

INSPECTION REPORT

LONGFIELD MIDDLE SCHOOL

Middlesex

LEA area: 310 Harrow

Unique reference number: 102199

Headteacher: Ms. Nicola Arundell

Reporting inspector: Mrs. Tusha Chakraborti
12603

Dates of inspection: 11-14 February 2002

Inspection number: 243852

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary school
School category:	Community
Age range of pupils:	8-12 years
Gender of pupils:	Mixed
School address:	Duke's Avenue North Harrow Middlesex
Postcode:	HA1 4BT
Telephone number:	020 8866 7331
Fax number:	020 8429 2891
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Stephanie Tribbick
Date of previous inspection:	1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Science English as an additional language	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9977	Fran Luke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	English Design and technology Music Special educational needs	How well are pupils taught?
22545	Valerie Hobson	Team inspector	Mathematics Art Physical education Religious education Equal opportunities	
22476	Sue Vale	Team inspector	Information technology Geography History	How good are the curricular and other opportunities offered to pupils?
1936	Chris Brocklesby	Team inspector	Modern foreign languages	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longfield Middle School is an average size middle school in the borough of Harrow for pupils in Years 4 - 7. At the end of Year 6, many pupils leave the school for independent schools or maintained schools with sixth form provision out of the borough. The school was opened in 1935 to serve the growing suburban development. It currently has 336 pupils on roll with a similar proportion of boys and girls and shares the site with Longfield First School. It draws most of its pupils from the surrounding area and serves a diverse population in terms of culture, language and socio-economic circumstances. The largest ethnic group comprises second or third generation families originally from India. Over 29 per cent of pupils come from homes where English is spoken as an additional language, which is high. The main languages spoken, other than English, are Gujarati, Tamil, Urdu and Punjabi. There has been a slight increase in the number of refugee pupils in recent years. The eligibility for school meals provided free of charge is below the national average. Twenty five per cent of pupils have special educational needs which is average. The proportion of pupils with statements of special educational needs is below the national average. Attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

Longfield Middle School is a good school. It provides good quality education which meets the academic, social and emotional needs of its pupils well. The effective leadership of the headteacher and good teamwork of staff and governors means that standards are above average in most subjects and improving. The quality of teaching is good and some is very good or excellent. The school has a strong commitment to equality of opportunity and all pupils are included in all aspects of the school life, effectively. As a result, it is an effective school that provides good value for money.

What the school does well

- Standards in English, mathematics, science and design and technology are above average at the end of Year 6 and improving.
- Standards in music are well above average across the school.
- The quality of teaching is good and, as a consequence, pupils make good progress in their learning as they move through the school.
- Leadership and management of the school are good. The headteacher, staff and the governors work as a team very effectively to monitor and evaluate the work of the school.
- Pupils' attitudes to work are very good. They behave very well in and out of classrooms as a result of the school's good procedures for monitoring behaviour.
- Provision for pupils' moral and social development is good.
- Attendance has improved significantly.

What could be improved

- Subject co-ordinators do not yet play a strong enough part in monitoring the quality of teaching.
- Parents do not receive enough information about what their children are to be taught each term.
- The amount of time spent on some subjects between classes within a year is inconsistent: some classes spend more time than others on the same subjects.

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 December 1997, when it was judged to provide good quality education. The good standards in the quality of education and attainment have been maintained and the school has improved further. The key issues identified by the last inspection have been

addressed efficiently and successfully. The headteacher, deputy headteacher and other senior members of staff, supported by the governors, have ensured further improvement in teaching. Good schemes of work are used effectively by teachers to plan. Teaching is monitored well by the headteacher and the deputy headteacher. As a result, the overall quality of teaching is good and higher attaining pupils are challenged sufficiently. There are good assessment procedures which are being implemented well in most subjects. Standards in design and technology have improved significantly. The school development plan evaluates the school's performance effectively in accordance with the success criteria and costing. Attendance is now good. This indicates an improvement since the last inspection when it was satisfactory. All these improvements, and effective teamwork indicate that the school is well placed to raise standards further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	C
Mathematics	A	B	B	B
Science	B	C	C	C

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

Overall standards are above average and have been high over the last three years. Standards in the 2001 national tests have been generally maintained at the same level over the last two years in mathematics and science and all three subjects since the last inspection. The differences in attainment over the last three years are due to the number of higher attaining pupils taking tests in each year. Compared to similar schools, the test results are average in English and science and above average in mathematics. The trend of improvement in the school's results is broadly in line with the national trend. Attainment in the national tests exceeds the school's own targets.

The current inspection also finds that in Year 6 pupils attain standards that are above average in English, mathematics and science. Pupils make good progress in Year 6 in these subjects. Pupils in Year 7 attain standards in line with those expected of pupils of this age. At the end of Year 6, many higher attaining pupils transfer to the independent sector or maintained schools with sixth form provision out of the borough. In addition, a small number of pupils at an early stage of learning English join the school in Year 7. These changes tend to lower the average level of attainment in Year 7. Pupils in this year make good progress in English and satisfactory progress in mathematics and science.

In Years 6 and 7, pupils attain standards that are well above those expected of pupils of similar age in music and above the expected level in design and technology. In all other subjects, standards are in line with those expected of these age groups. Pupils across the school make very good progress in music, good progress in design and technology and information and communication technology and satisfactory progress in all other subjects. Pupils with special educational needs and those at an early stage of learning English make good progress in relation to their previous attainment across the school. All pupils achieve well due to the good quality of teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	COMMENT
Attitudes to the school	Pupils have very good attitudes to learning. They are keen to learn and respond to class discussions and tasks very well.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils co-operate very well with their teachers to establish a positive learning environment.
Personal development and relationships	Relationships are very good and have a beneficial effect on pupils' behaviour and attitudes to learning. Pupils take responsibilities seriously and carry them out well and sensibly.
Attendance	Good: pupils attend schools regularly and are punctual.

Attendance has improved since the last inspection when it was satisfactory. This is due to the effective implementation of the school's good procedures for improving attendance and punctuality.

TEACHING AND LEARNING

Teaching of pupils:	Aged 8 –11 years	Aged 11+ years
Lessons seen overall	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 overall quality of teaching and learning is good and has improved since the last inspection. There is good, very good and excellent teaching throughout the school with the majority of the very good teaching being in Years 4 to 6. Teaching was also consistently good in Year 7 as a result of which all pupils in Year 7 are making good progress. The teaching of literacy and numeracy is particularly good with no unsatisfactory teaching observed. There are many examples of high quality teaching in other subjects. For instance, teaching in music is particularly strong, most being very good or excellent. All of the teaching seen in art, design and technology, information and communication technology and French was good or better. The good quality teaching has a positive impact on pupils' attainment in the Year 6 national tests as well as making a substantial contribution towards promoting pupils' enthusiasm in Years 4 to 7 for learning in all subject areas.

The National Literacy and Numeracy Strategies have been implemented effectively. Teachers have good subject knowledge and use resources to a good effect to support pupils' learning. They have high expectations of all pupils and ensure that higher attaining pupils are challenged effectively and all pupils gain in knowledge and understanding effectively as they move up the years. Teachers are particularly good in managing pupils' behaviour. They create a calm and purposeful working atmosphere in which pupils are able to concentrate and learn without interruption. Very good relationships enable teachers to help pupils become more confident. This means that the newly arrived pupils in Year 7 are able to settle down well and make good progress in gaining knowledge and understanding in all areas of the curriculum.

Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress. They use teaching assistants well and they are fully briefed about their role in each lesson. They provide good support for pupils who are at an early stage of learning English, in consultation with the teacher from the ethnic minority achievement service. All these strategies support pupils' learning well in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum with many interesting and stimulating activities. The range and quality of extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Targets in individual educational plans are well thought out and are reviewed regularly. The needs of pupils with statements of special educational needs are met well.
Provision for pupils with English as an additional language	Good. Pupils at the early stages of learning English receive good support. Those who are proficient in English make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral development is very good; it is good for pupils' social and cultural development and sound for pupils' spiritual development.
How well the school cares for its pupils	Pupils are well cared for. The information staff gain from monitoring pupils' progress in lessons and their personal development is used well to provide appropriate support.

The school is a secure and safe place for pupils to learn. It works well in partnership with parents. However, parents do not receive sufficient information about what pupils are taught each term.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is led and managed well. The headteacher provides effective leadership. She is supported very well by the deputy headteacher, other members of the senior management team and the governors, to improve the school.
How well the governors fulfil their responsibilities	Good. The role of the governors is well developed. They have a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good. The school evaluates its performance very well. The analysis of test results and the monitoring of teaching are used well to see where improvements could be made.
The strategic use of resources	Good. The school makes good use of all its staff, accommodation and learning resources to enhance pupils' learning. Grants and other funds are used very effectively for their intended purpose.

The school has an adequate number of staff and they are well trained. It applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school helps their children to become mature and responsible.• Children are making good progress.• The teaching is good.• The school expects children to work hard and achieve their best.• Parents feel comfortable about approaching the school.• The school promotes good behaviour.• The school works closely with parents.• Parents feel that they are kept well informed about their children's progress.	<ul style="list-style-type: none">• Some parents feel that the school does not provide an interesting range of extra-curricular activities.• Some parents feel that their children do not get the right amount of homework.

An overwhelming majority of parents are very pleased with the school and welcome the improvement in educational provision over the last two years. The inspection team supports their positive views. The team concludes that the pupils are provided with a good amount of homework and a good range of extra-curricular activities which enhance pupils' opportunities for learning and physical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of pupils when they start at Year 4 is average in comparison to that expected of pupils of this age. They make good progress throughout their time in the school and attain good standards in English, mathematics and science in the national tests. The findings of the current inspection confirm this in pupils' achievement in Key Stage 2. At the end of Year 6, many higher attaining pupils transfer to independent schools or maintained schools with 6th form provision out of the borough. This means that, although pupils make good progress in Year 7, standards achieved in this year are not as high as those of Year 6. However, they attain standards that are in line with the expected level in these subjects. Standards in music are well above those expected of pupils of these ages and above the expected level in design and technology, at the end of both Years 6 and 7. Pupils across the school achieve well. Girls and boys achieve equally well. Pupils of ethnic minority heritage, those who are learning English as an additional language, and pupils with special educational needs make progress which is equal to that of others in their class. The proportion of pupils with statements of special educational needs is below the national average. All pupils make good progress and the varied activities ensure that their needs are met. The school exceeds its set targets.

2. Standards in English are above average at the end of Year 6 and average at the end of Year 7. Pupils make good progress across all year groups. Pupils' speaking and listening skills are good in Years 4 to 6 and sound in Year 7. Pupils are attentive in class and listen to instructions carefully. Reading is a particular strength of the school, particularly in Years 4-6. Pupils of all ages thoroughly enjoy reading books and discuss their particular preferences in reading. Standards attained in writing are good in Years 4 – 6 and satisfactory in Year 7. Throughout the school pupils are taught to write in a wide variety of ways and for different audiences.

3. In mathematics, standards are above average for pupils in Year 6 and average for pupils in Year 7. By the end of Year 6 and Year 7, pupils acquire a range of strategies for multiplication and division and are able to interpret their findings in bar charts, line graphs and pie charts. All pupils have a good understanding of mathematical vocabulary and use it well in the written and oral answers.

4. In science, pupils attain standards that are above average in Year 6 and average in Year 7. Pupils make good progress in Years 4-6 and satisfactory progress in Year 7. Pupils carry out investigations in all aspects of science and present their findings through labelled diagrams and charts. They develop a deeper understanding of scientific facts.

5. In ICT, attainment is in line with that expected for pupils at the age of 11. Pupils at the end of Key Stage 2 learn how to use spreadsheets and to calculate times tables. Older pupils in Year 7 can cut, edit, and paste information to support their work in planning a power point presentation.

6. In religious education, by the end of Year 6 and Year 7 pupils achieve standards that meet the requirements of the Locally Agreed Syllabus. They gain a sound knowledge of the world religions and respond well to class discussions and confidently give more information about their personal experiences.

7. Pupils with special educational needs make good progress as they move through the school. Individual education plans are of a good quality and clearly identify exactly what a pupil must do to improve. The targets set for pupils are very specific and can be accurately measured to inform teachers and support assistants exactly when they have been met. Pupils who speak English as an additional language make good progress in relation to their previous attainment,

across the school. Those who are competent in English make good or very good progress and achieve well in all areas of the curriculum.

Pupils' attitudes, values and personal development

8. In the previous inspection, pupils had very positive attitudes to their learning and their behaviour and relationships were also very good. In this inspection, these aspects continue to be very good and support teaching and learning very well. Throughout the school, pupils are enthusiastic and eager to come to school. Pupils are very well motivated and keen to learn. They are attentive and responsive; they show very good levels of concentration, they stay on task and complete tasks. Pupils have very good relationships with staff and between themselves. As a result, there is a good working ethos throughout the school and pupils work together well.

9. Pupils throughout the school behave very well. This confirms the parents' views. In their responses to the pre-inspection questionnaire, parents confirmed that they feel behaviour is good. Pupils are all well aware of the difference between right and wrong and are polite and courteous to teachers, their peers and visitors. Behaviour is very good throughout the school, on the playground, in the classroom as well as in assembly and when moving round the school. No examples of any oppressive behaviour, bullying or racism were seen during the inspection. The majority of pupils understand the impact of their actions on others and have respect for others' feelings and beliefs.

10. Pupils handle resources well in lessons and show respect for the school's properties. There is a good range of opportunities for pupils to take additional responsibilities. Pupils are elected and represent their class on the school council and they take this responsibility very seriously. They are proud of their involvement and its impact on the school. Year 7 pupils are elected by their peers as house captains and four Year 7 pupils are appointed by staff as head girl and deputy head girl and head boy and deputy head boy. Class monitors and school monitors undertake additional tasks. Pupils respond well to all these opportunities and this is one of the reasons why they have such positive attitudes to school.

11. At the time of last inspection, attendance was barely satisfactory with high levels of unauthorised absence. The school has been very successful in improving these levels to such an extent that absence and unauthorised absence rates have steadily improved and are now lower than the national averages. Few pupils are late to school which ensures that lessons start on time and pupils settle to work promptly.

12. Pupils with emotional and behavioural difficulties are well managed in class and during breaks. They are well supported by teachers, teaching assistants and midday supervisors. The school ensures that they are fully included in the life of the school and that their behaviour is not detrimental to their own learning or to that of their classmates.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of teaching and learning is good. As in the last inspection, it is a strength of the school and has improved further since then. The proportion of good and very good teaching has increased with four out of five lessons now being good or better and a few lessons being of the highest quality. Examples of good, very good and excellent teaching were observed throughout the school with the majority of the very good teaching being seen in Years 4 to 6. Teaching was also consistently good in Year 7 as a result of which all pupils in Year 7 are making good progress. The National Literacy and Numeracy Strategies have been implemented effectively. The teaching of literacy and numeracy, particularly in Years 4 to 6, is good with no unsatisfactory teaching observed. There are many examples of high quality teaching in other subjects. For instance, in music, art, design and technology, information and communication technology and French all of the teaching seen was good or better. The overall good quality teaching has a significant impact on pupils' attainment in the Year 6 national tests as well as making a substantial contribution towards promoting pupils' enthusiasm for learning in all subjects

in all year groups. Very good relationships enable teachers to help pupils become more confident. This means that the newly arrived pupils in Year 7 are able to settle down well and make good progress in gaining knowledge and understanding in all areas of the curriculum.

14. The main strengths of the teaching are:
- good subject knowledge
 - high expectations of both work and behaviour
 - a purposeful climate for learning
 - very effective teaching methods
 - good use of time, teaching assistants and resources
 - good assessment of pupils
 - good quality homework

These strengths make learning a pleasure for all pupils and they respond by being interested in their work and determined to do well in all aspects of their education.

15. Teachers have a good knowledge and understanding of the subjects they teach that enables them to explain new concepts clearly and help pupils learn effectively. Their enthusiasm highly motivates pupils to do their very best work. This was clearly seen in a Year 7 music lesson about 'rap' music. The teacher introduced the lesson by singing her own 'rap' composition that outlined the lesson objectives and made the pupils eager to learn more. Teachers with specific skills in a particular subject willingly share their expertise with colleagues to help them teach more effectively. The joint planning of work in year groups has a significant positive impact on the quality of teaching and learning as teachers are able to pool their ideas and methods. In Year 7 it is not fully developed to match the needs of the pupils, however, it is currently being reviewed.

16. Teachers have high expectations of their pupils and often set challenging work to fully stretch pupils of all abilities. The pupils respond well to this and produce work of high quality that is thoughtfully and carefully presented. A good example of this was seen in a very good Year 6 English lesson about ghost stories. The teacher used two texts at different levels of difficulty that were well matched to the pupils' prior attainment in reading and enabled them to learn more effectively. Teaching is less successful when the work pupils are given is not particularly demanding and they lose concentration and interest.

17. Teachers manage their pupils very well. They create a calm and purposeful working atmosphere in which pupils are able to concentrate and learn without interruption. Very good relationships between staff and pupils help pupils become more confident. In an excellent Year 5 science lesson this was seen to great effect. Pupils were experimenting with high and low sounds and were encouraged by the teacher to share their ideas and contribute to discussions about how various sounds were produced. One pupil made a particularly useful contribution by demonstrating how he could make the Indian drum he played make sounds of varying pitch. In many other lessons observed the pupils were very interested in the work they were given and were eager to learn more.

18. The pace of lessons is good although some lessons in the same subject vary in length between classes in the same year group. As these lessons have the same content to be covered in the allotted time then it can make one lesson rather rushed and another too leisurely. In the best lessons seen the teachers moved the pupils along in their learning at a brisk pace and the available time was used most effectively. In a very good Year 5 English lesson, for example, the pupils were given a set time to complete their task of identifying the hero, villain and minor characters in a story. This they did most successfully and reported back their findings to each other at the end of the lesson. Teaching assistants are used well to support pupils in lessons. In design and technology the expertise of a teaching assistant and the effective support of local volunteers from 'Trans-age' ensure that pupils learn new skills progressively. Resources are also used well to support learning and many of them are of good quality and help make pupils more enthusiastic about their studies.

19. Teachers mark pupils' work regularly and often add useful comments to help move pupils on to the next stage in their learning. Questioning of pupils to assess their understanding and keep them involved in their learning is good. For instance, in a very good Year 4 design and technology lesson in which the pupils were making envelopes, the teacher asked questions about the process that made the pupils consider their work carefully and suggested ways for improvement. Homework is set regularly. It is designed to help pupils make further progress in their learning. It is suitably matched to the work in class. Sometimes it is imaginative in content to interest and enthuse the pupils as seen in literacy homework.

20. Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress. Teachers use teaching assistants well and they are fully briefed about their role in each lesson. They are often asked to focus on a specific pupil or group of pupils and make useful observations of such things as attitude or response during the part of the lesson when the teacher is directly addressing the class. These observations are later shared with the teacher to assess the future needs of pupils and devise strategies to help them learn even more effectively. During individual or group work the teaching assistants usually give good support and this has a significant impact on the good progress made by the pupils. Occasionally the support is not as well focused as it could be and individual pupils do not make such good progress. Occasionally, too, lessons are not managed quite so well: as a result a few pupils lose their concentration a little and do not make quite such good progress as they do in most lessons.

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

21. The school provides a wide range of learning opportunities for its pupils. The curriculum covers all the National Curriculum subjects and religious education but there are differences in the amount of time spent on subjects in year groups and between classes within the same year. For example, some classes in Year 4 have differences in the amount of time they have for music and for humanities. This is also true in other subjects in the curriculum. Some lessons are too long, for example, there are some lessons which are 70 minutes long. Whilst some teachers are able to break up the length of time with a good variety of activities others leave pupils on the same task for too long. As a result pupils lose interest in their work. However, over the year the amount of time allocated to the curriculum is in line with what is expected nationally and statutory requirements are met.

22. Since the last inspection, the national strategies for literacy and numeracy have been successfully implemented. This has a positive impact on standards. There are useful programmes of work for all subjects, most of which are adopted from Qualifications and Curriculum Authority's (QCA) guidelines. These schemes are used effectively by teachers to plan suitable activities across year groups. Subject co-ordinators monitor the planning to ensure that all aspects of their subjects are being taught in sufficient depth and at an appropriate level for the age and abilities of the pupils. This monitoring has been developed well since the last inspection.

23. The provision for personal, social and health education is satisfactory with a scheme of work in place that includes drugs and sex education as well as citizenship. One aspect of the curriculum which is particularly well taught is circle time where, within a secure and safe environment, pupils are able to explore issues which affect them.

24. The curriculum for pupils with special educational needs is good. It is organised well to meet the targets set out in pupils' individual educational plans so that it is of maximum benefit to all pupils concerned. Such pupils are given full access to the curriculum and receive good quality support from teachers and teaching assistants. Class teachers and teaching assistants closely monitor and track pupils' progress to ensure that they are learning effectively. When pupils are withdrawn from lessons for additional support they are usually given work closely matched to the work being undertaken by the rest of their class so that they do not miss any important aspects of the curriculum.

25. The school is fully committed to providing equal opportunities for all its pupils. There are good differentiated tasks to cater for pupils of all abilities within the lesson. All pupils benefit from the many learning and social opportunities provided. In some lessons in religious education, for example, teachers draw on pupils' own religious and cultural backgrounds to share knowledge and understanding of other faiths. This was seen in a good lesson about Hinduism in Year 5 where pupils were able to talk about their own experiences as a Hindu, and how they pray at home.

26. The curriculum is enhanced by a satisfactory range of visits to places of interest, which are linked to pupils' work in class, for example, in humanities. The school welcomes a variety of visitors each year who talk to or work with the pupils. These include:

- a talk about life in the 1950's;
- involvement of Parents to talk about other cultures;
- visits from local ministers

27. These provide pupils with a good first hand experience of others faiths and cultures and opportunities to learn a great deal about the outside world. The school provides enrichment through offering a good a range of visits, welcomes visitors to enhance the curriculum and extra-curricular clubs that are well attended.

28. There are satisfactory links with the local community. For instance, police and fire and road safety officers visit the school to support pupils' learning. There are good links with other educational establishments, for example, the school liaises closely with the first school to share computer facilities, and for co-ordinators to meet and discuss their subjects. They also liaise with the local high school to which most pupils go. This involves staff from the high school coming to Longfield to talk to pupils and pupils visiting the high schools.

29. The school promotes pupils' spiritual, moral, social and cultural development well. The provision for moral development is very good and that for social and cultural development is good. Pupils' spiritual development is promoted satisfactorily. Whilst most of spiritual development is promoted through assemblies, there is some spiritual development through other areas of the curriculum.

30. Provision for moral development is very good. Pupils are very aware of the impact of non-acceptable behaviour through class discussions. They can distinguish right from wrong. Members of staff provide good role models in their dealings with each other and with pupils. School rules are implemented consistently and with care by all staff. Pupils know what the consequences are of poor behaviour. Pupils can gain table points and house points and they strive hard to get these. The very good use of circle time ensures that issues are talked about and dealt with in a sensitive, safe manner.

31. Provision for social development is good. There are valuable opportunities for pupils to work collaboratively in class and there are harmonious relationships between different ethnic groups. Pupils show respect for others' beliefs and opinions and carry out responsibilities sensibly.

32. The provision for cultural development is good. An appreciation of the culture of this country is established through history and geography topics. This develops pupils' awareness of life, for example, in Derbyshire compared to life in Rayners Lane. They learn about life in Britain since the 1930s in Year 6 giving them an understanding of life then. Other cultures are also developed well, for example, through special assemblies about Diwali where pupils' own cultures are celebrated, and through the study of other countries such as India in Year 5 and different religions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Procedures for monitoring and supporting pupils' academic progress are good. The school analyses results of national tests in detail to identify weaker areas of understanding and adapts the curriculum as necessary. The attainment of boys and girls is analysed to ensure

equality of opportunity for all pupils. The analysis provides good information for teachers to group their pupils effectively and identify higher attaining pupils. The school is beginning to track pupils' progress from Year 4 to Year 7 with reference to their national test results at the end of Year 2 and, thereby evaluating the school's performance.

34. The procedures for assessing pupils' attainment and progress are good overall. They are excellent in music. Procedures are very good in design and technology, English, mathematics, and science and good in ICT. There are newly developed systems for assessment in other subjects that are being implemented well. The school uses a range of optional tests to check pupils' progress and staff have regular meetings to moderate their assessment results in English, mathematics and science. This ensures the close match between teacher assessments and national test results. Teachers generally use this information satisfactorily for future curriculum planning. The assessment coordinator works closely with other subject coordinators to develop a consistent whole school system.

35. The school continues to provide a safe and caring environment for its pupils as indicated in the last inspection. Staff know the pupils well and this enables them to provide good and appropriate care and support.

36. The school identifies and deals effectively with any hazards found on site and health and safety checks, risk assessments and inspections are regularly carried out. The school has a health and safety policy in place and administers health and safety well. It makes good provision for the medical needs of its pupils, those with specific medical needs are monitored closely. There is a dedicated medical room, which is staffed throughout most of the day by one or other of the two staff qualified in the administration of first aid.

37. The procedures for child protection are satisfactory. The school follows the local authority guidelines for child protection. The headteacher has received training and is the officer responsible for child protection matters. She discusses with staff the contents of the staff handbook at the beginning of each academic year and emphasises the section on child protection. However, some staff have not had training yet. The headteacher is aware of this: she has arranged for the whole staff to be trained appropriately in this area.

38. The school monitors attendance well. Office staff ensure that procedures are followed and the registers are closely monitored by the headteacher and the education social worker (ESW) who gives good support to the school. The ESW will contact and visits parents if necessary. These procedures have helped to bring about a significant increase in the levels of attendance and considerably reduce the levels of unauthorised absence.

39. The school's arrangements for the promotion of good behaviour are good and this results in high standards of behaviour throughout the school. Children are awarded various cups and certificates for good behaviour which are presented in assembly. A headteacher's award is presented for outstanding behaviour and special courtesy slips and house points are also presented. These contribute effectively to the good behaviour.

40. The arrangements for the monitoring of behaviour are good. Class teachers monitor behaviour through their record books. These are regularly monitored by the headteacher who reviews those children whose behaviour gives cause for concern. Any reported incidents of bullying are monitored and dealt with quickly and pupils confirm that they feel safe in the school. Incidents of poor behaviour at lunchtimes are recorded by staff and then reported to the class teacher or headteacher.

41. There are good procedures for supporting pupils' personal development. All staff know their pupils very well. The school council and house captain schemes are just two of the range of opportunities in place for pupils to have additional responsibility.

42. Pupils with special educational needs are identified early in their school life and are accurately assessed. Pupils on the special needs register are carefully tracked to monitor their progress. The statemented pupils in the school receive their full entitlement of support from the local authority and the school. The school fully meets the statutory requirements of the special educational needs Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The majority of parents have positive views of the school. Some parents in their responses to the questionnaires felt that their children receive insufficient homework and extra-curricular activities. However, the inspection evidence shows that the provision for homework, and the range of extra-curricular activities are both good.

44. Parents are provided with regular newsletters which give them information about what is happening in school, in addition to other letters about specific events or activities. The school prospectus is informative. There are formal opportunities for parents to discuss their children's progress and written reports are issued in the Summer term. These reports are satisfactory: they inform parents what their children can do and there is some target setting but there is no information showing parents where their children are in relation to the national curriculum levels. Parents are able to make additional appointments to meet staff to discuss children's progress, but there are limited opportunities for informal discussion as the school is on the first floor of the building, the First School being on the ground floor. Some parents feel that this prevents them from meeting staff informally at the beginning and end of the school day. Some parents are also concerned that they do not receive information about what pupils are to be taught each term.

45. The impact of parental involvement in the work of the school is good. There are opportunities for parents to help out in class and a number do so as well as help out on school trips. The school receives good support from the Parents and Friends of Longfield School, which raises significant funds on behalf of the school as well as arranging social events for parents and children. Parental support for children's learning at home is also good as many parents support their children by listening to them read and helping them with their homework.

46. Parents of pupils with special educational needs are kept fully informed about their child's progress towards the targets set for them. They are invited to meetings, which the majority attend, and make useful contributions to the discussions. The school actively encourages parents to be involved in the provision and this supports the progress made by their children well. Parents who are unable to attend meetings are also informed of the targets set and any other decisions made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides effective and strong leadership in developing and managing the school and she is supported well by senior managers and the governors. She has a clear educational direction for the school. The headteacher monitors the quality of the teaching and learning very effectively and ensures that the outcome are well linked to the school's performance management and staff development programmes. Subject co-ordinators regularly attend appropriate training courses. Staff development is also effectively related to the school improvement plan. As a result of these measures, the quality of teaching has improved significantly, leading to good standards of attainment. However, the monitoring role of the co-ordinators is not as well developed.

48. The governors, particularly key members, support the school effectively and are well-informed about its work. They participate fully in the review and development of the school improvement plan. Through its committees, the governing body has a good oversight of the standards attained by pupils, provision and of the monitoring of teaching, staffing and resources. The governors fulfil their statutory requirements.

49. The special needs co-ordinator manages this area well and works very closely with teachers and teaching assistants to ensure that the needs of pupils with special educational needs are well met. Liaison with outside agencies is good and ensures that pupils receive good quality support on a regular basis. Further in-school training is planned to familiarise all staff with the new Code of Practice and the Disability Act.

50. The school has a high commitment to equality of opportunity that permeates its ethos. Each pupil is valued and respected.

51. The school has sufficient, suitably qualified and experienced staff to meet the demands of the National Curriculum. Two teachers joined the school in September 2001. These teachers have received good support through the school's induction programme which is consistently applied. The school has a sufficient number of teaching assistants and they are appropriately trained to support pupils effectively.

52. The school provides pupils with satisfactory quality accommodation. The passage along the corridors is narrow. This means that the movement along the corridors are restricted and difficult for pupils and they do not have quick access to the playground. The buildings and grounds are kept clean and are in sound condition. Resources are satisfactory but in need of further improvement to meet the needs of the curriculum more efficiently.

53. The school has a thorough approach to financial planning. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school improvement plan. Specific grants are used effectively and monitored efficiently. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning. The current budget shows a large surplus from the previous year. This is because the surplus included the sum allocated for the building improvement and furniture which have now been spent. This means that the school now has a contingency fund below six per cent.

54. The deployment of teaching staff is effective and ensures efficient management of the school. Resources are used well to enhance pupils' knowledge and understanding in all areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. To raise standards further and improve the quality of education the governors, headteacher and staff should:

1. ensure that the monitoring role of the co-ordinators are developed effectively by:
 - allocating time for lesson observations;
 - sharing the good practice in monitoring of teaching that already exists; (paragraph 47)
2. ensure that all subjects are taught consistently across the classes and year groups by:
 - reviewing and re-allocating sufficient time for the foundation subjects; (paragraph 18)
3. ensure that parents are provided with sufficient information about the curriculum on a regular basis by:
 - providing termly plans of what pupils are to be taught. (paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

77

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	25	36	13	1	0	0
Percentage	4	32	45	17	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y4 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	336
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs

	Nursery	Y4 – Y7
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	82

English as an additional language

	No of pupils
Number of pupils with English as an additional language	211

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.2
National comparative data	6.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	47	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	38	43
	Girls	38	31	38
	Total	77	69	81
Percentage of pupils at NC level 4 or above	School	90 (87)	80 (84)	94 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	38	37
	Girls	32	31	34
	Total	61	69	71
Percentage of pupils at NC level 4 or above	School	71 (88)	80 (82)	83 (89)
	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	12
Black – African heritage	9
Black – other	6
Indian	90
Pakistani	20
Bangladeshi	1
Chinese	7
White	137
Any other minority ethnic group	50

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y4 – Y7

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	22.1
Average class size	28

Education support staff: Y4 – Y7

Total number of education support staff	9
Total aggregate hours worked per week	170.25

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.2
Number of teachers appointed to the school during the last two years	6.1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Financial information

Financial year	2000/2001
	£
Total income	757,051
Total expenditure	728,227
Expenditure per pupil	2,197
Balance brought forward from previous year	37,786
Balance carried forward to next year	66,610

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	2	1	1
My child is making good progress in school.	38	56	4	0	2
Behaviour in the school is good.	43	52	2	0	3
My child gets the right amount of work to do at home.	29	44	15	8	3
The teaching is good.	40	57	2	0	1
I am kept well informed about how my child is getting on.	24	43	28	2	2
I would feel comfortable about approaching the school with questions or a problem.	53	40	6	0	1
The school expects my child to work hard and achieve his or her best.	47	48	3	0	1
The school works closely with parents.	24	59	12	3	2
The school is well led and managed.	31	55	6	1	7
The school is helping my child become mature and responsible.	38	57	2	0	3
The school provides an interesting range of activities outside lessons.	22	46	21	5	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

56. The national test results show that since 1997 the standards attained at the end of Year 6 have remained consistently above the national average. In the 2001 national tests standards fell slightly but were still higher than those found nationally. The pupils currently in Year 6 are attaining standards above those expected in reading, writing and speaking and listening. Standards in writing for pupils of all abilities are particularly good as a result of many well-planned opportunities for pupils to write in a wide range of styles and for different audiences. This is an improvement since the last inspection when the higher attaining pupils were judged to be only making satisfactory progress in their writing. When compared to their prior attainment pupils achieve very well as they move through the school. Attainment on entry to the school in Year 4 is just in line with national expectations and pupils make very good progress as can be seen from their test results at the end of Year 6. Pupils in Year 7 attain standards as expected for their age. Many of the more able pupils leave at the end of Year 6 and a number of pupils, who are at an early stage of learning English, join the school at the start of Year 7. This causes the average standards to be lower overall. Pupils with special educational needs and those with English as an additional language make the same very good progress as their classmates due to the careful planning of suitable work and the support they receive from teachers and teaching assistants.

57. Pupils' speaking and listening skills are good. They are attentive in class and listen to instructions carefully. Teachers build in elements of speaking and listening into most literacy lessons. For instance, they have pupils reading texts out loud such as cautionary tales in Year 4, passages from an African story in Year 5 and excerpts from Chaucer's *Canterbury Tales* in Year 7. Pupils read aloud with good understanding and many with good expression. They often read their own work to the class and do so confidently and with good diction. The other pupils listen with great interest and enjoyment to their classmates and often ask sensible questions about what has been read. Discussions are an important part of many literacy lessons and teachers actively encourage all pupils to participate. This was clearly seen in a Year 6 lesson on ghost stories in which all the pupils made useful contributions to the discussion about how effective the stories were in raising suspense levels. Teachers also plan many other opportunities for pupils to speak in class. These occur in virtually all lessons and not just in English. For example, in a Year 6 design and technology lesson the pupils made presentations to the class explaining their packaging and how they designed it for a particular market. They explained their work clearly and willingly answered questions posed by other pupils, who had listened intently, about their product. School assemblies and productions are used to give pupils the useful experience of speaking to a larger audience. Pupils rise to the challenge well, speak clearly and in the style of the character they are portraying.

58. Reading is a particular strength of the school. By the time pupils leave the school they have attained good standards in reading with the vast majority able to read both fiction and non-fiction books with good understanding. Pupils of all ages thoroughly enjoy reading books in school and at home. They take books of their own choice home regularly and keep a careful record of what they have read and their opinion of the story. They can talk animatedly about their particular preferences in reading. For example, one Year 6 boy thoroughly enjoyed reading horror books and a Year 7 girl preferred more realistic adventure stories such as those written by Bernard Ashley. Many pupils use local libraries to borrow books to read for pleasure and for research into school projects. They use the Internet and CD ROMs in school and at home to find interesting and informative texts to use in their work and this adds a further dimension to the reading they undertake. Pupils are able to read some difficult texts and use a wide range of skills to analyse and understand exactly what the writer is saying. In a very good Year 5 lesson the pupils understood how the writer of an African tale influenced how the reader reacted to certain characters by choosing particular words and phrases. The pupils could then pretend they were one of the characters and say how they felt about a given situation. Pupils in Year 6 analyse ghost stories most successfully and understand how an author uses specific words to build up a scary

atmosphere. Teachers keep very thorough and well-organised records of the reading ability of all the pupils in their class and monitor the standards on a regular basis. Through each pupil having a reading record diary they can check on books read and the level of enjoyment. The use of these diaries is somewhat inconsistent with some teachers monitoring the entries more regularly than others. The school library has a satisfactory stock of information books for pupils to use for research and each class has a supply of reading books for pupils to borrow. The guided reading lessons are now well established and are having a positive impact on the standards of reading. Teachers are planning the lessons carefully to match the prior attainment of the pupils and keeping records of the standards reached.

59. Standards attained in writing are also good. Handwriting is well formed and pupils take a pride in their work as can be seen in the stories they produced following the visit of a published author to the school. These stories have been put into attractive books, are of high quality and clearly demonstrate the pride the pupils show in their work and the value the school puts on it. Throughout the school pupils are taught to write in a wide variety of ways and for different audiences. They successfully write newspaper articles, poetry, imaginative stories, factual accounts and instructional texts. They know how to plan their work to make it flow and to hold the interest of the reader. They are given many opportunities to write at length using a wide range of appropriate vocabulary and can edit and re-draft their work. Pupils write with generally correct grammar and spell most words accurately. Punctuation is also good with pupils using paragraphs, question marks, exclamation marks, commas, apostrophes and quotation marks correctly in their own work. The pupils in Year 7 write their own books such as the very good quality ones they produced recently about a shipwreck. Each pupil planned and edited their own book and attractively bound it showing the care and pride they take in their work. The school is at present looking at the whole curriculum to identify areas that would help extend and improve the standards of writing even further.

60. The quality of teaching is good throughout the school. The strategies for the teaching of literacy are fully established and are having a positive impact by raising standards in all aspects of English. Teachers have very good class management skills and this enables pupils to concentrate on their work without interruption. The calm and purposeful atmosphere created in classrooms is a significant factor in helping pupils learn effectively. The pupils respond well to this, have a very good attitude to their work and behave very well. The lively approach and very good subject knowledge of the teachers makes learning a pleasure for the pupils and they are eager to do well and be successful. The planning of lessons is good and suitably graded work is provided to help pupils of all abilities make good progress. Teaching assistants are usually used well in lessons to work with individuals and groups of pupils to help them concentrate and complete their tasks successfully. Teachers use assessment well to help them plan future lessons and to know exactly the abilities of all the pupils in their care. It is also used to set group targets so that pupils know what they have to do to improve further. Marking of completed work is good as it encourages pupils in their efforts as well as giving them useful advice about what to do to make their work even better next time.

61. The management of English is very good. The co-ordinator is extremely knowledgeable and totally committed to raising standards to as high a level as possible. She has worked closely with a local authority adviser to evaluate the provision and identify areas for future development. These include better links with other subjects, improving the library and targeting the more able pupils. Whole-school assessment procedures are very good and are used most effectively to plan work and improve the curriculum. They are also used well to set targets and there are firm plans to use the data to track individual pupils in the future.

MATHEMATICS

62. Standards in mathematics are above average for pupils by the end of Year 6 and average by the end of Year 7. Good and sometimes very good teaching and the effective use of assessment means work is appropriately matched to their needs and they achieve well. Many of the higher attaining pupils in Year 6 leave the school before Year 7. This is why standards are

lower at the end of Year 7. The school has improved well since the previous inspection by raising the quality of teaching and increasing the numbers of pupils achieving the higher levels in national tests. The analysis of assessments enables teachers extend pupils very effectively. Pupils with special educational needs and with English as an additional language generally make good progress because of the support they receive. Boys and girls achieve equally well.

63. Pupils in Year 6 have a range of strategies for multiplication and division, investigate time zones, and convert foreign currencies. This broadens their mathematical knowledge as well as their knowledge of the world around them. They collect data that is produced in bar charts, line graphs and pie charts and interpret their findings. They understand the language of probability and higher attaining pupils can place the likelihood of an event taking place on a scale of 0 to 1. All pupils have a good understanding of mathematical vocabulary and use it well in the written and oral answers. Pupils in Year 7 extend their knowledge of geometry and measure angles accurately and draw in chords, diameters and the radius of a circle correctly. They use algebra to solve simple number problems. They work out the mean, median and mode of a range of given data generally accurately. They create frequency charts and bar charts and use a range of presentations including pie charts to interpret the findings. In number work pupils learn to break a complex calculation into simple steps and to justify their methods and conclusions.

64. The quality of teaching is good overall with some very good teaching. All teachers plan with clear learning intentions although on occasion they do not meet the specific needs of a pupil with special educational needs or English as an additional language. For example, a pupil with special educational needs was unable to learn independently because the work was not adapted sufficiently well to his needs, and a pupil with English as an additional language needed a more visual approach to learning about direction. Staff teach the basic skills of mathematics well and pupils explain their working out using a wide range of strategies for calculating. Group and paired activities make a good contribution to pupils' social development encouraging fair play and listening to each other's point of view.

65. Teachers manage pupils very well so the minimum time is spent settling down to the work in the majority of classes. Pupils carry out additional mental and oral activities while they wait for pupils coming from other classes to make use of all the time available. During lessons teachers also use time well to assess pupils' work and, in the very good lessons, adapt the plan to correct misunderstandings or move pupils to more challenging tasks. However, in some lessons higher attaining pupils spend too long practising calculations instead of moving on to extension activities that would challenge them more. Interesting problems are sometimes given too late in the lesson to be completed. For example, in a Year 6 lesson, pupils completed a number of calculations about fractions correctly but received the investigation just before the end of the lesson. This reduces the time pupils spend on investigating and applying mathematics.

66. Pupils are very enthusiastic and concentrate well on tasks. In a Year 7 set the class worked hard on challenging problems involving shape and volume. They discuss and negotiate to find a solution and persevere with tasks. Teachers use learning objectives well to check pupils' understanding at the end of lessons. As a result pupils have a good knowledge of their own learning and explain their difficulties and recognise their achievements. Marking also contributes when pupils show by a small drawn face whether the task was difficult or easy. Individual target setting is being developed. Teachers' marking is satisfactory. Where marking is very good pupils have written comments to help them to improve their work.

67. The curriculum covers the full range of the numeracy topics. There are fewer opportunities for pupils to carry out mathematical investigations. The school is aware of this and has made an appropriate plan to develop this aspect. The use of mathematics in other subjects is good particularly in science and design and technology where pupils use accurate measurements in experiments and in designing. The use of ICT is limited but there are appropriate plans to develop its use more effectively. Resources are satisfactory and used well in lessons providing good opportunities for all pupils to participate fully in the mental and oral work by showing their answers. There are effective links developing with the first and secondary schools to ensure

continuity for all pupils' learning and particularly higher attaining pupils needing additional challenges.

68. Assessment procedures are very good as the school uses and analyses a range of national and optional tests to identify weaknesses in the curriculum. Teachers use the results effectively to plan the next steps in learning appropriate for the pupils. The staff have a good understanding of the National Curriculum levels of attainment and they predict accurately the levels pupils achieve in national tests.

69. The curriculum co-ordinator has been very effective in evaluating the needs of the subject in the short time she has been in post. Monitoring of teaching by the co-ordinator has been limited but team teaching and support for teachers has been good in providing in-service work and a clear and consistent approach to the teaching of mathematics.

SCIENCE

70. Standards attained at the end of Year 6 remained in line with the national average over the last three years at the national tests. In the 2001 national tests, although overall standards were average, the number of pupils attaining higher levels has increased and was very close to the national average for those levels. Inspection evidence show that pupils currently in Year 6 are attaining standards above average. This is due to improved teaching and systematic tracking of pupils' progress. This indicates an improvement since the last inspection when standards were average. Standards, however, are average in Year 7. This is because many pupils leave at the end of Year 6 and a number of pupils, who are at an early stage of learning English, join the school at the start of Year 7. This causes the average standards to be lower overall. All pupils, including those with special educational needs and pupils with English as an additional language, make good progress as they move up the school.

71. In Year 4, pupils are beginning to relate their findings to a scientific reason in their work on forces. They test cars on ramps with different treads and surfaces and gain good understanding of other forces coming into play, such as friction and air resistance. Pupils in Year 5 experiment with musical instruments, such as drums, to understand how low and high pitch sounds are made. In small groups, they investigate and conclude that the volume of sound depends on the force and materials used. Pupils in Year 6 had a good knowledge and understanding of the importance of a fair test while planning for an experiment to find out how exercise affects human bodies. In Year 7 pupils experiment effectively to find out how solids, liquids and gas behave. They confidently describe the methods they use, predict results and compare that with the outcome of the experiment. All pupils, including those at an early stage of learning English and those with special educational needs, enjoy their investigative work and can recognise the value of fair testing. Increasingly good use is being made of cross curricular links across the school and pupils use their ICT skills effectively for presenting the results of investigations in graphs.

72. All pupils achieve well in their lessons and over time. The learning is well-structured and developed, recalling and reinforcing previous knowledge. Pupils carry out their work confidently and are able to explain clearly if their tests have been fair. They have good attitudes to science and their behaviour is good.

73. The quality of teaching is good overall; some very good and, occasionally excellent, teaching was also seen. Good teaching makes a very positive impact on pupils' learning. Pupils develop a good understanding of all aspects the subject and a systematic approach to investigative work. Teachers have good subject knowledge. Planning is thorough and assessment procedures incorporated well to track progress. Expectations of pupils' behaviour are very high and this is achieved through consistent application of the whole school behaviour management policy. Pupils show clear enjoyment of their learning in science in almost all lessons and make good progress. In many lessons pupils' prior learning is well consolidated and more able pupils show good knowledge, particularly where well-planned extension tasks are in place. For example, in a Year 5 lesson challenging extension work ensured that pupils gained a clear understanding of how greater

force and tightness of the materials used for the drums produce high volume in sounds. Pupils are well motivated, are able to recall appropriate scientific vocabulary and make accurate responses when teachers probe.

74. Leadership and management of science is sound. The co-ordinator is a science specialist and has a clear understanding of curriculum development and resource requirements. However; her monitoring role is insufficiently developed.

ART AND DESIGN

75. Standards in art are average for pupils in Years 6 and 7. The school has maintained the standards seen in the previous inspection. Only one lesson was observed during the inspection and standards have been judged from the displays and the school's portfolio of work. Pupils learn to colour mix with pastels when they learn about Rousseau and with paint when they work on portraits in the style of the artist Paul Klee. They develop shading techniques experimenting with a range of pencils and with different widths of brushes for painting. They study textiles in their topic on India and use a form of batik to reproduce Indian patterns. Pupils make three-dimensional works after studying the work of Giacometti. This topic makes a good contribution to the pupils' understanding of body language as they analyse moods of different poses contributing well to their social development.

76. The curriculum includes all aspects of art programme. Pupils develop a good knowledge of a wide range of work of other artists and there are some planned opportunities in the curriculum to include African and Asian art. In Year 5 pupils drew their designs of the artist Archimboldo's person with fruit and vegetables and gained a good knowledge of how he designed his pictures. They made an interesting class design using vegetables and fruit and discussed changes they could make with enthusiasm. Lessons are of varying length within year groups and the topics covered are not allotted to particular terms. This means that sometimes pupils may not revisit art skills for a term and that makes it more difficult to build consistently on their skills. Visits to art galleries make a good contribution to the subject and the National Gallery web site provides additional opportunities for research.

77. Leadership of the subject is satisfactory. The co-ordinator does not monitor teaching but checks planning and has an overview of the curriculum. Resources are satisfactory and meet the needs of the policy and planned curriculum. Assessment procedures that are newly developed make a satisfactory record of pupils' achievement in particular topics. All pupils including those with special educational needs and English as an additional language achieve satisfactorily. Where pupils have to miss parts of lessons for music, support staff are careful to include them when they return.

DESIGN AND TECHNOLOGY

78. Standards in design and technology are above those found nationally at the end of both Year 6 and Year 7. This is a very good improvement since the last inspection when standards were judged to be below national expectations. This has been achieved very successfully by providing an interesting and well-thought out curriculum that covers all aspects of the subject and ensures that all pupils learn the correct design procedures and skills in a structured way. All of the work is of a high standard and the good quality displays around the school raise the profile of the subject and show the importance the school puts on the pupils' efforts. The good quality teaching, planning, resources and leadership all make a positive contribution to the high standards now found throughout the school. As pupils move through the school they follow the correct procedures of designing, making and evaluating in all their work at a level suited to their age and ability. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates due to the good level of adult support in lessons. This was clearly seen in Year 4 classes which were well supported by the class teacher, a skilled teaching assistant and a local community volunteer.

79. In Year 4 pupils make wooden letter racks following a basic design that they modify to make more attractive and to personalise it for the intended recipient. They measure the wood accurately, cut it safely using saws, sand it to produce a smooth finish, join the component parts using suitable adhesive and decorate it carefully. In lessons pupils work extremely hard to make their product closely match their design. Pupils in Year 5, for example, design and make fairground rides using geared mechanisms that they assemble themselves to make the ride go round. These are of a very good quality and are made with great care and understanding of the principles involved. They also create their own designs for a felt cover suitable for a television remote control or a spectacle case. These are accurately sewn by machine and by hand to make them look most professional. In Year 6 the pupils successfully integrate an electrical circuit into their designs to make a festival decoration that lights up. This is a good link to their science work in understanding how a circuit works in a practical situation. By studying commercial packaging and taking it apart they are able to make their own packaging suitable for a range of products of their own devising. They were given a design brief that challenged and extended their thinking and this resulted in products being made of a good quality. The pupils evaluated their work and made a presentation to the class about how they had made their product and the problems they had encountered. They then answered some probing questions from their classmates showing a good understanding of the complete process and an understanding of the market for which it was designed. This evaluation session made a very good contribution to the further development of pupils' speaking and listening skills.

80. The prominent display of Year 7 pupils' electric clocks showed exactly how they had designed and made them using a range of cutting and joining skills correctly. During the inspection they also used their knowledge of food technology to plan and prepare a buffet for their parents to attend after school. They made different types of herb bread, pizzas and salad dressings and these were much appreciated by the many parents who attended. This buffet was a culmination of the skills they had learned during the year and demonstrated the pupils' good subject knowledge of food preparation and hygiene.

81. The quality of teaching is very good. Teachers have a very good subject knowledge that enables them to teach the pupils new skills safely and correctly. All plan the work very well and give pupils appropriate design sheets on which they plan their work. The use of a 'work log' by each pupil to record exactly what they did in each lesson and any comments about their work is a very good way for the teachers to monitor the progress of each pupil and to plan the next stage of their learning. Class management is very good throughout the school and this is important in ensuring that the pupils work safely, especially when using tools. Pupils have a very good attitude to their work and take great care to make it as pleasing as possible. They are justifiably proud of their efforts and want their work to be of the highest quality.

82. The management of the subject is good and has had a very positive impact on the raising of standards. Resources are used very well and there is a good range of materials and tools for the pupils to use in their work. Assessment procedures are firmly in place and the portfolio of pupils' designs and photographs of the finished products is very useful to assess the standards throughout the school.

GEOGRAPHY

83. The standards achieved by pupils in Years 6 and 7 are average overall and pupils make satisfactory progress. Judgements are based on lessons seen, displays, pupils' work, discussions with pupils and teachers' planning.

84. Pupils in Year 7 produce satisfactory project work on the rainforest. Younger pupils learn about rivers in Year 4 and make satisfactory designs about their own neighborhood. In Year 5 pupils study life in India and look at the climate and life around and on The Ganges. Limited work was seen in geography during the week of inspection as it is taught in units at different times in the year.

85. The quality of teaching seen is satisfactory overall. Teachers have good subject knowledge and ensure that pupils develop mapping skills appropriately. They plan, and assess pupils' progress satisfactorily. There is a limited amount of time given to the development of geography in school as priority has been given to the literacy and numeracy strategies.

86. The co-ordinator has good subject knowledge. She monitors teachers' planning, but as yet has not had the opportunity to monitor or observe teaching. There are satisfactory procedures for assessing pupils' work, and the co-ordinator has plans to take this further in order to develop a portfolio of work.

HISTORY

87. Standards in attainment are in line with what is expected at the end of Years 6 and 7. Standards have remained the same as found in the previous inspection report.

88. Pupils' written work is satisfactory and shows good cross-curricular involvement of other subjects, for example, drama in History when pupils in Year 6 act out their imaginative ideas of key events in decades since the 1930s. The older pupils' work in Year 7, such as the comparisons of factual evidence about King John in medieval times is satisfactory.

89. History books and other work show that pupils have a satisfactory knowledge of the impact of the Second World War, such as the Blitz, rationing and evacuation. Visitors have been invited into the school to discuss what it was like to live in the 1950s.

90. Teaching is satisfactory. In the good lessons teachers' questioning help pupils to look carefully at various sources, such as photographs, pictures and books; in this way pupils see what they can deduce from the evidence. Good teaching also makes the learning objectives clear and refers to them. In an unsatisfactory lesson the learning objective was not made clear by the teacher and pupils did not remain on task as they were confused about what was expected of them. In general teachers are demanding of pupils in their oral sessions, and use good questioning to ensure that pupils understand what they are being taught.

91. There is a satisfactory form of assessment in history ensuring that all areas of the historical curriculum are covered and that progress is made by all pupils. The co-ordinator monitors teachers' planning but as yet has not had the opportunity to monitor or observe teaching. There are satisfactory procedures for assessing pupils' work, but the coordinator has plans to take this further in order to develop a portfolio of levelled work.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. Attainment is in line with the expected levels at the end of Years 6 and 7. Whilst standards do not appear as good as the previous inspection report states, there have been a lot of positive developments in the information technology curriculum. The school is now well placed to develop pupils' computer skills more effectively. One of the main developments since the last inspection is the refurbishment and enlargement of the computer suite. Each classroom is now equipped with networked computers. This allows pupils to have regular structured access to computers and the ICT skills to be taught effectively. The computer suite was obtained with the support of the first school whose Year 3 pupils have access to it one day a week. Pupils, including those with special educational needs and those with English as an additional language, make good progress and there is a good capacity to raise standards in the subject even higher as the school continues to use the computer suite to its full potential. Whilst there are networked computers in each classroom these are not used regularly. This limits the opportunities for pupils to improve their ICT skills and understanding. A greater use of these is planned to enhance pupils' attainment and to allow pupils to use the basic skills they learn in the ICT suite in other subjects across the curriculum.

93. Pupils in Year 6 learn how to use spreadsheets. They are able to express why they need to use spreadsheets, and make a spreadsheet to calculate times tables. On occasions, information technology is used to support work in other areas of the curriculum, for example, in Year 5 where pupils use the computer to create pictures in art in the style of Paul Klee. Pupils also use the Internet effectively for their research work, such as finding out information about stringed instruments in a science lesson. Older pupils in Year 7 can cut, edit, and paste information to support their work in planning presentation.

94. The quality of teaching and learning is good. Teachers have a good knowledge of ICT, which, through regular inset, training and an enthusiastic co-ordinator, is growing all the time. This knowledge is used effectively in lessons to help pupils learn to use the equipment confidently and to learn basic computer skills. Clear instructions from the teacher enable all pupils to commence work without delay. Most lessons are well planned. Pupils with special educational needs and those for whom English is a second language receive good support from their teachers and their peers while working in pairs. For example, a pupil in the early stages of learning English in Year 7 is paired with another pupil who speaks the same language so that they receive good support. Whilst pupils make good progress in these lessons, those who are of higher ability are not always fully stretched and some pupils achieve the learning objectives easily.

95. The co-ordinator for information technology has only recently returned from maternity leave. She has many interesting plans for the future which are identified in the school development plan but have not yet come to fruition. For example, whilst the co-ordinator monitors planning as yet there has been no opportunity to monitor teaching in this subject. Assessment is good with clear evidence of curriculum areas taught and how pupils achieve. However, as yet there has been no levelling of work for teachers to refer to. When this is in place it should have a positive impact on the raising of standards.

FRENCH

96. At the time of the previous inspection, the school offered French in Key Stage 2 as well as Year 7. Only Year 7 pupils now study French. Standards of attainment are similar to those found in the previous inspection. They meet national expectations and in individual cases, are above. Pupils hear adequate amounts of spoken French and songs. They co-operate effectively during their regular opportunities to work individually, in pairs, groups or as a whole class. They can answer questions, for instance, on the time and about themselves, in short, complete sentences. Higher attaining pupils can offer opinions and adapt familiar phrases to express themselves. Pupils have a good range of vocabulary and phrases. Progress on the knowledge of parts of the body and learning of additional aspects of time, was clear during the observations and from scrutiny of written work. Pupils approach familiar work confidently and enthusiastically.

97. Teaching follows the local authority's scheme of work in an effort to ensure smooth transfer to high schools. The quality of teaching is good and characterised by energy and enthusiasm. What the pupils are expected to learn is written on the board. Most of the lesson is conducted in French, punctuated with some English to ensure understanding. Teaching includes large amounts of song and choral repetition. This strategy helps to develop good pronunciation and intonation. It also reinforces learning and develops confidence. The teacher emphasises accuracy in written work. Consequently, most pupils can manipulate familiar language and can express themselves in writing. Teaching encourages the development of good study habits such as keeping lists of new words and expressions. The teacher checks the accuracy of the lists, thereby providing pupils with a dependable resource for personal reference. Pupils with special educational needs receive adapted tasks and the teacher supports them while the rest of the class works independently. The strategy allows this group to achieve appropriately. Praise focuses on achievement and promotes confidence and motivation.

98. The single 70-minute lesson is long for a modern language lesson and affects the overall pace of learning. The school is reviewing timetable changes to ensure that an appropriate amount of time is devoted to French teaching in Year 7 from September 2002.

MUSIC

99. The standards attained in music are well above those expected at the end of Year 6 and Year 7. Music, as in the last inspection, is a great strength of the school and makes a very significant contribution to the pupils' personal, social and cultural development. It is very well taught and the range of opportunities for pupils to listen to, compose and perform music is exceptional. All areas of the music curriculum are taught to a depth rarely seen in a middle school and the pupils thoroughly enjoy all their lessons and take considerable pride in their performances. The many successes of the pupils in music are a direct result of the excellent management of the subject by an extremely dedicated, enthusiastic and knowledgeable co-ordinator. Pupils with special educational needs and those with English as an additional language are fully included in lessons and make the same very good progress as their classmates. Pupils with a particular talent for music are also well provided for as they can choose from a wide range of instruments and learn to play to a very high standard.

100. The singing throughout the school is of a high quality. It is tuneful and pupils of all ages sing with very good diction and phrasing. Pupils in Year 4 take a great interest in their lessons and join in singing a wide variety of songs, often in parts, with enthusiasm and obvious enjoyment. In Year 5 the pupils compose their own music to represent a clock after listening to the Clock Symphony by Haydn and studying a picture of a clockmaker's shop. They work extremely well in groups and use a good range of tuned and untuned instruments to represent the sound made by the clock of their choice. At the end of the lesson these are successfully put together to make a class performance of good quality. Many pupils bring their own instruments to lessons and this enhances the overall performance and gives them further opportunities to improve their own playing. This was clearly seen in a very good Year 6 lesson in which the pupils used various instruments to accompany a traditional song. These included cellos, steel pans, violins, clarinets and a harmonica. The teacher prepared the instrumental parts in advance and many of the pupils were able to confidently and accurately sight-read the music despite not having seen it before the lesson. In Year 7 the pupils use good quality keyboards to accompany a 'rap' song. They set the correct rhythm and speed, know the position of notes on the keyboard and can play single finger chords.

101. There are many other opportunities for pupils to be involved in making music. The school choir, which is open to all pupils, is very popular and over 90 pupils regularly attend. There is a string orchestra and a wind band that perform to a very high quality. Many pupils learn to play instruments with visiting teachers such as guitar, brass, woodwind, keyboard, steel pans, tabla and recorder. There are annual concerts for pupils to perform in and other occasions provided for them to display their talents. For example, the performance of 'Joseph' by Year 7 was simply stunning as was the Year 4 performance of 'The Piper'. Parents and other visitors thoroughly enjoy these performances and are very appreciative of the school's provision and the high standards attained.

102. All of the teaching of music is at least good and is predominantly very good. The specialist teacher, who teaches some of Year 5 and all of Years 6 and 7 is very talented and has a most enthusiastic approach that makes the pupils very eager to learn more. All the lessons are extremely well planned and provide very good opportunities for pupils to improve their knowledge and skills. The Year 7 'rap' lesson was of the highest quality and the teacher had all the pupils totally involved and learning at a tremendous pace. The teacher imaginatively presented even the lesson objectives to the pupils in rap style. This approach immediately grabbed their attention and interest and made them very receptive to learning more about the style. Teachers manage their pupils very well, which enables the pupils to concentrate and learn effectively. Pupils behave very well in all lessons and willingly participate.

103. The management of the subject is excellent. The co-ordinator is tireless in her work to further improve standards and the provision. Assessment procedures are exemplary with notes kept on the attainment and attitude of every pupil and these are used well to plan the curriculum. A scheme of work has been written by the co-ordinator that gives an excellent balance of activities for pupils and successfully builds up their skills and knowledge as they move through the school.

PHYSICAL EDUCATION

104. Pupils' attainment is in line with national expectations in both Year 6 and Year 7. Pupils in Year 5 make good progress in swimming and after two terms the majority of pupils can swim at least 25 metres. Pupils with special educational needs and with English as an additional language take part fully in lessons and make satisfactory progress in developing their skills.

105. Pupils in Year 6 have a broad knowledge of a number of team games including cricket, netball, and football. They understand the value of working as a team and the importance of being fair. In gymnastics they jump and land safely and are aware of the need for warm up activities. Further science is introduced by the discussion of forces on the body when they jump. Pupils in Year 7 develop sequences in gymnastics and specific skills of landing are taught effectively and encourage pupils to improve their posture and positions. However, their travelling along apparatus lacks refinement and they use limited methods of moving along a bench. Pupils have good knowledge of how to evaluate each other's work sensitively and are encouraged to incorporate new ideas into their work.

106. The quality of teaching is satisfactory overall but some very good teaching was observed where teachers are confident and use time and space well to keep all pupils fully involved. Teachers generally plan satisfactory lessons but the warm up sessions are sometimes insufficiently rigorous and do not emphasise the importance of safe exercise. For example, pupils in Year 7 play a simple jumping game rather than aerobic exercise with well structured physical stretching. In order to help pupils develop their understanding of games such as volleyball and to improve their movements in gymnastics teachers make good use of demonstration. In a Year 7 lesson pupils spent a large amount of time evaluating each other's gymnastic sequences. They made very interesting and sensitive comments but there was limited time for all of them to put their new knowledge into practice. Teachers make clear their high expectations of behaviour and work hard to develop the sense of team play in games lessons. These are well planned and build carefully on pupils' ball skills. In Year 5 teachers emphasise the need for teamwork and this means aiming throws accurately to team members to ensure they can catch securely. The co-ordinator has good subject knowledge and is able to identify key skills needed in all aspects of the subject and provides staff with good support. All teachers benefit from the use of a published scheme. However, tasks need to be planned effectively to meet the needs all pupils to ensure they achieve well.

107. Procedures for assessing pupils' attainment are good although sometimes in a lesson too much time is spent videoing their performances. Teachers keep consistent records of pupils' achievement, which are clear and well focused. These are new and beginning to be used to monitor pupils' performance. Leadership of the subject is good. Although there have been few opportunities to monitor the quality of teaching, the co-ordinator is aware of the areas in which some teachers lack confidence, such as having all pupils fully involved all the time and giving pupils the responsibility for putting out apparatus. Resources are satisfactory but some balls are in urgent need of replacement. Older pupils enjoy their responsibility for keeping them tidy. The school has retained the field for games work but it is waterlogged over the winter period and restricts use. School clubs and teams make a very good contribution to the social and personal development of pupils in Year 6 and 7 and are well supported.

RELIGIOUS EDUCATION

108. By the end of Years 6 and 7, pupils achieve standards that meet the requirements of the Locally Agreed Syllabus. The school has maintained standards similar to those found in the previous inspection.

109. By the end of Year 7, pupils gain a sound knowledge of the world religions. They research important religious ceremonies such as weddings and identify differences and similarities. Pupils generally respond well to these discussions and confidently give more information about their personal experiences. Pupils are well motivated and think carefully about the questions they

ask each other. They learn to respect each other's values and beliefs. All pupils know the significance of God and they are beginning to understand the place of Jesus in Islam, Christianity and Judaism. Teachers present their lessons in an interesting way giving pupils opportunities to write, discuss and role play. In Year 7 teachers plan to teach pupils to understand the patterns used in Islam. Teachers have good knowledge of the world religions and are well supported by the Locally Agreed Syllabus.

110. The quality of teaching is satisfactory overall with some very good teaching. However, the management of time is inconsistent. Lessons are sometimes of different lengths in the same year groups for a similar lesson. This means that the pace may vary according to the amount of time available and sometimes discussions are shortened. Teachers make their expectations of behaviour clear and this ensures the pupils learn well. Teachers' planning is satisfactory but work is not always adapted to meet the needs of pupils with special educational needs and often work is insufficiently matched to particular learning needs.

111. Systems for assessing pupils' learning are good and teachers keep consistent records. This gives a clear picture of pupils' progress towards the learning intentions.

112. The resources are satisfactory overall providing a range of stimuli for discussion such as photographs and religious artefacts. Pupils handle them with respect and care. Good use is made of visits to the temple and visitors of other faiths to extend the pupils' knowledge. Teachers make effective links with other subjects, for instance, placing the centre of Islam in a geographical context, and developing pupils' understanding of the world. Pupils begin to understand the qualities of heroes and heroines and collect relevant news cuttings for use in lessons. These form the basis of discussions in Year 7 and encourage pupils to apply their understanding to the world around them. For example, in one lesson a pupil suggested that strength and power made a hero but the class teacher, who suggested other well known figures, questioned this. Literacy skills are developed satisfactorily but there are few opportunities for pupils to develop their own spiritual response to the world around them through activities such as prayers and poetry.