

INSPECTION REPORT

SHERINGTON PRIMARY SCHOOL

Charlton, London

LEA area: Greenwich

Unique reference number: 100141

Headteacher: Mrs Diane Atkinson

Reporting inspector: Mr Dennis Maxwell
8789

Dates of inspection: 14 – 17 January 2002

Inspection number: 242742

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Wyndcliff Road
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Appropriate authority: The governing body

Name of chair of governors: Mr Allan McCarthy

Date of previous inspection: 29 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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8798	Dennis Maxwell	Registered inspector	Foundation Stage Special educational needs	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13481	Douglas Binfield	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1616	Philip Schofield	Team inspector	English Music	How good are the curricular and other opportunities offered to pupils?
10449	Rowland Hull	Team inspector	Science Art Information and communication technology	
8696	Abul Maula	Team inspector	Physical education Religious education History Design and technology Equal opportunities English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sherington Primary is a community school for pupils aged three to eleven years and is larger than most other primary schools. It is situated centrally in Charlton, London Borough of Greenwich, close to the Millennium Dome and the Thames barrier, and provides education for children in the immediate area. There are 320 full-time pupils on roll. At the time of the inspection 50 children under five attended the nursery on a part-time basis. Around one third of the children come from ethnic minority backgrounds and fifty five are learning English as an additional language. The percentage of pupils entitled to free school meals is well above the national average. The socio-economic background of the community serving the school is less favourable than normal. There is a wide range of ability amongst the children and, overall, their attainment on entry to the school is below the national average. The percentage of pupils with special educational needs is above the national average and seven pupils have Statements of Special Educational Needs. This is a school that has a shared commitment and will to make improvements after a recent period of considerable instability, including high teaching staff turnover. There have been difficulties in filling vacant teaching posts.

HOW GOOD THE SCHOOL IS

Through the effective leadership of the recently-appointed headteacher and the support of all staff, the school has made good headway in improving standards and learning. Overall standards by Years 2 and 6 are broadly average. The children make a good start to their education in the Foundation Stage, particularly the reception classes. The good teaching through the school enables pupils to achieve as expected in Years 1 to 6. The headteacher's management and good understanding of strengths and weaknesses in the school have brought about improvements so that the school provides satisfactory value for money.

What the school does well

- The children have very good experiences in the reception classes.
- Children enjoy their activities and the great majority have good attitudes and behaviour.
- The quality of teaching is a strength of the school and is good overall.
- The headteacher provides very good leadership. She is supported well by the staff.
- The governing body has a good understanding of what the school needs to tackle.
- Provision for the pupils' personal development is good.
- The care and welfare for the pupils are good. The classroom assistants provide thoughtful support.

What could be improved

- The quality and amount of pupils' written work are less than expected and pupils have not acquired good working habits and study skills.
- The school development plan needs to set out a three-year programme of improvements that take account of information gained from school self-reviews.
- The role and work of the senior management team require review to be fully effective.
- Further work is required to ensure that subject co-ordination and influence are effective.
- The school should create and manage a more cohesive Foundation Stage, ensuring that provision and teaching in the nursery leads well into the approach in the reception classes.
- The level of attendance is not good enough.

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 June 1998. It has made satisfactory improvements in the key issues identified at that time and further good recent improvements in several matters requiring urgent attention, identified through the headteacher's clear analysis and evaluation. Results in English, mathematics and science have improved. The school has tackled the need to have good subject planning purposefully by adopting national guidance for all subjects. The school has made good recent investments by purchasing learning resources in all subjects. The rate of attendance has improved by 5 per cent but is still not good enough.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E*	E	well above average A
Mathematics	E	E	E*	E	above average B
Science	E	E*	E*	E*	Average C
					below average D
					well below average E

The table above shows that standards in the most recent national tests were very low in English, mathematics and science, the category E* indicating that they were in the lowest 5 per cent nationally. Standards were well below average when compared to similar schools in English and mathematics and very low in science. The trend in results from 1998 to 2000 was in line with the nationally improving trend, but the low results in 2001 have produced a trend that is below national. Several factors have contributed to these low standards, including high staff turnover, the reorganisation from a junior to a primary school, the high proportion of pupils with special educational needs and the pupils' disturbed schooling, since most of the pupils joined the school during their Years 5 or 6.

Recent action taken by the headteacher and governors on creating a good climate for learning with good behaviour, on improving the quality of teaching by having a stable staff and on subject planning is having a marked impact on standards. The work seen during the inspection indicates that standards have improved and in English and science are broadly average in Year 6, while standards in mathematics are below average. By Year 2 standards in English, mathematics and science are broadly average. All groups of pupils achieve in line with their prior attainment. The quality of writing in English is satisfactory although more opportunities are needed for pupils to write at length and in other subjects. Pupils' literacy skills are average and their numeracy skills are below average. Investigational work in science requires development as well as research in subjects such as history and geography. By Years 2 and 6 standards in art and design, design and technology, geography, history, information and communications technology (ICT), music, physical education and religious education are at expected levels. There are examples of good quality work in several subjects, indicating that high attaining pupils achieve as expected. Pupils with special needs make good progress against their targets. Pupils with English as an additional language make good progress. The school has set suitably challenging targets for pupils in the current Year 6, consistent with local authority suggestions and the results of recent internal testing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes, which contribute to how they learn. Most become interested and involved in their work, for example in finding the letters for the presents in Little Red Riding Hood's basket. They work well with friends.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good and helps pupils' achievement. A few pupils have challenging behaviour that is usually handled well. Pupils are helped to think about their behaviour through positive support, including by the co-ordinator for special needs and the support assistants. Pupils are responding well to the new approach to behaviour when it is applied consistently.
Personal development and	Relationships are good amongst the children and with adults. Pupils'

relationships	good personal development has a positive effect on learning and standards.
Attendance	Attendance has improved by 5 per cent since the last inspection, but was still below average last year. The school is establishing improved procedures to monitor attendance.

The pupils' enjoyment in their work and their concentration are significant factors in improving standards. Most children make good friends and they play well together from an early age. Many pupils lack confidence as they first enter school but they soon take a good interest in the activities. Most pupils gain the confidence to explain their ideas in class and a few are highly confident, for example, in doing a presentation in assembly about making a new year's resolution. The behaviour of a few pupils is more troublesome on the few occasions when teaching is less effective.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school and promotes good learning, although there is some variation as the school establishes the curriculum and several routines. While the quality of teaching is very good and a strength of the school in the reception classes, in the nursery teaching is only just satisfactory. Examples of very good teaching were observed during the week by two-thirds of the teachers with worthwhile learning taking place as a result. This is a considerable achievement, representing good improvement since the last inspection and demonstrates clear strengths and the benefits of a stable staff. The teaching of English and of mathematics is good overall and the skills of literacy and numeracy are taught well. However, pupils are given too few opportunities to write at length or to gain confidence with mental and written arithmetic. Lesson planning is satisfactory, and good for English, although more detail is required about what pupils are to learn. Daily assessment is good, but only a few comments are written on pupils' work to help them improve. The learning of a few pupils is undermined by their irregular attendance or their over-dependence on support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the reception classes is very good, but is not currently matched by similar provision in the nursery. Throughout the school, there are many good quality learning opportunities that are relevant to the children's lives. The curriculum meets statutory requirements and all subjects are given adequate time. However, the task of making sure that all aspects receive proper attention is still being worked out. The skills of literacy and numeracy are applied in other subjects but ICT skills are used inconsistently.
Provision for pupils with special educational needs	Good. The co-ordinator and support assistants identify and assess pupils' learning needs carefully. A good level of thoughtful attention is given to support for the children. The school has introduced a good supporting programme to help pupils catch up with their skills in English.
Provision for pupils with English as an additional language	The pupils with English as an additional language receive good support so that they make good progress and are helped to take a full part in lessons.
Provision for pupils'	Good. Provision results in most pupils giving good thought to their work,

personal, including spiritual, moral, social and cultural development	the needs of their friends and to behaving well. The recently established school council is providing good opportunities for pupils to take responsibility. The cultural development of pupils is enhanced well by visiting speakers, for example on Islam.
How well the school cares for its pupils	All adults take a close interest in the children's development and provide a good level of personal care. There are good procedures to monitor and promote discipline and behaviour, although these are not yet applied consistently by all teachers. Arrangements to monitor and record pupils' academic progress are satisfactory. Teachers do not record much on pupils' progress for subjects such as history or art and design. The school provides a satisfactory level of support overall for the pupils' academic and pastoral needs.

The suitably structured curriculum based on national guidance is being adapted to meet the needs of the pupils. The procedures to monitor how pupils are getting on are becoming established and are used well in English and mathematics. Planning takes account of all pupils but does not always make clear how the higher attaining pupils are to be challenged. A weekly assembly is used well to recognise and value all forms of achievement, underpinning the school's good approach to inclusion. The school has good relationships with parents and is working hard on a good working partnership.

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 management. She and the senior staff have made a good analysis of the school's strengths and weaknesses. Together they provide good, motivating leadership that is having a positive impact on standards. The school has taken firm action on major priorities requiring immediate attention: getting a stable teaching staff, creating a good climate of behaviour and attitudes, ensuring a good curriculum with progression - all focused on raising standards. The work of the senior management team requires further strengthening in its monitoring role so that action is appropriately focused.
How well the governors fulfil their responsibilities	Good. The governors take a full and active role in meeting their responsibilities, after a difficult period involving many changes. They understand their statutory duties and provide good direction for school developments. They are committed to making improvements.
The school's evaluation of its performance	Satisfactory. The headteacher has introduced procedures to monitor and support standards and the quality of work. However, these are at an early stage of development.
The strategic use of resources	Satisfactory. The teachers are deployed appropriately to classes and are taking on responsibilities related to their experiences. The learning resources are mostly used well in lessons. Specific grants are used well for their intended purposes, including those for special educational needs. The large budget deficit that was accumulated from before the appointment of the present headteacher is placing considerable constraints on spending. The school is not yet making full use of new technology in school management or in the curriculum.

The headteacher and governors bring a good measure of drive and purpose to the development of the school. The level of staffing is good. Accommodation is satisfactory and the school has improved the building since the last inspection although further works are required. The level of learning resources is just satisfactory despite recent investment, since for example the quantity of reading books for the children remains unsatisfactory. There are plans to improve ICT facilities, which are still not good enough. Governors make visits and use their own procedures well to evaluate the effectiveness of the school. The principles of best value are applied appropriately when considering the budget and costs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school.• They can discuss a problem with the staff.• Teaching is good.• The school is led well.• The school helps their children to grow up.	<ul style="list-style-type: none">• Several parents do not feel well informed about how their children are getting on.• Many parents do not think there are enough activities outside lessons.• Several parents do not think their children get enough homework, and there are also parents who think their children are given too much homework.

The inspection team consider that the new headteacher has made a good start in providing a range of information for parents. While there are fewer extra-curricular activities than in many schools the selection is satisfactory, and there are visits and a residential trip. The school aims to set a suitable amount of homework but this is not consistent in all classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The most significant development in relation to standards in the school is that, in the work seen during the inspection, pupils in Year 6 are attaining close to the expectation in English and science, while for mathematics attainment is below average. Standards in lessons and in pupils' previous work in these subjects show significant improvement over the results of the summer 2001 national tests. The school has focused clearly on raising standards in Year 6 by co-ordinating and monitoring subject planning and teaching with good targeted support. The school has achieved a good improvement in standards with these pupils and recognises that similar efforts are required to consolidate all pupils' learning. Overall, there has been a good improvement in standards through the school since the last inspection in English, mathematics and science.
2. Standards in the 2001 national tests for seven-year-olds were well below the national average in reading and writing, and below average in mathematics. The percentages of pupils gaining the expected level or above was better than in the previous year but remained below average. The percentage of pupils gaining the higher Level 3 was well below the national average in reading, above average in writing and below average in mathematics. The performance of boys and girls was similar, although boys performed a little better than the girls taking the past three years together. Standards in science were close to but below the national average.
3. A significant development is that the percentages of pupils gaining the average grade (2B) or above was above the average for similar schools in each of reading, writing and mathematics. This indicates that the school is making generally good provision in teaching and the choice of tasks so that more pupils reached this standard than in other similar schools. Overall, in comparison with schools in similar contexts, standards by age seven in reading were well below the average in the national tests while standards were below the average in writing and mathematics.
4. Standards in the 2001 national tests for eleven-year-olds were very low in English, mathematics and science in relation to the national average. In comparison with schools in similar contexts standards in English and mathematics were well below the average and in science standards were very low. Several factors have been identified which explain much of the difference from the average in the 2001 tests. The school was in process of reorganisation from a junior to a primary school in 1997 and none of the children taking the tests was in the school during their Year 2. Only six pupils entered Year 3 who took the tests, most of the others arriving during their Years 5 and 6. The numbers of pupils joining or leaving the school other than at the usual time is very high, at around 40 per cent, and evidence indicates that pupils may take over six months to settle into school and do their best. A large number of children has been identified as having special educational needs. Several classes have from one third to a half of the pupils on the special needs register and this was the case for the previous Year 6. There was also a high turnover of teachers - seventeen staff changes over the past two years, and several classes were adversely affected by several changes of teacher. Moreover, the school's management experienced a period of difficulty and lack of direction. The view of the inspection team is that, while the 2001 cohort had a disturbed schooling and standards were very low, recent decisions taken by the governing body and the newly-appointed headteacher have brought about a very substantial improvement. As stated earlier, in the work seen in Year 6 pupils are attaining close to the expectation in English and science, while for mathematics standards are below average.
5. The school's initial assessments and inspection evidence indicate that pupils' attainment on entry to the school is below average. Pupils make good progress through the Foundation Stage so that they reach the expectation in communication, language and literacy; in mathematical development; and in the other areas of learning by the time they enter Year 1.
6. Special educational needs provision is good. The school is embarking on several courses of action which focus on literacy or numeracy. These are having a positive impact on learning and standards. A well-managed arrangement for pupils to receive additional support through a 'Catch up' literacy programme enables pupils to make good progress during these sessions. The work is matched carefully to pupils' abilities in the well-planned lessons. The well-targeted support given

by teaching assistants helps pupils to make good progress towards the targets on their education plans.

7. By the end of Year 2, standards in art and design, design and technology, geography, history, ICT, music, physical education and religious education meet the expectation. By Year 6 standards in these subjects similarly meet the expectation. There are examples of good quality work in many subjects across the curriculum, which indicates that there is often suitably high expectation for the higher attaining pupils. The school has set suitably challenging targets for English and mathematics that relate to projected attainments of the pupils by age eleven, and the school is on course to meet them. The pupils are given limited opportunities for writing at length in English and other subjects and this has the effect of lowering standards.
8. Overall, pupils are achieving broadly in line with what might be expected in relation to their prior learning in each year group. The carefully planned activities and teaching enable pupils to make satisfactory progress. The school has given a high priority to behaviour management and this is beginning to raise standards. The quality of teaching is at times better than pupils' acquisition of skills and their learning since several pupils find concentration difficult and few pupils in the junior years have gained the study skills or independence to tackle tasks for themselves. Many pupils make good progress in lessons through the good teaching but progress is satisfactory overall since they require further thorough teaching to consolidate their learning and skills.
9. There are no significant variations in attainment among pupils of different ethnic groups or background or in relation to gender, although boys performed a little better than girls over the past three years together. Pupils for whom English is an additional language make good progress and attain standards in line with their peers in a relatively short time. They have good attitudes to learning and are keen to participate in lessons. Evidence suggests that a few pupils learning English as an additional language who have acquired proficiency in English are represented at the top end of the attainment spectrum across the school. The teachers encourage pupils to talk and give a good emphasis to speech and language in their first years at school so that pupils become more confident and take part well in lessons.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to learning are good and have improved since the last inspection. This is making an important contribution to the standards achieved. Written and practical tasks are undertaken in a conscientious manner. An impressive feature is that most children listen carefully to the teacher although a few only concentrate for a short time. They are keen to participate by answering questions and make helpful contributions to whole class and group discussions. An excellent example occurred in a Year 3 religious education lesson when children's probing questions gave the opportunity for the guest speaker to give practical examples of how Muslims participate in the implementation of the 5 principles of the Islam faith. In a small proportion of lessons, progress is impaired either because work is insufficiently challenging or because of distractions caused by a few children. Pupils work hard to achieve their best, a feature which is appreciated by parents.
11. Behaviour is good overall. The very high degree of racial harmony and co-operation between pupils from all backgrounds provides a cohesive learning environment. Pupils are helpful to one another, show respect for the school rules and are helpful to visitors. In the great majority of lessons pupils behave consistently well. However, in a few lessons, predominantly in Year 4, misbehaviour of a small number of pupils causes delays and impairs the work of others in the class. Teachers place a high expectation on the pupils although many of the pupils have not yet developed good work habits. Last year there was one permanent and there were eleven fixed period exclusions involving three boys. School records indicate that a number of incidents of fighting have arisen in the playground over the last two years, usually involving boys in Years 4-6. However, revised behaviour management arrangements introduced last term have contributed to a marked decline in such incidents over the last few weeks. No bullying was observed during the inspection. Pupils were well behaved in the playgrounds and as they moved around the school. Co-operative attitudes and good manners were shown in the dining hall. Standards of behaviour have improved since the last inspection.
12. The good provision for pupils' personal development leads to their good understanding of personal

responsibility. The pupils listen to and take account of the opinions and beliefs of others. During whole class discussions they are able to describe their own views and experiences.

13. Relationships in the school are good and children respond well to the example and expectations set by the staff. They are encouraged to take on responsibilities such as monitoring duties and setting out equipment. Helpful opportunities are provided for pupils to learn from the experience of others through the junior citizenship programme. During the inspection, pupils demonstrated a growing understanding of children's rights and the Islam faith through talks by a representative from the United Nations and a pupil's grandfather, respectively.
14. Progress made by most pupils identified for focused support is satisfactory over time and good when specialist support is given on an individual basis and in small groups. Pupils learning English as an additional language respond positively to additional support. This reflects their positive attitudes to learning. They are well integrated in the school, relating well to each other and their teachers. This contributes to their progress.
15. Attendance is unsatisfactory although a very commendable improvement has been achieved in recent years. Attendance in 2000/2001 was 92.1 per cent which compares favourably with 87.2 per cent at the time of the last inspection. During this period the level of unauthorised absence has been nearly halved to 1.8 per cent last year. Whilst the great majority of parents do ensure that their child attends regularly, a minority of pupils are deprived of full learning opportunities through non-attendance. The school's overall attendance is still below the national average and unauthorised absence compares unfavourably with the average of 0.5 per cent for all primary schools.
16. The unsatisfactory standard of punctuality was criticised in the last report and this continues to be a problem. Inspection evidence indicates that about 10 per cent of pupils arrive a few minutes after the whistle is blown but before the registration is completed. Typically around 5 per cent arrive after registration and are recorded in the late book. During the school day lessons and other activities start and finish in line with the approved timetable.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good overall and has a positive impact on pupils' acquisition of knowledge and skills so that their learning is also good. This is a good improvement since the last inspection and results from the direct positive action by the governors and headteacher in creating a more stable staff. Teaching is good overall in the Foundation Stage, although with considerable variation: it is just satisfactory in the nursery and is not as good as at the last inspection. It is a major strength of the school in the reception classes, with imaginative and perceptive interactions with the children. Teaching is also good in Key Stages 1 and 2. Unsatisfactory elements were caused mainly by weaknesses in subject knowledge, planning or behaviour management. Examples of good or very good teaching were noted in most subjects and across the year groups indicating considerable strength across the school. Aspects of pupils' personal, social and health education are included as appropriate to help promote pupils' personal development, although this is still a developing aspect of the curriculum.
18. The teaching of English and mathematics is good, with several strengths but also aspects for development. The school has devoted considerable time and effort to implement the National Literacy and Numeracy Strategies so that teachers are confident to follow the approach. This has been successful in improving standards. The teaching of literacy skills is good because planning for English and literacy is good, with clear objectives. Teachers are careful to include the recommended elements of literacy although insufficient time is allocated for pupils' writing overall. The teaching of mathematics is satisfactory overall, however, since much planning is not clear about what pupils are to learn or the methods teachers expect to use. Teachers do not usually identify links with literacy or numeracy within planning for other subjects. Lesson planning concentrates on the subject content and the activities with careful attention to national guidance, although the teaching methods to be used are seldom identified. Individual lesson plans show suitably what children are expected to learn and how the lesson will be organised. This is a key contributory factor in the improved quality of teaching across the school. Learning intentions for the whole class are clearly identified for literacy and numeracy, although on a few occasions

insufficient attention is given to how tasks will be matched to the differing needs and abilities of groups of pupils, particularly the higher attaining. The good practice of sharing these with the pupils might usefully be extended to make clear how the higher attaining pupils are to be challenged. Resources needed for the lesson are identified and opportunities for the teacher to check the learning and progress of the pupils are identified. Several lesson plans do not make clear the time to be allocated to different parts of the lesson. The pace of these lessons can be slow.

19. Teachers often give lively and thoughtful introductions to lessons that are based on good subject knowledge. Their explanations and discussions about texts or information help to capture the pupils' interests and promote good learning. The teachers give careful attention to the teaching of basic skills, including literacy, such as letter sounds and combinations or and to knowledge such as the properties of materials like sand, clay or whipped cream. The focused group-work that follows on these introductions, such as on phonic skills or partitioning numbers in order to carry out subtraction, is good and has a clear impact on pupils' learning.
20. Examples of very good teaching were observed during the inspection in all but four subjects and of good teaching in all but two subjects. Overall, the teaching of science and ICT is good, and of art and design, design and technology, geography, history, music, physical education and religious education is satisfactory.
21. Teachers employ good teaching methods. They are mostly confident in their discussions with pupils, explain tasks clearly and ask more searching questions that extend pupils' understanding. Discussion times are used effectively to check pupils' understanding. There is often a purposeful introductory session that captures pupils' interests well and where the ideas are presented clearly. The pace of lessons is matched well to the needs of the tasks, although pupils do not always produce a reasonable amount of recorded work. There are good opportunities for pupils to work in differing groups, although a few pupils find collaboration difficult. The plenary sessions are carefully structured to pull the ideas together.
22. There is a general lack of emphasis on children's writing at length. Several classes timetable additional lessons where children are expected to write more extensively but the evidence of children's written work across the curriculum is that few pupils are currently producing the expected amount of written work. This relates both to literacy sessions, where pupils seldom write at length and to opportunities in other subjects, where there is insufficient emphasis on suitable strategies and approaches to encourage writing. While literacy and numeracy are applied suitably in several subjects, even though planning does not refer directly to it, the potential for ICT use is often unrecognised and is an area for substantial development.
23. Teachers have high expectations of pupils' behaviour. Their good management of the pupils and behaviour strategies are effective in most lessons. This maintains a good work focus and reduces interruptions, although the strategies are not applied quite consistently. The pupils are helped in this way to concentrate well and stay on task, and make appropriate progress in learning. Resources are used well in most lessons and they are generally matched to pupils' needs. A good example of this was noted when children were studying weather patterns. Learning support assistants and other specialist staff are deployed well in many lessons and are usually very effective in helping pupils to engage in the tasks. Overall, the classroom assistants make a good, worthwhile contribution to pupils' progress, and there is a developing sense of shared teamwork.
24. Within lessons, teachers use a range of strategies to pick up on pupils' understanding. They are perceptive and observant, and use questioning well to tease out pupils' knowledge and consolidate their learning. They mark pupils' work regularly and sometimes give encouraging praise and comments to them. The comments seldom include a note of aspects to work at to promote further learning by providing guidance on how pupils can improve their work. The quality and use of ongoing observations in the lessons are often good, with teachers and support staff responding to pupils' answers and using questions well to assess and extend pupils' learning. Teachers provide homework for pupils to consolidate their learning, although this is not yet sufficiently evident as a focus for improving standards. Younger pupils usually take reading books home, although the selection of reading books in several classes is very limited through previous under-investment. The school has invested in learning resources recently, but most subjects are still lacking a good range of quality materials to support learning, which may limit the teachers'

approach.

25. The careful attention that teachers give to planning for and working with children with special educational needs ensures that they make good progress towards their targets. The support assistants provide close support that is appropriate to their needs. Throughout the school, children with special needs receive good, focused support that is having a clear, positive impact on their learning. The co-ordinator for special needs has a very good understanding of the pupils who have challenging behaviour and her support is having a positive impact on their learning and their ability to maintain concentration.
26. Pupils learning English as an additional language benefit greatly from the use of appropriate resources. They are helped to learn from classroom strategies such as questioning employed by their teachers. Many mainstream teachers explain learning points in a way that encourages all pupils to engage in activities. The school makes good provision for pupils for whom English is an additional language. They are well supported in lessons by class teachers, specialist teachers or well-briefed teaching assistants. They receive good support from a specialist teacher, who is in school for one day a week. She works directly alongside these pupils in lessons and assesses their progress as well as helping them with their work. Good liaison with their teachers and other adults ensures staff are given good advice on how best they should be working with these pupils for the rest of the week. Pupils and staff also gain from teaching materials and multi-cultural resources provided by the specialist teacher.

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

27. The school provides a suitable structured curriculum that meets statutory requirements in all but minor respects. Much work has been done since the appointment of the new headteacher to revise curriculum plans so that pupils, including those with special educational needs, have a broad range of worthwhile learning opportunities. The quality is good in the infants and satisfactory at present in the juniors. The senior management team has identified further work that needs to be done and has plans to make sure that this happens within a reasonable time. In particular, it wants to make more use of the local environment in the history and geography curriculum.
28. Provision for children in the reception classes is very good, and is good overall in the Foundation Stage. Children work and play in a rich and stimulating environment and benefit from good quality teaching. The curriculum provides many good learning opportunities, particularly in the reception classes. Although the nursery and reception classes offer good provision, they tend to work independently of each other. This means that the school does not yet offer a single, cohesive early years curriculum.
29. The school teaches all subjects of the National Curriculum together with religious education, personal, social and health education (PSHE) and citizenship. The school is in process of ensuring that all aspects of each subject receive balanced attention. The religious education teaching programme has been revised and now follows the Greenwich Agreed Syllabus. Suitable provision is made for sex and drugs education.
30. Teaching time has been audited and time allocations to each subject are close to the national recommendation. The core subjects of English, mathematics and science are taught regularly. Other subjects such as history, geography, design technology and music are taught as units that are planned carefully across the teaching year.
31. The headteacher recognises that the quality of teaching and planning is central to the development of the school and much energy has been given recently to improving planning. There is now a curriculum map that shows what will be taught throughout the year in each subject. The school has successfully adapted the National Literacy and Numeracy Strategies to the needs of the pupils. Units of work in other subjects are planned in outline for each half term. These medium term plans provide a very good framework for teachers to prepare specific lessons. The content of these plans is drawn from national guidance; this ensures that pupils receive a well-balanced programme that develops the skills, knowledge and understanding they need in each subject. The senior management team has made the monitoring of planning a priority and this has led to significant improvements.

32. Most teachers provide work that challenges and extends gifted and talented pupils. However, the school has not yet agreed a common approach to provision for these children. Teachers use grouping and setting to ensure that all pupils can access the curriculum. Learning support assistants skilfully help children with learning difficulties and those who have English as an additional language to understand and tackle what they are expected to do. Provision for pupils with special educational needs is good. The special needs co-ordinator and class teachers identify their needs and the teaching programme is adjusted accordingly. Realistic targets are set for these pupils to ensure that they build on the skills and knowledge they have acquired and make progress through the curriculum. Pupils with English as an additional language are helped effectively by support staff to understand what the lesson is about and complete the tasks they are set.
33. The teacher funded under the Ethnic Minority Achievement Grant is aware of the need to provide the pupils learning English as an additional language access to curriculum and achievement by developing their proficiency in English. The level of support has recently been increased. As a result, eight learning support assistants devote part of their time to supporting pupils learning English as an additional language. This support enriches and extends learning opportunities for these pupils including those in the nursery. The school celebrates its cultural and linguistic diversity, though there is room for further use of pupils' home/community languages in facilitating their learning of English. Opportunities are, however, limited for pupil-pupil and teacher-pupil interaction and collaboration since oral work remains an area for development throughout the school. Written work is not sufficiently developed particularly in the infant years. Resources include some bilingual dictionaries and dual-language books, but language teaching games and tapes need upgrading.
34. Visits take place in support of curriculum work such as to the Royal Festival Hall and the Greenwich Maritime Museum which extend pupils' understanding well. Year 6 pupils have a residential visit to Swanage, it is at a different time of year each time on a rotational basis. Pupils also participate in special events such as fund-raising for charities, the London Schools' daffodil competition and environmental studies. Nearly half the responses to the parents' questionnaire indicated dissatisfaction with the range of extra-curricular activities. Whilst several school clubs do take place, the opportunities for sport and other activities are necessarily limited as the hall and playgrounds are used exclusively by the Greenwich Play Service. There are sporting and other activities provided by commercial organisations and a breakfast club. The school provides guitar lessons and plans to extend the range of extra-curricular activities for the pupils. Pupils in Year 6 have an annual residential field trip and are encouraged to visit local secondary schools. A few pupils also benefit from an ICT programme sponsored by their local football club. Pupils visit museums, galleries and concert halls at different times in the year; for example, there have been visits to the Maritime Museum and Festival Hall. A parent runs a very successful gardening club that has won a school garden award. Visitors from different faith groups provide lively and informative talks to pupils about their beliefs.
35. The school's provision for spiritual, moral, social and cultural development is good. Pupils enjoy clear and effective guidance. This contributes well to the raising of standards across the school. Spiritual development is found in school assemblies, the religious education curriculum and the PHSE curriculum with time for reflection of the values of both the self and others. There is a good sense of purpose across the school, which is generated by the positive actions and support of teachers and others for the benefit of the pupils. The school religious education curriculum teaches the religious values and beliefs of others and in a few subjects, notably art and PSHE, this understanding is brought into the topics being studied. Pupils meet together in school assembly for an act of collective reflection. Visiting clergy, who enthusiastically engage with the pupils make presentations, helping them to share the joy and experiences of others.
36. Moral development for pupils is also good, with staff presenting themselves as good role models. Pupils are taught about and understand the difference between right and wrong. There is a good and developing sense of community, which is very supportive. Class rules have been negotiated and are displayed for all to see. There is a good consistency across the school with the implementation of the school's behaviour policy. Pupils show respect for adults and are very polite and helpful. They participate in a school council and class representatives meet to discuss issues that have been raised in class. They have also had the opportunity to contribute to the

school's teaching and learning policy. Pupils take their responsibilities seriously and are keen to assist teachers. Older pupils participated in the Greenwich Junior Citizenship project in October 2001, gaining confidence in Road Rail and Bus safety, and learning about the importance of taking responsibility. Pupils have contributed to fund-raising activities for Poppy Day, a local Hospice appeal and participated in Blue Peter fund-raising activities. Harvest time is celebrated by children's participation in a collection scheme.

37. Social development is also good for pupils and this is evident in the clear gains in confidence that some pupils make, especially those with special educational needs. Shared discussion times with younger pupils develops confidence and promotes working together in harmony. The school behaviour policy has a significant impact on the social development of pupils, and the good level of teacher and support staff across the school in both playground and corridor supervision promotes a calm and cohesive atmosphere. In class, pupils are expected and encouraged to work collaboratively and pupils' views are respected by both staff and pupils alike which promote social cohesion and confidence.
38. Cultural and multi-cultural development are also good, with the activities on offer promoting and widening pupils' experiences of others. Music is provided in assemblies, with some pupils having the opportunity to perform their instruments that they learn outside of school. The art curriculum reflects the work of famous artists, and there is good evidence of pupils learning about other cultures in the materials used. The school has participated in a local "Compost Recycling" competition, which has raised awareness of local issues. The school uses parental contributions well in the form of class input into the lifestyles of others, and there is an attractive display of a Nigerian family in traditional dress. In reception, there are several examples of these materials from a wide range of cultures to promote effective learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Good provision is made to support pupils' welfare, health and safety. Parents are very pleased with the personal support and guidance that their children receive.
40. Careful arrangements are in place for dealing with illness, accidents and advice on health issues. This is helped by the contributions of the school nurse and by staff with first aid qualifications. Pupils in Years 5 and 6 participate in programmes on sex education and drugs awareness. Child protection issues are handled sensitively and there is good co-operation with the specialist agencies. Regular health and safety inspections are undertaken and appropriate accident records are maintained. The arrangements for induction of children joining the nursery or reception classes include home visits. Helpful advice is given to Year 6 pupils and their parents in preparation for the transfer to secondary education.
41. Good provision is made for the monitoring of behaviour. The pupils have made helpful contributions to the formulation of the Behaviour Code and class rules. They respond well to the awards for good behaviour and effort such as stickers, certificates and commendation letters to parents. Last term the Anti-Bullying Policy was re-written and steps were taken to provide greater support to those pupils whose behaviour causes concern. The main initiative was the creation of a lunchtime calming club so that the pupils concerned would fully understand the problems that had arisen and agree steps to secure improvement. Experience to date indicates that this new arrangement is very successful. The school's approach places strong emphasis on the integration of pupils from different ethnic backgrounds in all aspects of school life.
42. Arrangements for the promotion of regular attendance are good. Since the last inspection the school's close monitoring of attendance has contributed well to the significant improvement in attendance levels. Appropriate registration procedures are in place. The importance of regular attendance is stressed in communications with parents. Individual certificates and class awards are provided as rewards and incentives to the children. A high priority has been given to following up problems with the parents of pupils who have unsatisfactory attendance records. The education welfare officer, who now visits the school weekly, provides invaluable support. Performance is also measured by the termly returns to the local education authority.
43. Governors have rightly included the further improvement in attendance as a priority in the school's

development plan. Work is currently in hand on introducing a computerised system aimed at providing more comprehensive management information and quicker follow-up in seeking parents' explanations for absence. Whilst careful records are maintained about pupils arriving late, greater emphasis needs to be placed on efforts to improve punctuality.

44. Good provision is made for the monitoring of personal development. Class teachers know the pupils well and provide informal advice and guidance. The headteacher is very involved in this area of the school's work. Achievements and any problems are included on personal records and key aspects are mentioned in the annual written reports to parents. Any individual problems can readily be discussed with the staff. Close attention is given to individual issues relating to pupils with special needs. This is also the case for children for whom English is an additional language. The school's integrated approach to meeting the needs of these pupils is reflected in the commitment of class teachers and support staff. This enables them to integrate well into the school community. Pupils' need for support is initially identified by the support teacher through an informal assessment of their spoken English. She maintains a record which includes information on pupils' linguistic background and stages of learning English.
45. The school is introducing a good whole school assessment strategy. It is intended to test pupils on arrival, to use commercial materials for Year 1, the national tests for Year 2, optional tests for Years 3, 4 and 5 and the Key Stage 2 tests for Year 6. It is expected to have moderated teacher assessment during the year. The first set of test results for the three core subjects was being analysed by the school as the inspection started and the outcome will be available to inform teachers' planning, set priorities and targets within the next few weeks. The school is aware of the weakness in this aspect and has successfully undertaken the appropriate action to rectify it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Most parents are pleased with the school whereas a minority would like to see improvements in some areas. Nearly all parents feel the school has a good ethos and a friendly approach. They say that pupils are happy at school, work hard and make good progress. They feel that teaching is good. Parents feel comfortable about approaching the school with any concerns. Less than a fifth of parents replied to the questionnaires, but about a quarter of these parents are not satisfied with leadership and management or with information about pupils' progress. They also feel that the school does not work closely enough with parents. Over 40 per cent of those replying are concerned about homework arrangements or feel there are insufficient activities outside lessons.
47. Inspectors fully agree with parents' positive views. Evidence from the inspection is that the headteacher and governors provide good leadership but that there is scope for improved arrangements at senior and middle management level. On homework, recent changes have produced greater consistency between classes. The opportunities for school clubs, especially for sport, is constrained by the non-availability of the hall and playgrounds in the late afternoon. Information about progress is satisfactory but there is a need to address parents' wishes for closer involvement with the school.
48. The school has satisfactory links with parents. Letters are sent to parents explaining the main areas of work on which pupils will be engaged during the forthcoming term. Consultation meetings are held each term so that parents can be advised about their child's progress. Regular review meetings are also held with parents of children with special education needs. The annual written reports describe pupils' achievement levels in all subjects and identify areas for improvement. Parents are encouraged to raise any individual concerns informally so that these can be quickly resolved.
49. During the year helpful newsletters are issued about school events and activities. The prospectus has recently been completely re-written and provides high quality information about the school. There is, however, a need for the prospectus to include fuller information about the results in national tests. The tables need to indicate the percentage of pupils achieving at each level of attainment. The governors' annual report provides a good account of the work of the governing body and the school's achievements.
50. The impact of the parents' involvement in the work of the school is satisfactory. A small number of parents and other adults provides voluntary help in lessons and by hearing children read. Other

parents assist with educational visits. School concerts and other events are well supported. For parents of younger pupils, the school holds workshops at which members of staff give guidance on helping children with reading and other work undertaken at home. The great majority of parents are very supportive of the homework arrangements but a few children do not benefit from such assistance. A few parents fail to ensure that their child attends school regularly and punctually. Several parents serve on the Playground Committee that has been responsible for recent improvements to the external environment. The Friends of Sherington organises a full programme of social and fund-raising events. Last year over £2,700 was raised and used to improve school facilities. The Friends also organise arrangements for the supply of school uniforms.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides very good leadership and is giving the school clear direction since her appointment in September 2001, first on a temporary basis and then in the permanent post. She has established a very good, purposeful team spirit and approach amongst the staff. The headteacher has a particularly good insight for the immediate priorities and with the governing body she has made decisions that are having a clear, positive impact on the quality of work and standards in the school. They have rightly identified forming a stable staff, putting a well-structured curriculum in place with learning resources for the children, and having good behaviour as amongst the immediate priorities. The headteacher and senior management team are providing good leadership, support and direction as the staff takes on the improvements that are required. These improvements are expressed well within the one-year development plan that the headteacher produced following her analysis of strengths and weaknesses. The whole staff is beginning to work well together under the headteacher's leadership, taking account of the evaluation that is now part of the climate of the school. They share a clear vision for the school.
52. The school has now made satisfactory improvements since the last inspection. Changes amongst staff have slowed the pace of change but the high priority given to forming a stable staff has improved the effectiveness of teaching substantially. National guidance is being used well to provide curriculum structure and progress, although the process of adapting it to the needs of the pupils in the school is set to continue. The headteacher and deputy headteacher have introduced formal assessment procedures that are beginning to track pupils' progress and provide useful planning information. Having taken full responsibility, with support from the governing body, for developments and financial planning during her first year, the headteacher has clear plans to prepare a three-year improvement plan which consolidates and builds upon recent decisions. She rightly intends to strengthen the role and effectiveness of the senior management team in giving leadership and monitoring, and to delegate more responsibilities to the subject leaders. The priorities identified by the headteacher accord closely with the views of the inspection team. The school provides a satisfactory level of effectiveness at this stage of its development.
53. The governing body has a good understanding of its responsibilities and fulfils them well. Governors have made good use of training opportunities to become familiar with their responsibilities. They have made suitable arrangements to visit the school and are generally well informed of the school's needs, strengths and weaknesses. They have a commitment to taking an active part in shaping the future direction of the school. The governors are aware of the need for strict financial planning within a very constrained budget, and have a good understanding of the priorities they are planning for. Governors have suitable procedures to monitor the curriculum and have made a good start in meeting subject co-ordinators.
54. Several subject co-ordinators have good qualifications to lead their subject and are keen to take up further relevant training, so that these roles are becoming established. The school recognises the need to develop further the role of curriculum co-ordinators, since several are so new to the post, to improve the quality and range of learning opportunities for its pupils.
55. The headteacher has conducted a preliminary staff appraisal. The procedures for performance management had not been put in place prior to the headteacher's arrival and she has rightly given this a high priority in order to place a clear expectation and accountability upon all staff. This, with her good monitoring and evaluation of teaching, is having a positive impact on the quality of teaching and hence on standards. The headteacher has inherited a management structure that

does not meet the current needs of the school. In this, there is insufficient distinction between senior and middle management roles. The co-ordinator for the Foundation Stage of education, for example, has a very good understanding of the needs of young children and provides good oversight. She has several responsibilities, however, and the school is making a realistic assessment of the responsibilities of all those at a more senior level. The headteacher is establishing a good senior management team who are taking on the wider role of school evaluation and review, although this requires further work to become fully effective.

56. The provision for and co-ordination of special educational needs is good. A strong team approach supports the thoughtful and effective provision for identified pupils. The support staff makes a good contribution to the work of the school as part of an effective team, which contributes to pupils' achievements. Funding for special educational needs is prudently and well used. Funding for other specific grants is used effectively for its designated purpose. The governors ensure that provision for special educational needs is fully in place, including access for wheelchairs. The school is committed to providing equality of opportunity for all pupils and staff.
57. There is a good level of teachers and support staff to provide for the pupils' learning. The headteacher has been successful in recruiting staff of high quality who have committed themselves to the school for the year. This is significant in light of the previously high turnover of staff. The teachers have been deployed well to ensure that their expertise is used to full effect and supports the promotion of good behaviour and racial harmony. Teachers manage their classes well for the most part and make good use of time.
58. The non-teaching staff makes an important and valuable contribution in supporting teaching, and in helping individual pupils and small groups to make progress. The work of those non-teaching staff who support pupils with special educational needs is managed effectively by the part-time special needs co-ordinator. The administrative staff provide an efficient and reliable service to the school. The school keeper and cleaning staff ensure that the school is cleaned and maintained to a high standard. Good use has been made of training opportunities to ensure that all staff are equipped to teach the basic skills. Staff meetings are managed well to ensure that teachers are fully briefed about curriculum and other issues.
59. The identified developments have been appropriately costed and a time-scale is being agreed. The school's financial planning takes account of immediate needs but will be severely restricted in the following year in budgeting for major educational priorities since a large deficit built up by the previous administration has to be repaid. The governors' finance committee is to set a balanced budget based on identified priorities. The headteacher and governors have established good oversight of the finances and budget and are aware of the principles of best value when considering improvements and efficiency. The teachers and support staff are deployed appropriately to classroom responsibilities, although arrangements are very hand-to-mouth at present. Routine school administration is good. Money obtained through the standards fund is used effectively, and the headteacher has identified staff development as a major priority. The financial control is good and the school provides satisfactory value for money.
60. The accommodation is adequate for the delivery of the National Curriculum. The building has been partly renovated and has undergone appropriate modification to accommodate pupils with limited mobility. The school makes satisfactory use of its accommodation and the quality of facilities is satisfactory. Standards are well maintained by the caretaker. Governors are appropriately addressing improvements to the existing accommodation. The present arrangements for outside play for children in the reception classes are unsatisfactory, but improvements are being given active consideration. The headteacher and staff have given careful thought to the use of the available space and have been able to create a good range of teaching spaces. These include good-sized classrooms, equipped with water and suitable work surfaces. There are smaller rooms that are used effectively for specialist teaching and storage. One room provides a computer suite and another is being re-equipped to provide a large, attractive school library.
61. The nursery is housed in a building that is separate from the main school. The building is in need of repair, but the working environment is maintained well and provides a range of indoor and outdoor spaces that are adequate for the delivery of the Foundation curriculum. The school is actively considering ways of reducing the isolation of the nursery and some good initiatives

involving older pupils working with younger children are in place. The outdoor play area is well designed with both gardens and hard surfaces. It slopes away from the school; this causes some problems, particularly when children are playing with large wheeled apparatus.

62. The internal décor of the main school building is good and the school is kept very clean and free of litter and graffiti. Bright, attractive displays add to the overall feeling of purpose and brightness around the school. The small gardens area are well laid out and carefully tended and the school has won a school gardens award. There are two playgrounds that provide playing space that is just adequate for the number of pupils. A recently installed climbing area provides useful additional facilities for the children. The school has created a very small grassed area that younger children enjoy using for play.
63. Resources are adequate for English, mathematics and science. Resources are good in the Foundation Stage. However, there has been little investment in resources for these children in recent years. For most other subjects and areas of the curriculum the quality and range of resources are just adequate for the tasks planned. The headteacher has identified this as an urgent need and has made specific funds available to make improvements. The use of learning resources within lessons is satisfactory - teachers use what there is. The school is working within budget constraint that has limited the investment that can be made on resources. The levels of resources are satisfactory in most subjects. However, there are distinct shortages. The number of fiction and non-fiction books in some classes is barely sufficient to meet the needs of the class. In particular, there is a lack of structured reading books in the infant years. The library has a good basic stock but this needs to be extended to provide sufficient books for the number of pupils in the school. Each class has a computer with a satisfactory range of software. However, most of the computers in the ICT suite run slowly and do not have the capacity to run newer programs. Teachers have supplemented the school's resources by providing additional materials, for example, CDs and artefacts. Resources are adequate for pupils with special educational needs. The school has a small but attractive stock of dual-language books but needs to extend its stock of games.
64. Resources are managed well in most classes and in the shared areas of the school. Pupils know how to use the resources and handle them carefully. In a small number of classes, pupils do not have easy access to books. Artefacts from different cultures complement some displays in the school. Several co-ordinators have begun to audit the quantity and quality of resources available for their subject to help the school make planned purchases when funds become available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards and improve the quality of learning the governors, headteacher and staff should give attention to the following
- (1) Focus on improving the quality and amount of pupils' written work, giving particular attention to helping pupils acquire good working habits and study skills, by: Including provision for elements of writing within lesson planning;
 - Ensuring that the teaching approach and time allocations make suitable provision in all classes for pupils to have protected writing time;
 - Setting clear expectations for pupils' attention and quality of work;
 - developing school systems and procedures that support pupils' personal development, particularly their independence and research skills;(paragraphs 4, 8, 18, 23, 87)
 - (2) Create and manage a more cohesive Foundation Stage by strengthening the management role, improving the quality of teaching in the nursery and ensuring that medium-term planning is a shared exercise. Establish monitoring procedures to evaluate the quality of provision.
(Paragraphs 67, 69, 56)
 - (3) Review and define the role and work of the senior management team, setting out clear procedures for members to be accountable, including making regular reports to the governing body.
(Paragraphs 52, 55, 56)

- (4) Prepare a three-year school improvement plan that sets out a programme of improvements. These should take account of information gained from school self-review procedures with clearly identified priorities and means of evaluation.
(Paragraphs 52, 53, 54, 55, 59, 61, 63, 64)
- (5) Establish clear procedures to ensure that subject co-ordination and influence are effective, by:
- Ensuring that time is allocated to support curriculum planning;
 - Putting in place suitable procedures for monitoring and assessment;
 - Making arrangements to share high quality work;
 - Making regular reports to the governing body.
- (Paragraphs 52, 54, 55, 69, 90, 100, 110, 114, 122, 126, 133, 139, 143, 147)
- (6) Improve the levels of attendance and punctuality by working with parents.
(Paragraphs 16, 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	36	32	2	0	0
Percentage	1	20	40	36	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	331
Number of full-time pupils known to be eligible for free school meals		150

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	3	87

English as an additional language	No of pupils
Number of pupils with English as an additional language	55

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	151
Pupils who left the school other than at the usual time of leaving	95

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	1.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	23	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	26
	Girls	18	21	22
	Total	41	44	48
Percentage of pupils at NC level 2 or above	School	76 (73)	81 (69)	89 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	25
	Girls	22	22	22
	Total	45	48	47
Percentage of pupils at NC level 2 or above	School	83 (77)	89 (75)	87 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	11	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	9
	Girls	4	2	2
	Total	12	8	11
Percentage of pupils at NC level 4 or above	School	40 (53)	27 (53)	37 (56)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	12
	Girls	3	3	4
	Total	12	11	16
Percentage of pupils at NC level 4 or above	School	41 (52)	38 (48)	55 (52)
	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	4
Black – African heritage	33
Black – other	8
Indian	5
Pakistani	2
Bangladeshi	8
Chinese	1
White	202
Any other minority ethnic group	44

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	4	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25.5
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	3
Total aggregate hours worked per week	
Number of pupils per FTE adult	24

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	778,974
Total expenditure	816,538
Expenditure per pupil	2,876
Balance brought forward from previous year	-23,205
Balance carried forward to next year	-60,769

Recruitment of teachers

Number of teachers who left the school during the last two years	17
Number of teachers appointed to the school during the last two years	17

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	355
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	43	3	0	0
My child is making good progress in school.	38	48	5	6	3
Behaviour in the school is good.	35	41	14	5	5
My child gets the right amount of work to do at home.	19	37	29	11	5
The teaching is good.	32	51	3	8	6
I am kept well informed about how my child is getting on.	32	40	19	10	0
I would feel comfortable about approaching the school with questions or a problem.	44	41	10	3	2
The school expects my child to work hard and achieve his or her best.	38	43	8	0	11
The school works closely with parents.	17	44	17	8	13
The school is well led and managed.	25	4	16	6	11
The school is helping my child become mature and responsible.	30	49	8	6	6
The school provides an interesting range of activities outside lessons.	14	16	17	27	25

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

66. The provision for children in the Foundation Stage is good overall, with a particular strength in the reception year. The school admits children to the nursery on a part-time basis after they have their third birthday. Thirteen children attend full-time at present. Children transfer to reception classes in September, January and after Easter during the year in which they are five. Most children in the reception classes attend the school's nursery. The provision for the children's all-round development and education is good. The reception classes build very well on the work of the nursery so that these children are making good progress. The curriculum for all children in the Foundation Stage promotes knowledge and understanding related to the Early Learning Goals well and meets the requirements for this stage of learning for young children. This inspection shows good consolidation of positive aspects of provision since the last inspection and further good improvements.
67. Curriculum planning for children in the nursery is adequate with a selection of activities that allows choice as well as focused time with an adult. The overall management of the nursery in providing for all areas of learning is satisfactory, although at times there is insufficient worthwhile interaction and discussion between the nursery teacher and the children. A stronger and more effective process of monitoring the quality of provision is required in order to improve the quality of children's experience. The support assistants make a good contribution to the children's experiences and work hard to develop positive relationships with parents and carers. These links help to make the transition from home to school smooth and purposeful.
68. Within the reception classes, the high quality preparation and perceptive discussions between the teachers and children ensure that the children make good progress in all areas of learning. The support assistants make a valuable contribution in promoting lively discussion about the tasks. There are satisfactory links between the nursery and reception classes to support progression between the classes. The teachers in the reception classes make good preparation for children to transfer to the work for Year 1 of the National Curriculum, including an early introduction to the structure of the literacy hour. There is a clear commitment to raising standards from all members of staff, who attend appropriate training courses.
69. Within the nursery, the record keeping system is unsatisfactory and incomplete. Insufficient attention is given to maintaining up-to-date notes on the children that track their progress and inform planning. Adult time is not managed efficiently to include regular, focused observations of the children. The nursery teacher does not carry out tests when pupils start at the nursery, even informally, of the children to build a profile of their development and stage of learning. Within the reception classes the record keeping system is clear, manageable and helpful. Teachers and other adults make careful observations to build a well-informed base from which to plan work. The reception teachers receive an outline assessment record from the nursery as children transfer. Several children enter the nursery with a limited knowledge and use of English and other early skills. The nursery and reception classes provide a good and effective level of support for children who have special educational needs or English as an additional language. The reception teachers have an excellent practice of annotating children's work and adding a comment for the child. Their procedures for record keeping and identifying early targets are very good. This enables children to make good progress in all areas of learning. All members of staff ensure that children, including those with special educational needs, have full and equal access to the areas of learning. Parents value and appreciate the work children do in the nursery and reception classes.

Personal, social and emotional development

70. All members of staff promote children's personal, social and emotional development well. The quality of teaching and learning is very good in the reception classes within a rich and well-managed environment. The members of staff are consistent in their dealings with the children. They provide good role models as they treat children politely, courteously and with respect. Children settle quickly and happily into the classes and make good progress in developing their personal and social skills. They are confident when moving around the class and making choices

and share and take turns amicably, for example when using building equipment to make a car track. They concentrate well on their tasks, for example matching a picture of a chair to the 'ch' sound. Children are enthusiastic and clearly enjoy their work. They co-operate well with each other and adults. They generally work well together, although some less mature children need adult support to do their best. They understand the routines of school life and move reasonably quietly and confidently around the school. The teachers in the reception classes have a very thoughtful, interactive style, which they use well to encourage the children to respond during activities. The members of staff take many opportunities to develop and promote calm behaviour and independence. By the time they start Year 1, most children are likely to meet the expected levels in the development of their personal and social skills, although those with special educational needs are not so consistent. The school has maintained this area of children's development well since the previous inspection.

Communication, language and literacy

71. Teaching and provision for the development of children's communication skills, language and literacy are satisfactory in the nursery and very good in the reception classes. The range of books and language material is suitably wide for the needs and interests of the children. The members of the nursery staff help children to hold and handle books and to enjoy looking at pictures. The reception class teacher (of the first YR class) uses the National Literacy Strategy and other stimuli imaginatively to develop children's understanding of letter sounds and word building. This gives children a very firm basis for reading. All members of staff provide opportunities for children to develop their language across all areas of learning. This encourages children to read and write, and a few in the nursery can already recognise their own names. Most children's writing ability is close to the expectation. Teachers successfully promote children's skills in listening and speaking by reading stories, such as 'Getting ready'. Children enjoy these sessions. They quickly develop a love of books and begin to understand how to follow the print. Children's language and communication skills improve and most are likely to meet the expectation by the time they start Year 1.
72. The adults give an effective level of support to children through sharing books and in the practical activities, for example. As a result, children make good progress in their ability to share experiences and ideas, and their feelings as they are involved in the good variety of tasks. This level of support enables children with special needs and those who have English as an additional language to develop good confidence in speaking English. The children learn to hold and use pencils correctly. For example, the imaginatively set up writing areas are very popular, and one child spent a considerable time writing notes and letters, making purposeful marks on the paper. This is extended very well through opportunities for children to write their own books in the reception class where children's developing writing conveys their meaning. Here, the very thoughtful regular assessments of children's writing are used to guide further planning. Children improve their early writing skills by taking part in a range of activities that encourage good hand and eye control. This makes a positive contribution to their development. Children with special educational needs receive carefully targeted support from the staff. The great majority of children make good progress in their learning and several are beginning to form recognisable letters. Most children are likely to reach the expectation for language and literacy development by the time they enter Year 1, indicating similar attainment to the time of the last inspection.

Mathematical development

73. Teaching and provision for children's mathematical development are satisfactory in the nursery and very good in the reception classes. Children enter the nursery with below average skills and understanding of early mathematical ideas, although several children know numbers to five and count correctly. The children make suitable progress in developing their number understanding through suitable activities such as throwing a die to move the Billy Goats Gruff over the bridge. Within the reception classes, a strength of their provision lies in how staff develop these skills with many counting and matching activities. The children have good access to sand and water play to extend ideas of capacity or other simple properties. Linked activities include the use of construction equipment to make a car track to develop awareness of space and children's control skills. Children become interested in number and count objects as part of everyday life. For example, children in the reception class play counting and matching games.

74. In the reception class aspects of the numeracy strategy are taught to help children count correctly in order and build their early numeracy skills. For example, cubes with numerals on that fit together are often available for children to explore and several put the cubes in correct order. The development of number language provides an effective level of support for children who have special needs or English as an additional language. Good support for children with special educational needs helps them to make good progress. By the time they enter Year 1 children have a developing range of mathematical skills related to number, pattern and space. Children often have a session of structured number work where they have opportunities to count and order objects. Several children count to ten confidently, for example the number of bricks in a tower, although some children are not yet consistent. Children consolidate, build on and develop their early mathematical experiences well. Most children are likely to reach the expectation by the time they begin National Curriculum work in Year 1. This indicates a similar level of attainment to that at the time of the last inspection.

Knowledge and understanding of the world

75. All members off staff promote and develop children's knowledge and understanding of the world. Teaching and learning are satisfactory in the nursery, and very good in the reception classes so that children make good progress. Children have many opportunities in the nursery and reception classes to explore the world. For example, suitable planning enabled children in the nursery to develop early skills in using a computer. Children know how to handle the outside large play equipment and understand, for example, the effects of the slope on their scooter. In the reception classes, children understand that people, animals and plants need water, food and warmth.
76. Children use a computer with programs that enable them to produce the title page for their own books or that encourage control of the mouse. They have the early skills to fit and construct towers and bridges, working carefully to make their models. Children use playdough, paints, sand play and water play by adapting their skills to the materials. This shows a growing understanding of properties of water, sand or the dough. There is good progress in the children's development and most are likely to meet the expectations of the Early Learning Goals by the time they begin work in Year 1, indicating a typical level of understanding for their age. This indicates a similar position to that at the time of the last inspection.

Physical development

77. The nursery makes good provision overall for children's physical development, with opportunities for both outside play with large apparatus as well as the use of material that encourages careful control, so that children make steady progress. Teaching is satisfactory in the nursery and very good in the reception classes, where children learn well. They have access to pencils, crayons, scissors and glue from the beginning of their time in the nursery. In the reception classes the choice of materials and activities is extended, so that, for example, children used glue and coloured paper pieces to create their own patchwork Elmer the elephant. The children experienced difficulty in controlling how much glue they applied but the final effect was attractive with an early level of control and skill. The children's personal development was demonstrated well in their enjoyment and concentration in completing the task.
78. All members of staff promote the development of children's physical skills. This helps the children to learn care and control, and within the reception classes they often demonstrate good progress, for example in forming their letters or making a paper witch. Children in the nursery class have opportunities to run, jump, skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for the nursery children, which children in the reception classes visit. A secure play area for the reception children is being actively considered, although provision at present is less than satisfactory. All adults interact well with the children and take many opportunities to support and extend children's physical skills and development. Children make good progress in the reception classes and most are likely to reach the expectation when they enter Year 1. This indicates a similar standard to that at the time of the last inspection.

Creative development

79. The teaching and provision for the children's creative development is satisfactory overall in the

nursery with some good opportunities, and very good in the reception classes. Within the nursery there are many planned activities that include opportunities for children to choose materials, colours and make their own designs. For example, pots of paint and cotton buds were available for children to create their own paintings, and children produced faces and patterns, and a few mixed the colours into a variety of shades. The members of staff gave good support to help the children's creative ideas, resulting in good learning. Within the reception classes, children learn how to apply their skills and control what they do in order to create a pleasing result. They apply paint to paper confidently and learn the techniques of brush control. In the reception classes children also develop their ability to cut paper accurately. Good teaching ensures they make good progress in shaping and assembling materials. There are a few opportunities to develop their creative skills in making sounds and rhythms with musical instruments. The teachers are careful to include all children. There is regular access to music and a variety of songs and rhymes are used to reinforce learning. Many children are likely to acquire the level of skill necessary to reach the Early Learning Goals by the time they enter Year 1 indicating an average level of understanding and creative skill. This indicates a similar position to the last inspection.

ENGLISH

80. Standards in the work seen during the inspection are below but close to the average by age seven. Many pupils reach the expected level in speaking and listening, reading and writing and a few exceed this level. However, a significant number fall below this level. By age eleven standards are broadly average since many pupils attain the expected level, although the range of ability across the key stage is wide. Pupils in those classes that have had significant disruption in teaching provision tend to perform less well than those in classes where the teaching provision has been stable. The number of pupils working at Level 5 is below that found nationally.
81. Standards have improved over time and are now just below the national average in the work seen for the current Year 6. The most recent tests show an improvement in the performance of pupils in the infant years. Standards were below the national average but in line with similar schools in both reading and writing. The number of pupils attaining Level 3 was above the national average. Scrutiny of pupils' work confirms this trend and points to further improvement. The performance of Year 6 pupils in the 2001 national tests showed a decline in standards against previous years. Their attainment was well below the national average and below for similar schools. However, scrutiny of work indicates that standards are improving and are now close to but a little below national averages. Improved planning of lessons and better teaching have contributed significantly to this improvement. Progress is satisfactory across the whole school. Progress is good in the Foundation Stage and infant years. In the junior years progress is uneven.
82. Most pupils listen attentively and speak confidently. They follow instructions and respond to questions. In the infant years pupils describe feelings and objects using increasingly interesting words. They offer suggestions to include in a class poem or story. For example, one pupil in Year 2 suggested that a story could continue with the phrase, 'As years drifted by...'. They describe a sequence of events and make careful observations, for example, when talking about characters in a story.
83. Several pupils do not listen well and sometimes have to have instructions repeated several times before they are able to follow them. Most older pupils listen to each other well and respond appropriately to what is being said. Many offer well thought out opinions or make suggestions to improve work. A Year 4 pupil was able to describe in detail work he had done with an electronic microscope both in terms of the activity and how the microscope worked. Pupils are given opportunity to develop speaking and listening skills in subjects other than English. Pupils with special educational needs and those with English as a second language are helped to understand what is being said through the sensitive support of learning assistants. Several pupils, particularly in Years 4 and 5 lack the self-discipline to listen carefully and their behaviour can sometimes be distracting to others.
84. Standards in reading are slightly below the national average. By the time they reach age seven many pupils read simple texts confidently and with expression. However, a small but significant number are reluctant to read and hesitant in their decoding of words. The youngest children recognise that print has meaning. They identify initial sounds and some familiar words. They

know about the orientation of a book and join in with the reading of familiar stories. Shared reading activities within the class or group help pupils gain confidence and make good progress with their reading. Most pupils at this stage will tackle known and predictable texts but need support when reading new and unfamiliar ones. Pupils take books home to read and most, but not all, read with their parents.

85. Standards of reading in the junior years are more variable. Most are enthusiastic and have good knowledge of books and authors, although a few pupils do not enjoy books at all. Two pupils in Year 6 discussed their preferences and their comparisons of the written and film versions of a popular book showed understanding of style and genre. By the time they leave the school, many pupils read extensively and draw inferences from the text. They are beginning to appreciate the nuances of text and can distinguish fact from opinion. Most pupils have the skills to skim and scan text, and apply these skills in different subject areas.
86. Standards in writing have improved since the school made this a priority. They are now close to the national average by age seven and slightly below the national average by age eleven. Pupils in Key Stage 1 learn to form letters and write words and simple sentences. The more able pupils used the structures of a well-known nonsense poem to create a class poem with the help of the teacher and then change words to make another piece of writing into a nonsense poem. Their spelling was usually accurate. Their handwriting in practice lessons is good; they form letter patterns with due regard for size and shape. However, they do not yet use the skills they have learned when writing in other contexts.
87. Pupils in the junior years have extended writing lessons in addition to their literacy lessons. In these, they learn to plan and write for a purpose. These lessons and very focused teaching in literacy lessons have ensured that pupils understand how language works. Pupils in Year 3 made good progress in developing a story from the planning stage to its finished form. Many showed good understanding of setting and characterisation, but there was variation in standards of attainment within and between classes. Pupils in one Year 6 class made very good progress in their study of a well-known poem. They were able to identify the ways in which the poet created the mood of the poem and apply this in their own writing. They had good understanding of the structure and style of the poem. Standards are more variable in the other class. Overall, pupils do not have sufficient opportunities to write at length and in other subjects for a given purpose. By the time they leave the school, pupils have developed very good standards of handwriting. They do not use their handwriting skills consistently in other work and many revert to print. Standards of spelling are satisfactory but several pupils make mistakes because they do not have a secure grasp of spelling rules.
88. Most pupils enjoy English and join in enthusiastically with lessons. Younger pupils appreciate the humour in nonsense poems and work with concentration to complete handwriting tasks. They respond eagerly to questions but wait until it is their turn to answer. A small number find it hard to sustain concentration and are reluctant to join in lessons. Pupils in most lessons in Key Stage 2 enjoy the tasks they are given and work hard to complete them. They respond well when the teacher challenges them to work harder. Most pupils in the reading sample discussed book preferences with enthusiasm. In many class and group sessions, pupils expressed their ideas freely and often supported each other's contributions. Several pupils, particularly in Years 4 and 5, lack the skills needed to benefit from lessons. They become restless and noisy. Most of these pupils have had disturbed schooling or have suffered from constant changes of teachers.
89. The quality of teaching is good overall, and is sometimes very good. Teachers plan detailed and challenging lessons based on the National Literacy Strategy. The great majority of teachers put into practice successfully the approaches they have learnt from training or through demonstration. They have good subject knowledge, for example, in describing the structure of a piece of writing. They make good use of questioning to encourage pupils to think and check their understanding. The management of lessons is good and most move at a good pace through the introduction to the group activities and the plenary. Most teachers have good behaviour management strategies; this helps to ensure that pupils make good progress. In the small number of lessons in Key Stage 2 where teaching was unsatisfactory, a disproportionate amount of time was given to the management of pupils' behaviour.
90. Management of the subject is good. The senior management team has made the raising of standards in English a priority. They have identified good teaching and planning as the key to this. The school's curriculum map has been revised and medium and short-term plans show more clearly what pupils are expected to learn. Teachers plans are detailed and clear. They provide a good framework within which to teach. The planning has been monitored and very good, constructive feedback has been given. The senior management team recognises that the focus of the monitoring must now move to observation of teaching and learning. The co-ordinator provides

good leadership and ensures that the subject action plan is implemented. She has been particularly active in commissioning training and support for staff from the local education authority and other sources. She has also begun the process of reorganising resources and identifying gaps in provision.

91. The school has made a good start on the assessment of pupils' progress. The statutory and non-statutory national tests are used to provide information about the needs of pupils. More detailed assessments are made in lessons and at the end of units of work. Marking is perceptive and provides both a record of pupils' progress and targets for improvement. A book of writing samples is kept for each child that shows the development of their writing over time. The teachers' comments in these books are particularly helpful in tracking progress over time. The school is beginning to generate a lot of assessment data but is at the early stages of using this in a systematic way to establish the health of the subject and plan next steps.
92. There are sufficient reading resources in most classes. However, there are insufficient structured reading books for Years 1 and 2. The library is in the process of being reorganised and has a basic stock of books. This needs to be expanded as funds become available. Books in most classrooms are displayed attractively and organised in a way that allows pupils to find their choice easily. In one or two classrooms, access to books is restricted by the way in which furniture is arranged.

MATHEMATICS

93. Standards of attainment in mathematics have improved since the last inspection when they were judged to be below average by age seven and well below by age eleven. On this inspection evidence from lesson observations, scrutiny of work and discussions with teachers and pupils shows that attainment is in line with the national average at Key Stage 1 and below the average at Key Stage 2. This improvement, much of which is quite recent, is a result of good teaching throughout the school, as well as pupils' increasingly positive attitudes to learning.
94. At Key Stage 1 there has been an upward trend in attainment since the last inspection and the 2001 National Curriculum test results show that the school has narrowed the gap to a single percentage point behind the national average. Seventy four per cent of pupils at the school achieved level 2B compared with seventy-five per cent nationally. In the junior years attainment has shown steady improvement since the last inspection although it dipped last year when only twenty-seven per cent of pupils achieved the expectation compared with seventy-one per cent nationally. The evidence of this inspection indicates that the school is now back on target to make significant progress to close the gap with national standards.
95. The quality of teaching is good overall. This has a very positive impact on pupils' learning and on their attitudes to the subject. In the infant years pupils are making steady progress. Their understanding of the basic skills is good. In Year 1 pupils can confidently solve number problem to 10 mentally by addition and subtraction and are rapidly extending their number skills to 20. In a good lesson where the teacher created a very interesting range of activities, using a variety of resources, pupils could name and describe many 2-D and 3-D shapes such as cones, spheres, cuboids, pyramids, rectangles, triangles. Pupils could readily describe their shape using appropriate vocabulary: flat surfaces, angles, circular, corners, sides. Pupils were enthusiastic, worked hard and learnt well. In Year 2 pupils make good progress in number work to over 100. They learn to use all the four operations of addition, subtraction, multiplication and division. They use mental recall of 2, 3, 4, 5 and 10 multiplication tables and have the skills to halve and double numbers. Their understanding of non-standard units of measurement and weight is developing but not yet confident. Problem solving is a growing strength especially among high attainment pupils, but there is limited evidence of handling data using lists or bar charts. Occasionally teachers do not recognise how much pupils understand since they do not make sufficient use of observation, and do not take the opportunity to increase the range of activities or ask more challenging questions.
96. In Years 3 and 4 pupils continue to develop their number skills up to 1000, use mental recall of multiplication from 2 to 10 to derive division tasks, and use addition and subtraction to 20, extending to 100. In one good Year 3 lesson pupils confidently used a partitioning strategy for

subtraction to 1000. In another Year 3 lesson pupils were making good progress solving money problems mentally using the values of three articles on a shopping expedition and extending this to two operations including multiplication. However there was little evidence of the development of basic skills using fractions or decimals, nor of pupils handling data using tables or bar charts. In Year 4 there was a little evidence of a slackening of progress when teachers did not always build sufficiently on existing strengths in numbers and shape, and expectations were limited. As a result fewer pupils are entering Year 5 with knowledge and understanding in line with national expectations.

97. In Years 5 and 6 pupils are grouped according to ability. This is a new strategy adopted this term. It is too early to judge its general impact on learning, but already there are indications that the learning environment of the lower attaining pupils has been greatly enhanced by this change and that they are rapidly gaining in confidence and competence. The whole of the Year 5 and 6 teaching team has the combination of teaching strengths to make a very positive impact on learning and the early indications are good. The quality of teaching in Years 5 and 6 is a strength of the school. Subject knowledge is very good, explanations are careful and directions are clear. Questioning and the steady pace of lessons promote effective learning. Teaching throughout the four groups is good. Expectations are high but realistic, recognising the ground that has to be made up. However there is a tendency occasionally to under-estimate pupils' knowledge and understanding and to err on the side of caution. Inevitably this leads to slower pace that is not always well matched to pupils' skills. The weekly lesson planning is good and provides a clear development strategy including sound differentiation and targets.
98. Sixty per cent of the lessons observed were good or very good. No unsatisfactory teaching was observed. Teaching is careful and thorough, with explanations and questioning which promote very effective learning of basic skills at both key stages. Classroom management is always of a high standard with effective use of support staff. Teachers respond well to pupils, using questions and answers to check their understanding, so that ongoing assessment within lessons is good. However, while expectations are good, there is sometimes a mismatch between what pupils already know and understand and the teacher's expectations so that there is an unnecessary repetition of tasks. The weekly planning follows national guidance but the general absence of daily lesson plans contributes to an uneven use of time and too little time for the main task. Teachers usually share the intentions for the lesson with the pupils but where they do not pupils cannot always see their own progress in the plenary session at the end.
99. Pupils are keen to learn, eager to answer questions, and their behaviour is nearly always good with some examples of excellent concentration. The few examples of poor behaviour is usually because pupils have not learnt to work independently, or they do not have sufficient tasks to occupy them.
100. There is no co-ordinator in post and the subject is currently being managed very efficiently by the deputy headteacher. Learning resources are barely adequate and a new scheme of work is needed to replace the present rather modest scheme. Both these matters are already being addressed by the deputy-head. Curriculum planning is good and teachers are generally observant of the pupils. However, the whole school assessment system is only now being set up, so is currently too uneven to map pupils' progress effectively and develop individual learning targets.

SCIENCE

101. Much good work has been undertaken in science since the last inspection, with the curriculum fully reviewed and revised to promote continuity and good progression. Most pupils are working successfully on standards of work that are generally in line with the demands and expectations of the National Curriculum. Pupils with special educational needs are fully integrated and involved in lessons, receiving appropriate support.
102. Good progress has been made across the school in science since the last inspection, especially with the development of the curriculum. Only two lessons were observed in Key Stage 1, but scrutiny of work and discussion with staff displayed a good understanding of the subject. By age seven pupils have an understanding of different materials, such as metal, plastic, glass, and have studied diet and healthy eating. Pupils have explored different textures and have textures and

have experimented with material to find out what happens when tested. For example, when heat is applied to ice in a variety of situations. They have studied the sources of light in practical and understandable ways, looking at different sources and intensities. Pupils participated in discussion well and made constructive comments and observations. Pupils' work shows that their experiments are conducted in a systematic manner, with their findings recorded in a standardised format. Appropriate vocabulary is used, with key words being identified early on in lessons, noted on the white board and referred to in discussion. The pupils behaviour was very good, where pupils were involved closely with the lesson, showing good levels of concentration and involvement.

103. Progress in the junior years is satisfactory. Pupils have studied parts of plants, the transport of water through plants, and the development of foodstuffs from plants and other sources into such as chips and hamburgers. The properties of magnetism and forces are explored in a variety of experiments. Pupils were observed exploring the different functions of simple magnets and exploring the properties of solids and liquids. The affect of water on different material was researched and recorded accurately in a structured manner. Condensation and evaporation and simple electrical circuits are studied as well as the refraction of light. In all the lessons observed, experimentation played a significant part, which was both interesting and motivating for pupils. Good quality prepared records sheets were used to promote a consistency in recording results, encouraging appropriate use of language for the subject. Experiments have been recorded in a systematic manner and are well presented in science books. Behaviour was generally good, but in a few lessons pupils showed unnecessary over-enthusiasm, which was unhelpful. This required the teachers to use the school's behaviour management strategy unnecessarily, although it was used consistently.
104. Teaching is good across the school. Teachers have worked hard to revise the curriculum and they make lessons interesting with good use of the resources. In a few cases, more care needs to be taken with regard to the quantity and management of resources, in particular with pupils in Years 3 and 4. This would be helpful for those pupils who as yet find sharing difficult, and subsequently become unhelpful to others. Lessons are planned in a satisfactory manner, although as yet they are not planned in sufficient detail to promote optimum pace of learning, especially for older pupils.
105. The subject is well managed and staff have undertaken much good work this year to revise the educational programme. A strength of the subject is the developing resources in the form of the newly introduced topic boxes being closely linked to the planned lesson. These good resources need to be developed further with more interactive elements, to promote further interest and relevance for pupils' understanding. Classrooms are used well and the classroom organisation by teachers enables the practical approach of this subject to be followed in a satisfactory manner.

ART AND DESIGN

106. A little progress in art has been made since the last inspection, but the high turnover of teaching staff, combined with the long absence of the art co-ordinator has inhibited progress in the development of the subject. This issue has been addressed by the school in an effective manner, but has yet to have its full effect on the standards and quality of pupils' work. The subject is becoming more established as the school has responded to the identified need to develop specific skills and techniques by the introduction of a revised curriculum.
107. In reception, progress is good with pupils working with a variety of different materials. They used paint and paper, glue and other products producing imaginative painting and models reflecting the style of famous artists such as Van Gogh. Collages of pencil drawing, crayon and pictures are also a feature on display. Children's work is displayed attractively in classes and much care is taken by the teachers to display pupils' work. Much work is undertaken which children clearly enjoy. Art is very much a feature of the very attractive and stimulating environment for the children to work in enhancing their working environment considerably.
108. In the infant years progress is satisfactory. Pupils look in detail at the composition of cloth, and how fibres are woven together, drawing their observations in line drawings, and transferring this observation to simple paper and card models. Older pupils work very effectively on line drawings

on a number of small objects which had to be looked at in detail under microscopes. These objects, collected during a nature walk were also observed using a new digital microscope. This is very good practice and promoted both excitement and interest in the lesson, and made the manual investigation exercise more interesting and relevant. Pupils' work also showed good linkage with other subjects, especially science, where the nature walk promoted good understanding of the makeup of different materials. Little evidence of pupils' work was displayed in classrooms, but scrutiny of new and developing sketch/scrap books, showed that pupils' work was being ordered in a systematic manner, helpful for continued assessment which remains undeveloped.

109. In the junior years progress is also satisfactory, with pupils gaining a greater insight into the work of a number of artists such as Max Escher (repeating patterns and tessellation) Paul Klee and Monet. Sketch books and scrap books show fine art drawings of a skull, facial expression and flower vases. Several pupils have made credible drawings that reflect movement in pencil and chalk drawing. Charcoal on cartridge paper drawings of familiar objects are displayed, with some examples of extension of this work, where pupils have moved the subject into ink drawings with some success. Pupils are encouraged to re-visit and adapt their work, a good development from the detailed work undertaken in Key Stage 2. Again, good use was seen with regard to the digital microscope which proved to be both popular and effective in promoting good focused attention to detail.
110. Teaching of art across the school is satisfactory. Lessons are planned effectively. A few teachers find the current curriculum a challenge in relation to their own understanding of the topic and there is the need to reflect this in further training. This is being addressed appropriately by the school in a planned manner. Procedures for assessment of the subject are developing appropriately with the introduction of scrap/sketch books where pupils' work is collated systematically, but the process remains undeveloped. The management of the subject is satisfactory with the art co-ordinator well aware of the shortcomings of the subject. There is a satisfactory art policy in place and steps are underway to review and revise the current curriculum content. This is to be undertaken with an external consultant and staff audit. Resources are satisfactory, but will need to be further developed to reflect the current curriculum requirements.

DESIGN AND TECHNOLOGY

111. Standards of pupils' attainment in design and technology match what is expected for the age group in both key stages. This indicates that the school has maintained the level of standards acknowledged in the last inspection report. Most pupils develop their design and making skills by experimenting with a range of tools and techniques. Pupils in the infant years demonstrate a developing knowledge and understanding of simple machines and their component parts such as lever, pulley and wheel. They know how clockwork causes their toys to work and that some mechanism enables the Action Man to make twisting movements. Younger pupils explore ways of reinforcing a structure while assembling and joining different materials such as pipe cleaners. Pupils in the junior years develop appropriate skills through practical tasks such as designing shelters and making bread. Several Year 5 pupils were observed recording their design ideas by drawing 3-D diagrams of some moving toys.
112. Teaching is satisfactory and teachers demonstrate secure, and sometimes good, subject knowledge and expertise. Planning involves design and technology in some other curricular areas. Skilful questioning and imaginative use of resources encourage pupils to think about their work, as was observed in both key stages, though this does not always lead to modifications through evaluation. Teachers pay particular attention to the issue of safety in the use of tools and equipment, but not to the development of relevant vocabulary in a consistent way. Tasks are not sufficiently adapted for the stages of learning of all pupils.
113. The overall teaching has a positive effect on pupils' learning, which is judged to be satisfactory overall and sometimes good. The majority of pupils are enthusiastic about designing and making activities. They co-operate and share resources readily, demonstrating good standards of behaviour in the main. Most pupils including those with special educational needs and those learning English as an additional language achieve appropriately in the subject. There is no significant gender difference in pupils' learning. However, a few pupils get distracted easily and are unable to sustain concentration. This leads to unacceptable behaviour, affecting progress and

attainment, as was observed particularly in a few junior classes.

114. The adoption of national guidance ensures a suitable structure to the planned design and technology curriculum. It has strong links with subjects such as art, literacy, mathematics and science. The co-ordinator is enthusiastic and resourceful. She is aware of the need for formal procedures for monitoring and assessment, and upgrading of resources. The subject reflects little use of information and communication technology

GEOGRAPHY

115. The school has made good improvement in standards of attainment in geography since the last inspection when it was judged to be below the expectation at both key stages. Findings on this inspection based on lesson observations, scrutiny of work, discussions with teachers and pupils show that standards of attainment at both key stages are now well in line with the expectation. Progress is sound through both key stages, and standards of attainment are continuing to improve.
116. The school's well developed curriculum planning ensures that pupils have good opportunities to access all aspects of the geography curriculum building their geographic knowledge and skills as they progress through the school. On the other hand assessment strategies are not yet fully in place for geography.
117. In Year 1 pupils begin to develop simple mapping skills, drawing their route from home to school, recording their observations of what they pass on the way using pictures and diagrams. They explain to the whole class with great clarity what their maps mean, and why they differ. They demonstrate good ability to present factual evidence in sequence. In Year 2 pupils complete a study of the seaside, a classroom display shows that they are beginning to record human activity and some basic physical features of the coast.
118. In the junior years, as with the infants, the quality of teaching is making an effective contribution to learning and pupils acquire a greater understanding of the subject. Their study of weather zones around the world in Year 3 is supported by good teaching strategies, a good selection of activities and use learning resources which stimulate pupils in the subject. Careful explanations and questioning develops pupils understanding of how to use and interpret a range of information drawn from different sources, including atlases, photographs and maps. Learning in these lessons was especially successful. Pupils were encouraged to express their observations using a very wide range of vocabulary to describe the different climatic and physical conditions depicted in the rich visual material. A study of Chambakolli in the following year enables pupils to develop their understanding of how climate and physical resources can affect the way people live. A comparison of the similarities and differences between children's lives in rural Chambakolli and urban Charlton reinforced this understanding. This was reflected in some examples of very good written work – although too much work incomplete. Year 4 lessons on how people affect the environment provided good cross-curricular links to mathematics and science but were less successful in other ways, providing too few opportunities for pupils to express their opinions and discuss the problems. Too much time was spent on weighing the content of rubbish bags and sorting their contents into piles. The pace was too slow and pupils grew restless.
119. By age eleven pupils have made good progress in their knowledge and understanding of physical geography through their study of water and the mountain environment. In a Year 6 lesson pupils learnt to identify and record evidence of the features of river landscape and land use using some very good photographs of the river Thames including a good range of aerial views. The quality of teacher questioning and subject knowledge was sound although the investigative skills of high attainers to make links between different aspects human and physical features were not sufficiently stretched, and the overall pace of the lesson was sometimes too slow. A school field trip to Swanage provides pupils with many opportunities to test their map reading skills and to experience the physical geographic features they have learnt about in lessons.
120. The quality of teaching throughout the school makes a positive impact on learning with a few examples of good teaching in Years 1 and 2. The subject content was stimulating and good questioning promoted learning. Teachers used a good range of learning activities and time was used productively. No unsatisfactory teaching was observed, but teachers did not always use their subject knowledge to extend pupils understanding or to stretch high attaining pupils. The marking of work is not always complete. The plenary session was not always effective.
121. Pupils were nearly always well behaved and where distracting behaviour occurred this was usually towards the end of the lesson when pupils did not understand the point of an activity and chatted to each other instead. The standard of written work was variable with, examples of both very good and some rather poor work. However their ability to express their thoughts using appropriate vocabulary is a strength.

122. At present there is no co-ordinator in post and the subject is being overseen by the headteacher. A new and interesting curriculum is now in place. The subject would benefit from improvement and upgrading of learning resources although present resources are just adequate to meet learning needs.

HISTORY

123. Judgements are based on limited evidence in that only one lesson was observed in a junior class. Evidence includes an analysis of previous work mainly on display, teachers' planning and discussion with pupils, staff and other members of the inspection team.
124. Standards of attainment are in line with national expectations representing an improvement in both key stages since the previous inspection. The pupils broaden their understanding of historical concepts including that of chronology as they move through the key stages. Evidence suggests that the majority of pupils throughout the school have some idea of using various sources of information for events in the past. Pupils in the infant classes, for example, investigate activities that made some people like Florence Nightingale famous. Younger pupils know how their toys are different from old ones. Pupils in the junior classes have investigated how the ancient Greeks lived. They have used books and pictures to find out how the Second World War affected different types of people. They have also studied the Romans and how rich and poor children lived in Victorian times.
125. The quality of teaching seen during the inspection was judged to be satisfactory overall, with several good features in the junior years. This was shown through effective strategies such as questioning and the use of appropriate resources. The use of the video 'How we used to Live' reinforced Year 5 pupils' understanding of the living conditions of Victorian children, particularly those from poor families. Activities are not, however, sufficiently structured to facilitate the development of pupils' research skills. Pupils are managed well particularly when the task requires them to engage in discussion. All of this has a positive effect on pupils' learning which reflects positive attitudes to history. Most pupils take a keen interest in activities relating to the past, though their written records do not reflect this sufficiently. There is no significant gender difference in pupils' learning.
126. The history curriculum is broadly based, and the adoption of Government recommended scheme has ensured the necessary balance. It is appropriately linked to other curricular areas notably geography and art, and makes a valuable contribution to pupils' spiritual, moral, social and personal development. Resources need upgrading, particularly in the area of artefacts. The quality of some display around the school, which includes the use of graphics, enhances pupils' learning. The subject has a clear direction, overall, though this is not fully reflected in monitoring and assessment. The school is fully aware of the need for a co-ordinator for history.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Good progress in information and communications technology (ICT) has been made since the last inspection. The school has taken good account of both teachers' skills and the need to revise and review the curriculum. The subject was observed across the school in a variety of lessons, where staff include the use of computers in mathematics, religious education, art, English, history and geography lessons. On all occasions, relevant software was being used to enhance the learning opportunity for pupils.
128. In the reception class progress is good with pupils learning the parts of the computer, how to use the mouse and gain an understanding of the role that computers play in their world. Pupils were observed learning about bar codes on food products. Teachers have linked older technology with modern technology with a very helpful "office" environment set up in one corner of a classroom, where pupils can associate the practical applications as experienced with a typewriter and link this successfully with the output of a word processor. This good solid base of understanding prepares pupils well for the next stage.

129. In the infant years progress is satisfactory, with classes giving good use of the limited resources in each classroom. Only one specialist ICT lesson was observed, which was very good, with control technology being the lesson focus. Pupils were keenly involved in learning about the need to follow instructions that made the school's electronic turtle move around a prepared obstacle course. Pupils learned and understood the need to prepare sequenced instructions that were specific and accurate. The concept of electronic memory retention was taught with all pupils enjoying the excitement that this lesson offered. Behaviour was very good and it was noticeable that the attention spans and concentration levels were immediately enhanced with the introduced of practical applications.
130. In the junior years three lessons in ICT were observed, with mixed results. Where specialist knowledge and good resources were combined, progress and learning was very good. In the lesson where knowledge gained by the pupils was not applied in a practical manner, pupils were restless and unhelpful, making both progress and learning unsatisfactory. Pupils were observed preparing data cards, learning about the use of fields, file and records and the importance of key elements within the file structure. Other pupils learning how to cut and paste in a "windows" environment. Older pupils learned about the role of machines in the environment and how control technology is embedded everywhere. Pupils gain a good understanding of spreadsheets and desktop publishing skills. Some pupils had an opportunity to attend specialist workshops in the autumn term at another school and records of their work showed very good attainment in higher level computer skills.
131. Teaching across the school is, on balance, good overall, with teachers having a good understanding of technology and grasping the wide range of skills and understanding well. Teachers' planning is usually good planning, and where appropriate resources accompanied this planning, lessons were very good. Behaviour was good in most cases, but it was very noticeable that, where pupils were able to access machines, concentration levels were significantly enhanced. Several older pupils, who clearly understood what was being taught, were unhelpful on a few occasions.
132. Resources for the subject are developing well, and the school has invested recently in a very well used specialist digital microscope that was observed being used effectively. Each classroom has at least one computer, and some machines have a number of extra peripherals such as a digital scanner and camera attached. The school computer suite was only seen in use once during the week of the inspection and there is a problem related to the speed of the computers within this suite. Computers are slow, especially when complex graphics packages are utilised. The school has good plans to develop this underused area.
133. Management of the subject is developing well with the subject co-ordinator well informed and committed to raising standards. Staff development is a priority as well as resource development. Much good work has been undertaken in the structure of the curriculum and the subject is well placed to move forward in a successful manner.

MUSIC

134. Pupils throughout the school attain the standards expected for their age. They enjoy music and work hard to improve. Several pupils who play musical instruments attain a high standard. Two children performed confidently in an assembly.
135. Younger pupils sing well and show good control of pitch and rhythm. In one assembly, they enjoyed singing an action song. They followed the teacher's instructions well and controlled the volume and intonation of the song carefully. In one lesson, pupils knew the names of musical instruments and demonstrated different playing techniques well.
136. Pupils in the junior years sang well in one assembly. They controlled the pitch and volume of their singing so that it blended well with other parts of the song. Most had good posture for singing and were able to articulate the words clearly. In one lesson, pupils understood and demonstrated the difference between beat and rhythm. They worked together well to produce interesting and dynamic rhythms using paint brushes as beaters. This lesson had elements of composition that were understood by pupils. Evidence from videotapes of school productions

shows that pupils are confident and accomplished performers of singing.

137. Pupils enjoy singing together and collaborate well. They listen to other children's efforts and make sensible comments to support each other. Pupils, who in other lessons were inattentive, joined in and listened to their teacher. Most are eager to have their turn playing instruments but a few are reluctant to sing on their own.
138. The quality of teaching is good. Music is taught by the music co-ordinator, who is a well-qualified specialist, and by class teachers. A few teachers lack the confidence to teach music. This is a priority in the music co-ordinator's plan of action. The standard of music is higher in those lessons taught by the co-ordinator. Here, good use is made of demonstration and feedback on pupils' performance. Strong, confident conducting of performance ensures that pupils sing in harmony. Most teaching focuses on performance and there is insufficient opportunity for pupils to compose their own works. The use of instruments to support performance is under-developed.
139. The co-ordinator provides strong leadership and has a clear agenda to improve the quality of provision in the subject. Her strategy, when she came to post in September, of fostering a love of music through performance is working and teachers are becoming more confident in teaching the subject. She recognizes the need to broaden out from singing and is planning training for staff to strengthen their ability to teach the full music curriculum. A small number of pupils take external music examinations, but assessment of the subject within the school is not yet in place. A newly purchased music trolley means that a basic set of instruments is available to teachers in classrooms. The school's collection of recorded music is limited and is supplemented by the teachers' own CDs. Children have opportunities to listen to music and play instruments from different cultures. Additional music tuition is provided for pupils that choose to take up an instrument, and the after-school guitar club is popular.

PHYSICAL EDUCATION

140. Standards in physical education are in line with those expected by ages seven and eleven. The majority of pupils in the infant years display a developing awareness of space while exploring different ways of travelling using their hands and feet. Those having agility and drive show relatively better control of their body, but some lack confidence in sequencing their movement. Younger pupils move to action rhymes and music in developing simple dance steps. Older pupils in the junior years have appropriate ball skills. Several experiment with flight on various levels with relatively more agile pupils combining movements such as hopping, jumping and turning. Others use movement to communicate character and narrative, as was observed in Year 4. Pupils' skills in sequencing movements or improving their performance through evaluation are not yet fully developed.
141. The teaching observed was satisfactory overall and sometimes good in both key stages. Teachers make effective interventions and at times demonstrate good subject knowledge, high expectation and appropriate match of activities to pupils' interest and ability. Most teachers pay attention to safety issues, and manage resources and pupils well. However, pupils are not always sufficiently encouraged to learn from each other through evaluation. The quality of teaching has a positive effect on pupils' learning. Many older pupils in both key stages are well motivated and show high levels of concentration when participating in physical education activities. They keep on task developing individual skills or group strategies. They are learning to control their body in gymnastics, dance and games. Most use equipment with care and respect.
142. Most pupils are enthusiastic about physical activities and games. Their good behaviour enhances the quality of their learning, and this enables them to make satisfactory, and sometimes good, progress both in lesson and over time. There is no significant gender difference in pupils' learning. Pupils with special educational needs and those learning English as an additional language make sound progress in developing skills relating to physical education. With the exception of a minority, pupils demonstrate good standards of behaviour. Those who need constant attention find it difficult to sustain concentration.
143. The adoption of a commercial scheme which is in line with national guidance has enabled the school to offer a broad and balanced physical education curriculum. This includes swimming

which is available to pupils in Years 4 and 5. Resources are adequate, and the well-appointed hall makes a good contribution to pupils' physical development. However, lack of access to a playing field limits opportunities for athletic and games activities, and the practice in respect of the use of the physical education kit is inconsistent. The co-ordinator has identified the need for mats and large balls to be replenished. There is, however, little evidence of pupils' skills being assessed or teaching and learning in the subject being monitored systematically.

RELIGIOUS EDUCATION

144. Pupils' attainment is in line with the expectations of the Agreed Syllabus in both key stages with some exceeding them by age eleven. By the age of seven, most pupils demonstrate an understanding of the Christian story of Creation. Some know the names of Adam and Eve, and many can draw some thing that God as made. Younger pupils develop an awareness of family celebrations such as Jewish Shabbat and Hanukkah. By the age of eleven, pupils have appropriate knowledge and understanding of important principles and practices relating to Christianity and some other major religions. The majority know the importance of sacred books to followers of different religions. For example, Year 6 pupils were observed studying the Holy Qu'ran. However, the level of pupils' attainment is not reflected in their written work.
145. The teaching observed was satisfactory in the infant years and good in the junior years and occasionally very good. Teachers' plans take full account of the Agreed Syllabus and are based on a scheme of work having clear learning objectives. The good teaching supports pupils' learning well. Teachers' knowledge of religious education is often good and many use effective strategies like questioning that promote pupil participation and purposeful discussion. Most lessons are well resourced. Weak features of some lessons observed include lack of sufficient challenge, limited opportunity for pupil initiative and the absence of a consistent assessment, recording and monitoring strategy.
146. The quality of teaching enables pupils to make satisfactory progress in the infant years and their progress in the junior years is good and occasionally very good. Improvement in pupils' progress is the outcome of the attention which religious education has received in both policy and practice. Teachers have started making good use of visitors. The local vicar was observed making a very good contribution to pupils' religious education in an assembly. Year 3 pupils showed very effective learning about Islam from a visiting Muslim while Year 4 pupils learn about Hindu gods. Year 6 pupils consolidate and extend their knowledge and understanding of values associated with a multi-faith society. The impact of teaching on pupils' learning is clearly reflected in the enthusiasm with which they participate in religious education activities. They contribute to discussion, showing respect for the opinion of others. They are well behaved with some demonstrating excellent behaviour and co-operation. Many can work independently while, occasionally, some show limited capacity for initiatives.
147. The national guidance has been adapted in light of the requirements of the Agreed Syllabus. This has ensured breadth and balance to the programme of religious education activities. The programme is enriched by a comprehensive Personal, Health and Social Education provision, and makes a good contribution to pupils' spiritual, moral, social and cultural education. Its co-ordination and management benefit a great deal from the involvement of the headteacher. The appointment of a co-ordinator would enhance the school's capacity for further improvement, particularly in the areas of resourcing, monitoring and assessment.