suitable for the teaching of games skills, the school has no suitable grassed area. Local facilities and other schools facilities are used for matches, sports days and inter-school events and matches take place on other schools' grounds. The school hall is totally inadequate for indoor physical education lessons apart from having a limited role for infant pupils.

RELIGIOUS EDUCATION

134. By the end of Year 2 and by the time they leave school at the age of eleven, attainment is in line with the expectations of the locally agreed syllabus and all of the pupils, including those with special educational needs and English as an additional language, make good progress.
135. Infant pupils develop their knowledge of the Bible as a special book for Christians and learn about the teachings of Jesus. They have some knowledge of stories from the Old Testament such as the story of Moses and have a sound understanding of the major Christian festivals. They compare the festivals of other major faiths and learn about the way Muslims worship by being called to prayer by a Muezzin, praying to Allah five times a day and observing Ramadan. They have some knowledge of Jewish festivals and know that Yom Kippur is a special day at the end of ten days of repentance.
136. By the end of Year 6, the pupils have a good understanding of the main festivals and traditions of the world's major faiths. For example Year 6 pupils explain that all religions have shared values and the Five Pillars of Islam, the Five Moral Precepts of Buddhism, the Ten Commandments and the Sikh Tenets all set out rules of how to live and have many similarities. Pupils understand that there are creation stories in both Jewish and Hindu traditions and that prayer is as significant for Muslims as it is for Christians. Pupils have benefited from first-hand explanations of religious beliefs such as from the Islamic Society visiting the school and pupils going to the local Hindu Temple and Synagogue.
137. Teaching of religious education is good. The teachers plan their lessons thoroughly in line with the locally agreed syllabus, which now meets statutory requirements. This is an improvement from the most recent inspection. Lessons usually have clear objectives that are shared with the pupils at the beginning of the lesson. The teachers make good use of resources such as appropriate and well-chosen reference books, artefacts and materials. The range and diversity of the pupils' own religions is celebrated and used effectively to provide first hand experience such as when a Muslim pupil gave a detailed and personal account of the way in which she worships. Religious education makes a contribution to the pupils' literacy development and has links with other subjects such as history where the pupils learn about Greek or Aztec gods. The pupils read and write about aspects of different faiths and listen to and retell Bible stories. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development.
138. The co-ordinator manages the subject well. She has adapted the locally agreed scheme into a series of modules that accord with the National Guidelines and so ensure that learning develops systematically. Formal sampling of work and lesson observations have taken place as a means of developing learning and teaching.