

INSPECTION REPORT

LABURNUM GROVE JUNIOR SCHOOL

Bognor Regis

LEA area: West Sussex

Unique reference number: 125873

Headteacher: Mrs P Otton

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 22nd - 25th April 2002

Inspection number: 244537

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Laburnum Grove Bognor Regis West Sussex
Postcode:	PQ22 9HT
Telephone number:	(01243) 822 885
Fax number:	(01243) 841 856
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Holleyfield
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22424	Kathryn Taylor	Registered inspector	History Geography	Standards How well are pupils taught? The provision for pupils' spiritual, moral, social and cultural development
9079	Ann Moss	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes and values Staffing, accommodation and resources
5240	David Shannon	Team inspector	English Physical education Art	How good are curricular and other opportunities offered to pupils? Assessment
31029	Peter Thrussell	Team inspector	Mathematics Information and communication technology Religious education The provision for pupils with special educational needs Equal opportunities	
18605	Fred Ward	Team inspector	Science Design and technology Music	How well is the school led and managed?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Laburnum Grove is an average sized Junior School for boys and girls aged between seven and eleven. Most pupils joining the school are drawn from Barton Infant School, although some pupils come from other schools at the beginning of Year 3, and at times other than the usual starting points. There are currently nine classes and 242 pupils on roll, which represents a decline in numbers since the previous inspection. Although the school has places for 90 pupils in each year group, the number of pupils joining the school each year does vary quite considerably. Consequently, the school often has uneven numbers of pupils in each year group, and some mixed age classes. There is presently one mixed age class comprising Year 3 and Year 4 pupils. Most pupils at the school are white: only eight pupils are from ethnic minority backgrounds and two pupils speak English as an additional language. The number of pupils identified as having special educational needs, around a third of all pupils, is above the national average. Four pupils have a Statement of Special Educational Need. The proportion of pupils who are known to be entitled to free school meals is below the national average. The number taking free school meals has declined since the last inspection when hot meals were provided. The school's intake is socially and economically very mixed. Attainment on entry to school has been rising in recent years and is now broadly in line with national expectations, except in English, where a significant proportion of pupils' attainments, especially those in writing and in speaking, are below the nationally expected levels.

HOW GOOD THE SCHOOL IS

This is an improving school with some strengths. The school is well led and managed. Pupils achieve overall standards that are broadly in line with those expected. Teaching is satisfactory and there is some good and very good teaching. Pupils are welcomed and valued and staff work hard to support the pupils, some of whom have complex needs. There is good teamwork and a commitment and good capacity to improve. The school provides satisfactory value for money.

What the school does well

- Standards in art and in singing are above national expectations by age eleven.
- Pupils are well behaved and have very good attitudes to school and learning.
- Relationships between pupils and with the staff are good.
- There is some good and very good teaching in most subjects, and strengths in all of the teaching.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The leadership provides a clear educational direction for the school's future development.

What could be improved

- Throughout the school, pupils' overall standards in speaking and in writing are below national expectations.
- The provision for and the standards that pupils achieve in design and technology are unsatisfactory.
- Curriculum plans for the foundation subjects do not provide sufficient detail to enable teachers to plan lessons that meet the needs of pupils of different ages and abilities, and, not enough time is given to some subjects.
- The school does not give parents enough information about what is taught and about their children's progress.
- The co-ordinators still do not have enough input into monitoring work in their subjects, especially the standards of pupils' work and the quality of their learning.
- School development planning needs to be over a longer term, more detailed and to clearly identify the criteria for assessing the impact of proposed developments.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made adequate progress in addressing the key issues identified in the last inspection report of October 1997. The provision for information and communication technology and the standards that pupils achieve have improved well. Assessment procedures have improved, especially those in English and mathematics, and the results of assessments are now better used to track pupils' progress and learning. However, there is still work to be done to improve assessment further in other subjects. The staff have worked hard to improve the teaching and to raise standards in English: standards by age eleven have improved steadily. More emphasis now needs to be placed on developing pupils' writing and speaking skills across the range of subjects. The library has been improved and is now used well by pupils. Some other shortcomings identified in the last report, for example, insufficient opportunities to promote pupils' cultural diversity, weaknesses in matching the work to pupils of all ages and abilities, the potential to share best practice in teaching and the need to extend the role of the subject co-ordinators in monitoring teaching and learning, are all still in need of improvement.

STANDARDS

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

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

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

The table above shows that in the tests at the age of eleven in 2001, overall standards in English were well below the national average, those in mathematics standards were in line with the national average and standards in science were below the national average. The number of pupils achieving the higher Level 5 in the tests in 2001 was well below the national average in English, but in science and mathematics, was in line with that found nationally. Pupils' results in the tests do not compare favourably with those schools nationally that have a similar number of pupils entitled to free school meals. However, since the school ceased to provide hot meals, the number of pupils claiming free meals has declined so that the proportion of pupils known to be eligible for free meals may not provide an accurate picture. The overall improvement trend in test results since the last inspection has been in line with that found nationally, although the school's results have sometimes tended to fluctuate. The proportion of pupils that attained the expected Level 4 in the English and mathematics tests fell between 2000 and 2001. This had been anticipated by the school due to the number of pupils in the cohort who had weak skills in English. More children in the current Year 6 classes are on course to achieve the expected Level 4 in the tests than was the case last year. In most subjects, pupils' attainments by age eleven are in line with those expected. In some aspects of English, however, standards are below those expected. Standards in design and technology are also below those expected and have not been maintained since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to school. They are eager to learn and they work hard and try to do their best.
Behaviour, in and out of classrooms	Good. The behaviour of most pupils in class, in the playground and around the school is at least good. A small minority of pupils, mostly boys, have special educational needs in relation to their behaviour. These pupils are supported very well to improve their behaviour and to develop self-control.
Personal development and relationships	Good. There is a strong sense of respect, tolerance and understanding amongst boys and girls of different ages and abilities. These good relationships contribute to an effective and friendly learning environment. The teaching and support staff provide good role models and are patient and supportive in their dealings with the pupils.
Attendance	Satisfactory. Attendance is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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

Teaching is satisfactory overall and there is some good teaching in all subjects and most classes. Art is taught well. The teaching of English and mathematics is satisfactory overall and is good in a number of lessons seen. Teachers however, need to make better use of all subjects to promote and develop pupils' skills in literacy and numeracy, and their speaking skills. Teachers have a secure knowledge of most of the subjects they teach. Lessons are planned well to interest pupils, although some of the work should be better matched to the needs of pupils of different abilities. Teaching methods and classroom organisation are frequently good. Teachers enjoy good relationships with their pupils. They provide some good opportunities for pupils to work individually and in pairs or groups. The teaching of pupils with special educational needs is good in sessions when they are withdrawn from class for additional support, but the work in class is sometimes not as well matched to their needs. Teachers manage pupils very well and give good attention to their welfare and personal development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is broad and, in the main, meets statutory requirements. A good amount of time is appropriately given to English and mathematics. The provision of extra-curricular activities is good. Improvements are needed to ensure all subjects are given enough time, that effective links are consistently made between subjects, and that the curriculum meets the needs of pupils of all ages and abilities.
Provision for pupils with special educational needs	Satisfactory. Pupils' needs are identified promptly. When pupils are withdrawn from class for specific teaching, they make good progress towards the targets in their individual education plans. In class lessons, teachers and support staff give appropriate and additional attention to pupils, but the work set is not always targeted to pupils' needs. The school provides very well for a number of pupils with behavioural needs. Pupils with special educational needs are also supported very effectively by the school's positive ethos.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a very strong moral code and pupils' social development is given a high priority. The curriculum provides some good opportunities to promote pupils' cultural development. However, not enough attention is given to promoting pupils' understanding of the cultural diversity in British society. The provision for pupils' spiritual development is good.
How well the school cares for its pupils	Good. Pupils are well supported and are made to feel welcome in the school. Staff know the pupils well and provide a safe, happy and caring environment. There are satisfactory systems for assessing pupils' academic progress.

Parents have positive views of the school and feel welcome. Links with parents are satisfactory. Some parents say they would like to be even more involved in the school and receive more information about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and a clear educational direction. The deputy headteacher and senior manager effectively support the headteacher. There is a good commitment to continue to make improvements in all aspects of school life. Subject co-ordinators need to be allocated some time, training and support to ensure they can all carry out their responsibilities more fully.
How well the governors fulfil their responsibilities	Good. Governors are interested and supportive. They are now better informed about the standards that pupils achieve and the impact of the school's work. The governors' role as critical friend is developing well. Governors regularly visit and monitor the school's work and have a reasonably good understanding of the school's strengths and areas that are in need of further development.
The school's evaluation of its performance	Satisfactory and improving. The headteacher, governors and staff are now evaluating the school's effectiveness and the impact of any developments. Teaching in some subjects is regularly monitored.
The strategic use of resources	Good. Financial and human resources have been clearly directed towards raising both pupils' academic standards and their personal development. The school gives good attention to ensuring that it obtains

	best value in its spending.
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There are enough staff and resources. The accommodation is of an appropriate size and some recent improvements have been made to the accommodation. Nevertheless some outstanding repairs and refurbishments are still needed. The outdoor accommodation is good and provides good play space and facilities for games and other activities. The number, range and quality of resources are satisfactory overall. Those for teaching information and communication technology are good. The resources for design and technology are inadequate.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils’ standards and progress. • The school expects their children to work hard and achieve their best. • The way in which school helps pupils to become mature and responsible. • That their children enjoy school. • The quality of teaching. • The way the school is led and managed. • The range of activities outside lessons. 	<ul style="list-style-type: none"> • The way in which the school works with parents. • The information that they receive about how well their children are progressing and about what is taught.

Inspection findings support parents’ positive views. Inspectors also noted that the school could provide parents with more detailed information about their children’s progress, and about what pupils are taught.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment levels on entry to the school have been improving in recent years and, although there are still fairly wide variations between pupils, overall attainment levels in the main meet national expectations, except pupils' writing skills and their speaking skills which for a significant proportion of pupils, fall below national expectations.
2. The proportion of pupils attaining at least the expected Level 4 in the National Curriculum tests at age eleven has improved steadily since the last inspection, despite some fluctuations from one year to the next. Test results fell from 2000 to 2001. However, lower results had been anticipated by the school because of the overall prior attainment levels of the cohort of pupils, and because of some disruptions to pupils' education resulting from prolonged teacher absences and a series of temporary teachers. Pupils' overall attainment in English was well below that found in all schools and similar schools nationally. In mathematics, standards were in line with those in schools nationally but below those found in similar schools. The proportion of pupils who attained the higher Level 5 in the science and mathematics tests was broadly in line with that found nationally, although in English it was well below that achieved in schools nationally.
3. The school has been working to raise standards by age eleven, particularly those in English, and inspection evidence clearly indicates that the test results this year will be higher than those achieved last year. However, the projected targets for the proportion of pupils to attain at least Level 4 in 2002 (79 per cent of pupils in English and 84 per cent in mathematics) are very challenging and are unlikely to be fully realised. Currently in Year 6, pupils' overall standards in mathematics and in reading and their listening skills meet national expectations. Overall attainments in speaking and in writing are weaker elements of pupils' attainments, and are below nationally expected levels by age eleven, and throughout the school. Improving writing and speaking skills needs to have a very high profile in this school because weaknesses in these areas are also inhibiting pupils' attainments and progress in some other subjects.
4. In the science tests in 2001, standards were below those found in all schools nationally and in similar schools. Current standards in science for pupils now in Year 6 are in line with the national expectations, with an expected improvement on overall results achieved last year. Pupils' skills in scientific investigation are broadly satisfactory, although pupils experience more difficulty in testing hypotheses independently and in discussing and analysing different suggestions and possibilities.
5. The senior management team makes good use of the assessments in English and mathematics to identify groups of pupils who would benefit from additional support and identify those who may not be doing as well as expected. They satisfactorily monitor the attainment and progress of all pupils, including that of different groups of pupils; boys and girls and a very small minority of pupils from minority ethnic backgrounds. Results from the analysis of test results are now being more widely discussed with staff and the information is beginning to be used to inform the curriculum and teaching. Although there are some gender differences indicated from aggregate test results, inspection evidence did not highlight any differences in the progress that pupils make based solely on gender or ethnicity. However, those pupils at the school with specific behavioural difficulties tend more often to be boys, which may also affect some individual pupils' attainment. The school has been proactive in choosing books and texts that appeal to boys' interests.
6. In information and communication technology (ICT), standards by age eleven meet national expectations, which is an improvement since the last inspection, when standards in this subject were unsatisfactory. Pupils' standards in art and in singing are good and exceed national expectations. Those in design and technology are below national expectations. In all of the other foundation subjects, pupils achieve standards that are in line with those expected by age eleven, although in geography and religious education, pupils' knowledge and understanding lack sufficient

depth. Pupils make broadly satisfactory progress during their time at the school. However, in the foundation subjects in particular, with better curriculum planning linked to assessment and increased attention to ensuring that these subjects contribute to the development of pupils' skills in English and mathematics, there is the potential to raise the overall standards that pupils achieve.

7. Pupils with special educational needs, including those pupils with a Statement of Special Educational Need, achieve standards that are in line with their capabilities. Pupils make satisfactory progress overall. When they are withdrawn individually or as part of a group to work on the targets set in their individual education plans, they make good progress, as learning opportunities are well focused on and specific to their particular needs. Within lessons in general, pupils make only satisfactory progress, despite the additional help from support staff and teachers. This is because the work planned is not sufficiently matched to these pupils' needs. The school has a policy on gifted and talented pupils and has so far provided some opportunities for identified pupils to take part in specific projects in art and design and technology. Gifted and talented provision has not as yet been a whole school focus.

Pupils' attitudes, values and personal development

8. Pupils continue to have very good attitudes to school and to their learning. Staff work hard to instil in pupils an appreciation of learning and promote good attitudes among their pupils, which are then reinforced by the school's positive ethos. Parents report that their children enjoy coming to school and most ensure that they arrive on time each morning. When they arrive at school pupils are happy and looking forward to their day. Pupils are polite and cheerful and they are eager to learn. They have a positive approach in lessons and try hard to meet the expectations of their teachers, particularly in those lessons that are well organised and stimulating. Pupils are enthusiastic about their work and are proud to share their successes. This was seen, for example, in a mathematics lesson in Year 3, when pupils were identifying patterns in numbers and exploring strategies used in calculations, and in a singing lesson in Years 5 and 6 where the pupils sang enthusiastically and with obvious enjoyment. The safe, welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best and pupils respond well to this. They develop good habits of working and settle down quickly to tasks. Sustained levels of concentration were observed in many of the lessons seen during the inspection.
9. Behaviour in and around school is good, for example, in assembly and when pupils are moving around the school. During the lessons, when there is a change of activities, pupils move around quickly and with the minimum of fuss, without wasting valuable time. The rewards and sanctions systems are well established and effective so that there is an absence of oppressive behaviour, including bullying and racism. There are, however, a small minority of pupils who have specific behavioural difficulties and identified special needs in this area. The behaviour of these pupils is managed very well. There are occasionally some incidents of boisterous behaviour at playtimes, but the staff respond quickly and positively as soon as they become aware of any instances of inappropriate behaviour. The school's links with the Local Education Authority's (LEA's) behavioural support unit and the 'cool out' club, where children can go to calm down or make friends, have clearly linked the promotion of good behaviour to raising academic standards. There have been three exclusions in the past year, all relating to one pupil, and the inspection team judged that the school's actions had on these occasions been necessary and effective.
10. There are good relationships amongst boys and girls and between pupils and adults. Pupils' work together well and they co-operate and collaborate when necessary, as was seen, for example, in a religious education lesson and a science lesson in a Year 3 and 4 class where collaboration and co-operation were successfully encouraged and were outlined in the lesson's learning intentions. Pupils were also seen to work collaboratively in groups on many occasions. Higher and lower attaining pupils work well together, readily sharing their knowledge and skills, and this raises the quality of learning of the whole class. There are established rules throughout the school, which all pupils understand and follow. Pupils are friendly and treat each other and adults with courtesy and respect. They play together in a happy, friendly atmosphere. Children identified as having special

educational needs are valued by their peers and are included and well integrated into all aspects of school life. As well as the 'cool out' club, teachers are using Circle Time sessions (where pupils sit in a circle and discuss matters of mutual concern) successfully to talk through any issues that may arise, including those arising during playtime. Pupils, therefore, are developing a good understanding of the impact of their actions on others, and respect each other's feelings, values and beliefs. This encourages the children in their personal development.

11. Pupils readily accept responsibility for performing tasks around the school, such as collecting litter, setting up the overhead projector, helping in the library and with photocopying. They respond well when provided with opportunities to take initiative as for example when they are involved in writing their own school magazine. Parents and staff also note that when pupils go out on visits to places of interest, they represent the school well, because the standard of behaviour is very high.
12. Attendance levels are satisfactory, being broadly in line with the national average, and pupils mostly arrive on time. The school is aware of the importance of high levels of attendance and follows appropriate procedures for registering pupils each day. They have clear mechanisms for following up any absences and they discourage parents from taking extended holidays in term time. There is a need, however, for the school to continue to encourage children and parents to improve these figures even more so that they remain aware of the importance of high levels of attendance.

HOW WELL ARE PUPILS TAUGHT?

13. On the basis of all of the inspection evidence, the quality of teaching and pupils' learning is satisfactory. During the inspection period teaching was satisfactory or better in 95 per cent of lessons seen. It was good or better in almost 60 per cent of lessons, including ten per cent of lessons where teaching was very good. In five per cent of lessons, the teaching was unsatisfactory. Some good teaching was seen in all of the subjects being taught during the inspection period. The teaching of art is good: teachers' expectations of pupils' work in art are very high and pupils' skills are developed well.
14. Teachers have at least satisfactory knowledge of most subjects they teach. Teaching methods and classroom organisation are frequently good: in most instances teachers are well prepared so that lessons start promptly, and, they provide a good choice of activities and resources to interest and motivate the pupils. All teachers consistently manage pupils very well: they are patient and encouraging and they deal with any inappropriate behaviour promptly and firmly, but also in a supportive manner. This promotes good relationships between the teachers and pupils and encourages pupils to try hard. Pupils are provided with some good opportunities to work individually and in pairs or groups, enabling them to develop the skills of collaboration and cooperation, as well as the ability to work independently.
15. The basic skills of literacy and numeracy are taught satisfactorily and there is some good and very good teaching in both subjects. In most English and mathematics lessons planning outlines clear learning objectives that are shared with the pupils. Where the teaching is good or better, teachers use questioning well to focus clearly on the lesson's learning intentions and to check and extend pupils' understanding. In the good lessons, the work is appropriately matched to the needs of all groups of pupils, and the plenary session at the end is often used to check pupils' understanding and progress. Lessons in subjects across the curriculum could be used more effectively to develop pupils' skills in English and mathematics. There are some missed opportunities to develop pupils' independent writing skills and to develop their spoken English, which, in view of pupils' weak attainment in these areas, needs to be a priority. In subjects such as science and geography, for example, more could also be done to develop and apply pupils' mathematical skills.
16. Science teaching is satisfactory overall with some good and better teaching. Science teaching is improving, with better attention now being given to scientific investigation. The limited amount of teaching seen in ICT was satisfactory, and was more effective when skills were taught to the whole class in the ICT suite, rather than the teaching seen in class.

17. Some good teaching was seen across all subjects that were on the timetable during the inspection week. In these lessons, expectations of pupils were often high and the pace of lessons brisk. Good attention was given to developing pupils' skills throughout the lesson and teachers often had particularly good skills and knowledge of the subject themselves.
18. In the six lessons where the teaching was very good, four lessons were taught by the same teacher. What made this teaching especially effective was that the pace was very brisk right from the start and was maintained throughout the lesson. The teacher had a very clear idea of what she wanted each group of pupils to achieve by the end of the lesson, and the tasks were well matched to each group of pupils. Methods were particularly effective: the teacher gave pupils small and achievable tasks to complete, often in pairs or as part of a group, pupils' learning was then discussed and evaluated before a new task or challenge was presented. This moved pupils' learning forward incrementally and, at a very good pace. Teaching and the tasks set took account of pupils' different learning needs and styles and were varied: new vocabulary was explained and emphasised, good visual clues were provided and lots of guided practical activities took place. During times when pupils worked on tasks the class teacher and the learning support assistant used their time very effectively to support different groups of pupils. In two other lessons, teaching was very good. In a science lesson in Year 5, the teacher was very well prepared, checked pupils' prior understanding and built on it very effectively and challenged pupils to think. In a singing lesson taught to all pupils in the upper school, the teacher has very good expertise in the subject. Teaching was very varied and the pace was very brisk, which moved pupils' learning on at a very fast rate and motivated them very well.
19. Although all teachers have some good teaching skills, there are some general shortcomings in the teaching. The quality and detail of teachers' short-term planning are very variable and some teacher's plans are not specific enough in determining what knowledge and skills pupils are expected to acquire. A weakness in teaching, clearly evident from sampling pupils' work, is the unsatisfactory match of work to the needs of pupils of different abilities within the class, particularly the needs of lower attaining pupils, including those pupils who have special educational needs. This weakness was also noted in a number of lessons and detracts from the overall impact of some of the otherwise good teaching. In a number of classes, the learning support assistants are not used effectively enough. They could be better used to quietly support and prompt particular individuals during whole class teaching sessions. When supporting individuals and groups of pupils during activities, they could have a greater role to play in discussing learning objectives and activities further and getting the group to model answers. Although there are some instances where teachers mark pupils' work effectively, in general teachers also give too little attention to the task of marking pupils' work. Marking across all subjects is inconsistent, frequently provides insufficient feedback to pupils on how well they are doing and does little to promote better standards of work or to encourage better standards of handwriting and presentation of work.
20. In lessons where teaching is unsatisfactory or there is a very fine balance between strengths and weaknesses, this is sometimes because of a lack of pace to lessons. Occasionally, this occurs because the management of some pupils' behaviour is more laboured than the actual teaching input. On these occasions, the support assistants could be deployed more effectively to support individual pupils to stay on task. In a number of lessons seen during the inspection pupils did not learn as well as they should because supply teachers had not been sufficiently briefed about the work pupils were to do that day, or what pupils had done the day before.
21. The teaching of pupils with special educational needs, including those with a Statement of Special Educational Needs, is satisfactory overall. Teaching is good in those sessions where pupils are withdrawn for class for small group or individual support. In withdrawal sessions, good, well-focused learning opportunities are outlined enabling pupils to meet their individual learning targets, particularly those related to literacy. Pupils' good behaviour and attitudes, based on strong relationships with staff, contribute well to their learning. Both the special educational needs co-ordinator and classroom assistants plan these sessions effectively, with activities that enable pupils to know about progress they are making. A variety of well-focused activities help pupils to maintain interest and concentration. Within the whole class teaching context, pupils with special educational needs are most often provided with additional adult support to enable them to access

the curriculum. However, in class lessons, the tasks set for pupils are not always appropriate to their prior attainment levels and their learning needs.

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

22. The curriculum is broad and complies with statutory requirements except for in design and technology and in some aspects of geography. A wide range of activities is provided for pupils, including educational and residential visits to places of interest. The provision in art and music is good. The school offers a good range of extra-curricular activities including writing, football, netball, art, gardening and conservation clubs. The curriculum includes such areas as dealing with bullying, drugs education and sex education. This is taught through assemblies, Circle Time and the programme for personal, social and health Education (PSHE). Homework is set across the school and the amount and range are generally consistent and appropriate in all classes.
23. The allocation of time to some subjects is inappropriate. For example, that allocated to design and technology, information and communication technology, geography and religious education is below, and in some cases, well below that found and recommended nationally. This leads to an overall imbalance in curriculum provision and means that standards attained within the subjects are not as high as they could be and that pupils' knowledge and understanding also sometimes lack depth. There are policies and schemes of work in place for most subjects, although a few are due to be updated. The school is implementing the Local Education Authority's Agreed Syllabus for religious education, as required by statute.
24. While the school has introduced the national strategies for teaching literacy and numeracy, there are missed opportunities to promote pupils' skills through other subjects, for example, developing pupils' speaking skills in assemblies and when evaluating and improving their performance in PE, music and art. In addition, too few opportunities are provided for pupils to participate in drama or debates. More opportunities need to be provided for pupils to develop their writing skills, especially their ability to write at length, as well as to improve the standard of handwriting and presentation of work, across all subjects. Arrangements for teaching library skills have improved since the last inspection. Pupils have access to a relocated library that is larger and brighter and to a part-time librarian who provides help and support to develop pupils' skills. The arrangements for teaching ICT have improved as a result of a new computer suite and the provision of additional computers in classrooms. There are now plans for pupils to use this new suite on a regular basis.
25. The quality of teachers' medium-term planning, derived from the schemes of work and supporting guidance is satisfactory overall and in some subjects it is good. The joint planning undertaken in teams and year groups enables teachers to share their expertise and is helpful and supportive to inexperienced members of staff. However, because of some mixed age classes, the school follows a two-year topic cycle in science and in the foundation subjects, whereby pupils in Years 5 and 6, and the pupils in Years 3 and 4 follow the same topics. There is far too little emphasis on ensuring that what is taught to the older pupils within these groupings is of greater complexity than that taught to the younger age group. This issue was also raised at the time of the last inspection. Not all co-ordinators oversee teachers' medium term and short-term plans and they do not see pupils' work and therefore they are unaware of this significant weakness in the school's curriculum provision. The headteacher also acknowledges that at present there is no agreed overall curriculum map and no regular monitoring of the curriculum provision. Currently, no member of the senior management team has responsibility for ensuring that the curriculum covers all subjects in sufficient depth, nor that subject specific skills are taught in a progressive way.
26. All pupils have equal access to the curriculum. Pupils with special educational needs receive a broad curriculum and the provision is satisfactory. The support given individually, within groups and in classes generally allows pupils with learning or behavioural difficulties to access the range of learning opportunities provided. Good provision is made in withdrawal groups for pupils with literacy, speech and language and motor control difficulties. Pupils with behavioural needs are very well supported through the school's effective systems for behaviour management. Appropriate

- provision is provided for a tiny minority of pupils with English as an additional language who attend the school, currently only two pupils. This is provided through additional classroom support and group work when required.
27. Links with the local community are good. The school has a number of visitors who come in to speak to the children on a wide range of issues. There are good links with organisations such as the Police Road Safety Unit and the Deaf and Blind Association. There are good links with the local infant and secondary schools.
 28. The school provides well for pupils' personal development: the provision for pupils' spiritual, moral, social and cultural development is good overall. This is not as good a picture as was found at the time of the last inspection when the provision was very good. There is, however, the potential to strengthen the provision considerably with improvements to the curriculum.
 29. Pupils are provided with some very good opportunities for reflection and self-expression through their work in subjects such as art and music. There are also some good opportunities for pupils to develop and reflect on different values and beliefs through assemblies and the PSHE programme. Assembly themes are carefully chosen and include major religious festivals from different faith backgrounds. During the inspection week, some important issues were discussed during assemblies around selfishness and the dangers of 'judging a book by its cover'. Arrangements for Daily Acts of Collective Worship ensure that statutory requirements are met. There are, however, missed opportunities for pupils' personal reflection during assemblies. Pupils' involvement in environmental issues such as their work in geography on recycling and their recent involvement in planning a new school pond also provide good opportunities for reflection and spiritual development.
 30. Provision to promote the principles which distinguish right from wrong is very good. The school works extremely hard and with considerable success to promote good behaviour and to raise pupils' self-esteem. The very clear, meaningful and recently revised school rules are prominently displayed and pupils know and understand them. All staff promote good behaviour by very consistently following the school's discipline policy. Rewards and sanctions are clearly outlined and pupils develop a very clear understanding of the impact of their actions on others. On those occasions when a pupil's behaviour is unacceptable, staff take time to explain why it is not acceptable and emphasise that it is the behaviour and not the child that has caused disappointment. Pupils also have good opportunities to reflect on the part they play in making the school a friendly and supportive place. Circle Time activities provide good opportunities to discuss issues and establish codes of behaviour. The curriculum also makes a positive contribution to pupils' moral development: pupils learn about important key figures, for example, Mahatma Gandhi, William Booth and Helen Keller.
 31. The school provides good opportunities for pupils to develop socially and increase their understanding of living in a community. Within their classrooms and around the school pupils carry out a range of tasks that encourage them to take responsibility and help each other. Older pupils have added responsibilities such as setting up equipment in the hall for assemblies. All pupils are encouraged to be involved in making decisions about the school, for example in relation to developing the school pond and wildlife area and the school council also makes a positive contribution. Pupils are encouraged to work harmoniously together and to develop the skills of collaboration and cooperation. This was noted in many lessons during the inspection where teachers provided good opportunities and encouraged pupils to work together. Pupils are also being encouraged to take responsibility for their own learning and to acquire independence. The good provision for extra-curricular activities, including a residential visit for pupils in Year 6, also contributes to their social development when pupils take part in team building activities. All adults in the school provide good role models for pupils and work positively with them. Pupils are involved in a good range of fundraising activities. In the recent past, they have raised money for National Food Aid, The Poppy Appeal and The Deaf and Blind Society. Pupils regularly entertain and have good links with senior citizens living close to the school.
 32. The provision for pupils' cultural development is satisfactory overall. There are some good opportunities for pupils to appreciate western cultural traditions. They gain good first-hand

experience through regular visitors to school and visits to museums and places of interest, which supports pupils' cultural development well. Work in subjects such as music, art, geography and history makes a positive contribution. In art and music for example, pupils are introduced to a wide range of music and artists drawn from a number of cultural traditions. In geography and history, pupils learn about life in the immediate and contrasting localities, and about some of the important events in the past such as in Tudor Times, the Victorian Era and in Ancient Egypt. There is the potential, with further developments to the curriculum for some subjects, particularly geography and religious education, to make an even greater contribution to pupils' cultural development. The curriculum makes some contribution to pupils' understanding of the diverse cultural traditions found in British Society, however, insufficient attention is given to this important area. This is a significant omission that was also raised at the time of the last inspection. Addressing this weakness is particularly important, given that there are few pupils from ethnic minority groups within the school, or within the local community from whom pupils can otherwise learn.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Pupils continue to be well cared for by the staff and standards of pastoral care are good. Parents and children appreciate the school's efforts in this regard. Procedures for promoting good behaviour and for monitoring and eliminating oppressive behaviour are very good. Staff have high expectations of pupils' behaviour and effective methods are in place to ensure that they are met. The headteacher recognises the need to continue to work with all of the staff to ensure that there is a shared understanding of the need to implement the guidance given in school policies, and to ensure good behaviour is encouraged in ways that make sense to the children. Teaching and support staff make a significant contribution to provide a caring atmosphere and a safe and calm environment for all pupils, both in and outside of lessons. Carers of children who are placed in the care of the Local Education Authority are warm in their praise for the way that the school supports the children's needs. The LEA's behavioural support service is very involved in working with the school and their services are used very well to support specific individuals. Playtimes and lunchtimes are well supervised.
34. Procedures for monitoring and supporting pupils' personal development are good. All staff know pupils well and respond sympathetically to each child. There is a strong emphasis on raising all pupils' self-esteem, which helps them to become confident in their dealings with each other and with all members of staff. Teachers give good praise and encouragement during lessons, and achievements, both large and small, are celebrated. This has a positive effect on pupils' confidence and encourages them to achieve more.
35. Child protection procedures are satisfactorily in place. The headteacher will be taking over from the deputy headteacher as the designated person in charge of child protection and will be enrolling for the required appropriate training. All staff attended a course on child protection at the end of last year. There is a comprehensive health and safety policy, and regular risk assessments are carried out. All health and safety issues mentioned in the previous report have been addressed. Staff are receiving appropriate training to enable them to keep up to date with aspects of First Aid.
36. The procedures for monitoring and promoting good attendance are satisfactory. The school follows up any unexplained absence or lateness. Attendance figures are entered and checked regularly and the school works closely with the Education Welfare Officer. Registration provides a calm and efficient start to the day. Although the attendance rates are broadly in line with the national average, even better attendance would be promoted by more emphasis being given to it in the school's publications, such as the prospectus and the governors' annual report to parents, so that all parents and children become even more aware of the importance of high levels of attendance.
37. The school has recently introduced a more rigorous system for monitoring pupils' attainment and tracking the progress they make in English and mathematics. Baseline scores are taken from the Key Stage 1 results passed up from the feeder infant schools and are used to set end-of-year targets for Year 3 pupils. The school also uses the results of QCA optional tests in Years 3, 4 and 5 to set targets for pupils in other year groups. Pupils' progress in English and mathematics is then formally reviewed twice a year, which in English includes detailed assessment of a piece of

writing. Teachers make diagnostic comments about pupils' assessed tasks in English, which helps to take their learning forward and to set pupils' individual learning targets. In mathematics, some teachers have been piloting a similar approach. The school keeps portfolios of work in a number of subject areas, however, the reasons for the inclusion of the work and an identification of the level of work achieved are not always noted, which limits their usefulness. The school's overall arrangements for assessing pupils' attainment and progress in all of the other National Curriculum subjects and religious education are inconsistent and ad hoc. Except for those in English and mathematics the arrangements for assessing pupils' progress in the short term are inconsistent. More detailed curriculum planning, outlining the knowledge and understanding to be acquired and the skills to be taught, would assist teachers in making better assessments in the foundation subjects. A revised marking policy has recently been introduced. However, practice is inconsistent and not all teachers adhere to the marking policy. The previous inspection report identified the need to improve the impact of assessment on pupils' attainment and progress. Although progress on this issue has been made, there is still much to be done.

38. Pupils with special educational needs are initially identified through consultation with the infant school from which they transfer, and as a result of the concerns raised by teachers and parents. The SENCo, following consultation with those concerned, then draws up pupils' individual education plans. Realistic and manageable targets are set for pupils, which are reviewed half-yearly, but more frequently if necessary. The progress made by pupils in withdrawal sessions is carefully assessed and monitored, but classroom assistants, working with pupils in classrooms, are not expected to record the progress made by the groups or pupils they are working with, in order to assist teachers with their own assessments. They do, however, attend progress reviews with class teachers and the SENCo to report on the progress being made by pupils and to review their targets. The help and support of outside agencies is sought as required. Pupils with a Statement of Special Educational Need receive their full entitlement to the provision allocated to them and the school meets the statutory requirements for pupils with a Statement of Special Educational Needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school continues to foster positive views among parents, although there is some criticism from parents about certain aspects of the school's work. The parents at the parents' meeting, those who responded to the parents' questionnaire and those spoken to by inspectors during the inspection week all value the school for its caring attitudes, and the vast majority believe that their children are making good progress and like coming to school. They say that the school expects their children to work hard and achieve their best and that the school is helping them to become mature and responsible.
40. A few parents felt that pupils with special educational needs would benefit from more attention in class, and the inspection judgements supports this view. Inspectors found that teachers do not always match the work to the abilities of individuals or groups of children. Some parents also said that behaviour was not always good. The inspection team found that the majority of pupils behave well, but a small minority with specific behaviour difficulties occasionally cause some disruption in class. However, such behaviour is managed very well and the disruption caused is kept to a minimum. The headteacher also deals firmly with any incidents of inappropriate behaviour and has identified the need to continue to work with pupils and staff on behavioural matters.
41. Parents are very appreciative of the good range of activities provided outside of lessons, but some are not happy that inadequate alternative arrangements are made if an activity is cancelled at short notice. Parents have expressed a desire to become more involved in the life of the school and the school is working towards involving them more in their children's education. The inspection team judged that, whilst newsletters were frequent and informative, there is a need for more information to be given to parents regarding the curriculum and topics that the pupils will be studying during each term. There is also a lack of detailed information in the pupils' annual reports. There is not enough information in subjects other than English and mathematics about what the pupils have achieved in relation to that expected, and in relation to other pupils of a similar age, nor enough

information about what children need to do to improve. This whole area of information to parents was also a weakness identified in the previous inspection report.

42. The overall effectiveness of the school's links with parents is satisfactory. The vast majority of parents speak highly of the informal links with the headteacher and staff. They feel welcomed in the school. They see communication as a two-way process, ensuring pupils' interests are to the fore and appreciate the use of home/school diaries to pass information between school and home. The contribution of parents to children's learning at school and at home is satisfactory. A few parents come into the school to hear the children read and this makes a valuable contribution to pupils' learning. The inspection team found that the use of homework throughout the school was satisfactory. Although parents appreciate the parents' evenings, they would prefer the first one to be held a little later in the school year so that their children have had a chance to settle into school and teaching staff will then be better informed to discuss their child's progress. Parents of pupils in Year 6, who attended the meeting prior to inspection, spoke positively about the recent meeting for them and their children to talk about and sample some of the tests pupils take at age eleven. The SENCo is working towards the greater involvement of parents of pupils with special educational needs. She makes time after school to see any concerned parents. Pupils' targets are discussed at termly consultation meetings where parents receive copies of individual education plans and are encouraged to support children in reaching their targets.
43. There is a parents' association called 'Friends of Laburnum'. Although there are few formal meetings, volunteers are plentiful and very willing to help with social and fundraising events. They have worked very hard and have raised considerable funds, which were, for example, spent on playground equipment, equipment for the 'cool out' club and projector trolleys. The staff report that there has never been a shortage of volunteers to help when requested. Parents spoken to during the inspection were very sorry that the Christmas performance had to be cancelled last year, but are delighted that it will take place again this year. Those at the meeting spoke very highly of the annual drama productions in which all pupils perform or take part. They noted that these events are well attended by parents. Induction procedures for children entering the school are good. Parents are pleased at how their children settle in and enjoy school and they like the way pupils are expected to work hard. They also appreciate the care taken when the oldest pupils transfer to secondary school to ensure that transfer is effective.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The overall leadership and management of the school are good. This is a similar picture to that at the time of the previous inspection. The newly appointed headteacher, supported by the governing body and senior staff, provides good leadership and a clear educational direction for the school's future development.
45. The headteacher, who has been in post since September 2001, is very enthusiastic and committed to ensuring that pupils are provided with opportunities to reach their full potential. At the heart of her vision, shared widely with staff, governors, parents and pupils, is the desire to create a climate of continuous self-review and improvement. While the pace and number of recent changes initiated by the headteacher have been quite a challenge to some in the school community, there is general recognition that proposed developments are needed. Although there have been considerable improvements to the resources and learning environment and a good start on making improvements in a number of other areas, senior managers have not had sufficient time to tackle successfully some important areas they have identified as priorities, for example school development planning, the overall standards in English and design and technology, and, ensuring that co-ordinators are fully involved in monitoring and developing pupils' learning. In addition inspection findings identify significant weaknesses in the curriculum that need to be addressed promptly.
46. The deputy headteacher has been in post for several years and she makes a good contribution to school management. She has been instrumental and has worked very effectively to develop a more rigorous and systematic approach to assessing pupils' attainment and progress. She works well with the headteacher and, together, they are helping staff become more familiar with analysing

data and tracking the progress of individual pupils in order to identify and tackle areas of underachievement. The senior management team of the headteacher, deputy headteacher and the upper school team leader meets fortnightly to discuss administrative issues and review policy and procedures. The headteacher has consulted the team to check the implications of proposed changes and has evaluated feedback from staff. This has been particularly helpful in reviewing the effects of the behaviour policy and how procedures are being applied.

47. The role of co-ordinators has been extended since the previous inspection when weaknesses were highlighted, but their role is still not sufficiently well developed. The headteacher recognises the importance of helping and supporting co-ordinators in their role of monitoring pupils' learning in order to raise standards. The management of numeracy was the focus in the autumn term; currently, literacy is being looked at and science will be considered in the summer term. The intention is for co-ordinators to review the current provision in their subject, analyse assessment information, scrutinise samples of pupils' work and observe teaching, and then draw up development plans based on their findings. In addition, they will take a lead in developing policies and schemes of work as well as managing and purchasing resources. Although a good start has been made in English, mathematics and science, there has not been time to ensure that co-ordinators of all subjects have yet had the training and support they need, which is a shortcoming that needs to be addressed promptly.
48. The governing body is committed and operates effectively through an appropriate meeting structure, with two main committees, finance and buildings and staffing and curriculum. Governors regularly attend training and are keen to develop their knowledge and understanding of their role as 'critical friends'. They are well informed because they receive regular and clear reports from the headteacher, senior management team and co-ordinators, and many visit to increase further their understanding of how the school runs, and to formally monitor the provision. As a result, governors are aware of what needs to be done to improve the quality of education and provision and raise standards further. Governors are very supportive of the new headteacher and have ensured that she has had the ways and means to carry out her recent actions to improve the school buildings and facilities.
49. The school is becoming more adept at monitoring and evaluating the effectiveness of its actions; this is as part of a well thought out performance management strategy initiated by the headteacher involving governors, senior managers and staff. Pupil performance data is now being thoroughly analysed in English, mathematics and science; weaknesses are identified and appropriate plans are being drawn up. Currently, actions have mainly been taken in English to tackle shortcomings in pupils' writing, in mathematics to improve pupils' mental agility and in science to develop pupils' investigative skills.
50. The current school development plan, inherited by the new headteacher, is rather limited: planning for only one year is covered, actions do not include those to address uncompleted key issues from the previous inspection, and plans vary considerably in detail. The headteacher drew up an interim plan to tackle urgent issues concerned with health and safety and further improvement of the library and information and communication technology facilities. Most items identified have been successfully completed in a very short time. The school is aware of other outstanding shortcomings and is compiling a school improvement plan based upon a thorough and ongoing review of its actions at all levels and the effect on pupils' achievement. However, insufficient attention has been given to considering what specific measures are needed to check the effectiveness of planned actions and the commitment of resources. Governors, co-ordinators and staff are being trained and supported to be fully involved in this task and it is the intention to also consult parents and pupils on their views about what needs to be improved and developed.
51. The performance management review cycle and procedures have been agreed but the second round of performance management has not been yet fully implemented. Setting of the headteacher's performance targets was delayed until the spring term to enable her to have a better view of the school. While all managers and staff have had informal interviews with the headteacher and been observed teaching, senior managers feel that the process needs reviewing to ensure

individual targets for teachers are more rigorously applied. Staff are given very good support for their professional development, which is well linked to school development priorities.

52. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting with parents and holding reviews. Funding for special educational needs is used fully and appropriately. The SENCo is aware of the recently revised Code of Practice and of its implications for special needs provision. She has a clear picture of the needs of pupils throughout the school and how they are being met, particularly the provision during withdrawal sessions. However, in-class provision is not monitored well enough. Classroom assistants are appropriately deployed to areas of greatest need but the impact of their work has not been systematically monitored. Consequently, while assistants are often used well in classrooms to support pupils with emotional and behavioural difficulties, they are not always used as effectively to support pupils' learning. Classroom assistants have taken it on themselves to meet regularly to discuss the work they are doing, and would benefit from some advice and input by the SENCo at these meetings. They are fully involved in the life of the school, being invited to attend relevant training with teachers. Many of the support staff have also received training in different areas relevant to special needs support, for example literacy and numeracy, behaviour management, speech and language difficulties, and computer skills. They use their skills effectively when working with pupils in withdrawal sessions; opportunities are missed in lessons, where some could play a more proactive role in supporting pupils. In these instances teachers also need to guide and deploy the staff more effectively.
53. The school has not been involved with initial teacher training in the recent past, but is considering developing links with the local higher education institutions to discuss student placements. The induction of newly qualified staff is well organised with the effective use of non-contact time and mentoring by an experienced member of staff. The school has a newly qualified teacher this year and she reports that the school has made her very welcome and provided her with effective advice and support. Induction of other staff has not been organised formally but it is intended to produce a welcome pack and programme in the near future.
54. The school has a core of reliable teachers to call on to cover staff absence and release. This has helped manage temporary replacements and reduce the disruption on pupils' learning. However, short-term cover is not effectively organised, which is an important shortcoming in the day-to-day management. On several occasions during the inspection when temporary staff were taking classes, although they had been given some of the teaching plans for the year group they were teaching, they had insufficient guidance about precisely what was to be taught in lessons on that day and lacked important information about what pupils had actually covered the day before. This had a negative impact on pupils' learning.
55. The school is rapidly introducing and using new technologies as new equipment and resources are purchased. All teachers have undergone intensive training in ICT and support assistants will be following appropriate courses. In general, staff make good use of new technologies to support their lesson preparation, the analysis of assessment information and in the production of learning resources. The use of the library also incorporates new technology effectively to search for and identify books. Funds designated for specific purposes are used appropriately. The school has also been successful in attracting grants from other sources and received £8,000 from the single regeneration budget, which has been used well to improve the library stock, purchase additional computers and to improve the school grounds.
56. Despite having considerable structural problems, the school building provides a welcoming environment and is well maintained by the site manager and cleaning staff. The library has recently been re-sited and refurbished and a new information and communication technology suite created. However, despite these significant improvements, parts of the buildings and some facilities are still in a poor state. Pupils' toilets are in an unsatisfactory condition and the outside facing wall in the hall leaks badly so that on rainy days, the floor is flooded and cannot be used. The grounds are well laid out and include an extensive grassed area as well as a large paved playground and attractive patio and raised water feature. These are effectively used to support learning, particularly in science, physical education and art.

57. Resources are satisfactory overall and sufficient to meet the demands of the National Curriculum, apart from those in design and technology. The library, although significantly improved, has deficiencies in some subjects, particularly in art, design and technology and sports. The library is now used well by pupils. The headteacher and governors are aware of the principles of best value and apply them when making major spending decisions, such as the refurbishment of the library and the provision of the new computer suite. In making decisions, governors compare their school with others. They seek to gain value for money through competitive tendering, using the guidance of the Local Education Authority, and are able to account for their financial decisions. Financial planning is now focused on supporting priorities for raising standards and provision. On her appointment, the headteacher identified a considerable under-spend from previous financial years, in excess of £24,000. With the agreement of the governing body, this was allocated to fund the urgent improvement required. Financial control and administration are very efficient, as confirmed by the external audit in December 2000, when only a few minor recommendations were made that were quickly implemented. Improvements to school development planning, which also outline explicit success criteria, are needed to ensure that the headteacher and governors can more rigorously evaluate the impact of their spending on pupils' overall attainment and progress. The headteacher has very good support from the bursar and administrative assistant, which enables her to carry out her day-to-day responsibilities.
58. Taking into account pupils' attainment on entry to the school, the overall satisfactory progress that pupils make and the steady improvement to standards by age eleven, the satisfactory teaching and the good capacity for improvement, the school is providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the school further, the staff, governors and headteacher should:

- i. Improve pupils' attainment in writing and their skills in speaking by:
- providing more opportunities in all subjects for pupils to write at length and to redraft and refine their written work;
 - giving better and more consistent attention to the development of pupils' handwriting skills and the presentation of their work;
 - planning more opportunities for pupils to develop their spoken English; and
 - ensuring that teachers' marking of pupils' written work consistently provides clear feedback to pupils about how to improve.

(Paragraphs 1,2,3,6,15,19,24,45,60,61,65,70,85,107,110,111,133)

- ii. Raise standards in design and technology by providing a scheme of work for the subject, improving teachers' expertise and ensuring that sufficient time is allocated to teaching the subject.

(Paragraphs 6,45,94,95,96,97,98,99)

- iii. Improve the overall curriculum provision and thereby strengthen aspects of the teaching by:

- improving the curriculum plans and teaching plans for the foundation subjects in particular, so that they outline clearly the precise skills, knowledge and understanding that pupils of different ages and abilities need to learn;
- ensuring that sufficient time is given to all of the subjects;
- maximising the use of the relevant links that exist between subjects; and
- providing more opportunities within the curriculum for pupils to develop an appreciation of the cultural diversity found in British society.

(Paragraphs 7,6,15,19,21,23,25,32,37,40,73,81,102,104,106,107,110,111,125,134)

- iv. Provide parents with more information about what is taught, about how well their children are progressing, and the ways in which they need to improve.

(Paragraphs 41,42)

- v. Establish systems whereby the co-ordinators regularly monitor the work in their subjects, particularly the standards of work of pupils of different ages and abilities, and the extent of pupils' learning.

(Paragraphs 25,37,45,47,70,86,101,107,112,125,130,134)

- vi. Draw up a long-term school development plan that clearly outlines, and in detail, the improvements that are planned and identifies explicit criteria for determining and assessing the impact of the proposed developments.

(Paragraphs 45,50,57)

In addition, the school should address the following minor weaknesses:

- Ensure that when temporary teachers are employed to take classes, they are fully briefed about what the pupils should be learning that day and about what pupils have previously learned.
- Improve the way in which some classroom assistants are deployed to support pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	29	21	3	0	0
Percentage	0	10	49	36	5	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	242
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.1

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	36	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	27	34
	Girls	23	21	27
	Total	38	48	61
Percentage of pupils at NC level 4 or above	School	57 (71)	65 (71)	82 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	27	35
	Girls	26	21	27
	Total	44	48	62
Percentage of pupils at NC level 4 or above	School	59 (75)	65 (74)	85 (86)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	1
White	238
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	21.6
Average class size	26.8

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	168

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	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	3	0
Other minority ethnic groups	3	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	540,748
Total expenditure	520,383
Expenditure per pupil	2,090
Balance brought forward from previous year	4,267
Balance carried forward to next year	24,668

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

242

Number of questionnaires returned

53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	44	8	2	2
My child is making good progress in school.	30	58	12	0	0
Behaviour in the school is good.	15	62	13	4	6
My child gets the right amount of work to do at home.	25	57	12	0	6
The teaching is good.	34	64	2	0	0
I am kept well informed about how my child is getting on.	19	51	26	2	2
I would feel comfortable about approaching the school with questions or a problem.	40	43	15	2	0
The school expects my child to work hard and achieve his or her best.	40	60	0	0	0
The school works closely with parents.	15	41	32	4	8
The school is well led and managed.	26	52	8	6	8
The school is helping my child become mature and responsible.	24	64	10	2	0
The school provides an interesting range of activities outside lessons.	30	54	10	6	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

ENGLISH

59. In the National Curriculum tests at age eleven in 2001, overall standards attained in the English tests were well below those found in schools nationally and in similar schools. During the four-year period from 1997-2000, standards in English have gradually improved in line with the national trend.
60. At the time of the last inspection, pupils' overall attainment in speaking and listening and reading was reported to be meeting national expectations; pupils' attainment in writing was found to be below national expectations. This is still the case, except that in speaking a significant proportion of the pupils' skills is now also below national expectations. One significant factor in the inconsistent performances of both boys and girls has been the lack of a whole school system for monitoring pupils' progress in English.
61. When pupils first enter the school, standards in speaking and listening are below national expectations. By the time pupils leave the school, standards of spoken language are still below national expectations but their listening skills are broadly in line with those expected. Pupils in Year 6 generally listen attentively to the teacher and other adults as, for example, in science, mathematics and art lessons when specific technical language was being introduced. By the end of Year 6, a significant minority of pupils do not have the skills required to express their thoughts in an articulate manner. For example, in a Year 6 science lesson, pupils did not speak in coherent sentences, giving answers and views in phrases rather than thoughtful developed ideas. In the shared text work during the literacy hour, the teachers work hard to extend and broaden the pupils' knowledge of spoken language, but too many pupils lack the breadth of vocabulary to express their thoughts and ideas clearly. For example, in a literacy lesson in Year 3, pupils listened well to questions posed by the teacher but many were unable to respond in coherent sentences. Pupils of all ages are keen to participate in discussion but many struggle to articulate their thoughts clearly and coherently, despite recognising correct words to use. Circle time and personal, social and health education lessons enable pupils to discuss a wide range of issues. However, teachers do not provide enough opportunities for pupils to practise their speaking skills in lessons across all subjects of the curriculum. As a result, progress made in pupils' development of speaking skills is too slow. There are missed opportunities to, for example, evaluate their own and others performance in music, art and physical education. No drama or role-play was observed in English lessons during the inspection and few opportunities were available during assemblies for pupils to develop their use of spoken language.
62. By the end of the key stage, standards in reading are in line with national expectations, which is an improvement since the last inspection. The majority of pupils understand the importance of practising and improving their reading skills, and are happy to talk about reading experiences. They enjoy their reading tasks and closely follow the guidance offered by the teachers or learning support assistants during the literacy hour. There are regular guided reading sessions during the week, when pupils have an opportunity to read books with the teacher and also to work independently at reading related activities. Higher attaining pupils in Year 6 read confidently and fluently and are able to recall salient features of characters or the plot in the stories they have read. Average attaining readers use phonic cues to tackle difficult words and are able to express opinions about the books they read. Lower attaining pupils self-correct after recognising an error but occasionally ask for support. All pupils learn to access information using the library's classification system and know how to access information from books quickly and efficiently using content and index pages. In Year 3, pupils use an appropriate range of strategies to help them to read. These include phonic and picture cues and prediction. By the time pupils are in Year 6 they

talk about their preferences for popular authors such as Jacqueline Wilson, JK Rowling or Roald Dahl.

63. All classrooms have book corners, although some are better organised and more appealing to pupils than others. The books that pupils are reading are drawn from a range of material, and are recorded in the pupil's Home-School Reading Record book. The majority of these show clearly that the teacher, parents and child add helpful comments about the pupil's progress. Pupils' individual progress in reading is monitored carefully by teachers, with records being updated termly along with targets for improvement. At present, no standardised reading tests are used in the school. The quality of assessments should be further developed by using appropriate standardised assessment tools in addition to the current procedures.
64. A key issue in the last inspection was to develop pupils' use of the school library. Arrangements for teaching library skills have improved. Pupils have access to a relocated library that is larger and brighter, and to a part-time librarian who provides help and support to develop pupils' library skills. There has been a substantial investment in a range of texts to encourage reading. The school's resources for guided reading are good. The quantity and quality of non-fiction books are satisfactory. The library is used by pupils all classes and makes a valuable contribution to pupils' progress and learning in developing library and research skills.
65. Despite the increased attention paid to raising pupils' attainment in writing, standards remain below national expectations by the time pupils leave the school. By the end of the key stage, higher attaining pupils use well-chosen and effective vocabulary to support their purpose. They use different types of connectives effectively to produce longer and more complex sentences; spelling and punctuation is generally accurate. Average attaining pupils generally sustain their ideas when putting across an argument, for example, when putting forward an argument about the right time to go to bed. Spelling is usually accurate but polysyllabic words do not always conform to regular patterns. When, for example, writing a paragraph about the water cycle, lower attaining pupils' spoken language patterns still tend to influence their writing and their spelling is poor. All of the pupils are able to write for a range of purposes and audiences. However, few pupils are producing extended pieces of writing that handle language in a creative manner using interesting ideas and vocabulary. Standards of handwriting and presentation are below national expectations at age eleven.
66. Aspects of the literacy hour have been appropriately implemented, and pupils are achieving more success in relation to their initial weakness. For example, pupils in Year 3 amend and improve text when writing instructions and begin to understand and use imperative verbs correctly. Pupils with special educational needs make sound progress. They are well supported by a learning support assistant to improve their writing, for example, when using markers on an acetate sheet. Pupils in Year 4 clearly understand the features of good instructional writing and can explain why they need to remove certain words and phrases from a set of instructions. In Years 3 and 4, the standards of handwriting and punctuation are in line with national expectations.
67. The quality of teaching ranges from very good to unsatisfactory and is satisfactory overall. All lessons have clear objectives showing what pupils are to learn. In the majority of lessons seen, these objectives are shared with the pupils, who have a clear idea of what is expected of them. The small percentage of very good teaching is typified by clear objectives that are identified and communicated to pupils at the beginning of the lesson and focused on throughout the lesson. There are sustained high expectations of the pupils. High quality teacher-prepared resources interest and motivate pupils and contribute to their good progress. For example, in a mixed age Year 3 and 4 class when the class was using a teacher-prepared checklist, pupils made very good progress in improving their instructional writing.
68. In two lessons, one in the lower school and one in the upper part of the school, teaching was found to be unsatisfactory. In one lesson, the lack of pace and too much attention to pupil management and not enough to classroom and lesson organisation resulted in pupils not making enough progress in the whole class teaching part of the lesson. In another lesson, a lack of preparation, organisation and inappropriate methods resulted in learning being unsatisfactory.

Sometimes there was weakness in teaching when classes were covered by temporary teachers and had insufficient time to familiarise themselves with the lesson plans for the class. Where the quality of teaching is good, there is an enthusiasm about the teaching of the English curriculum and teachers' subject knowledge is good. Teachers know the strengths and weaknesses of the pupils, resulting in activities being well matched to all pupils' prior attainments.

69. The quality of marking is variable throughout the school and does not always follow the school's marking policy. The use of constructive and supportive comments to take pupils forward in their learning is not embedded in practice throughout the school. Pupils make good use of prompts and writing frames, although these could be more widely used, especially to support lower attaining pupils and those pupils with special educational needs.
70. The co-ordinator provides sound leadership. Along with the assessment co-ordinator, she has recently introduced and implemented a system for monitoring pupils' progress in English. She has also introduced termly written assessment tasks for each year group and individual pupil targets. Assessment information, including test results, is analysed well so that the school has an accurate picture of how well pupils are doing against national standards, and how their learning could be better supported. Language skills are being developed across work in other subjects. However, incorporating the development of pupils' writing and spoken English into work in all subjects needs to be a priority. At present, the co-ordinator does not formally monitor teachers' planning, sample pupils' work nor undertake regular and formal classroom observations and this aspect of her role should be developed.

MATHEMATICS

71. At the age of eleven, overall standards in mathematics are close to the national average, showing that standards have been maintained since the last inspection. The majority of pupils make satisfactory progress throughout the school. There is no significant difference between the attainment of boys and girls. The school is unlikely to meet fully the challenging target set of 84 per cent of pupils in the current Year 6 classes to achieve at least Level 4 in tests in May: however, appropriate learning opportunities and additional support should help higher attaining pupils achieve their full potential, but the relatively high proportion of pupils with special educational needs, and some lack of appropriate learning opportunities for lower attaining pupils, are likely to depress overall standards. A similar picture is reflected in the 2001 national test results, where the proportion achieving higher levels matched the national figure, but the proportion achieving expected levels fell below it.
72. At the age of eleven, pupils have a sound understanding of place value, multiplying and dividing numbers by 10 and 100. They use efficient written methods for computation. More able pupils can multiply decimals to two places, and show a good understanding of inverse operations in their solution of simple algebraic equations. Lower attaining pupils do not easily recall multiplication facts or calculate number bonds to a hundred. Pupils name two and three-dimensional shapes and note their properties, and they can identify lines of symmetry in two-dimensional shapes. More able pupils measure angles accurately and know the sum of the angles in a triangle. Pupils use frequency tables to record data, and draw bar charts and line graphs to display and compare information. They have opportunities in problem solving to use the strategies that have been taught, and to try out their own ideas, as seen, for example, when investigating prime numbers.
73. The quality of teaching and learning is satisfactory overall. Some good and very good teaching was observed in lessons during the inspection. In one lesson where teaching was unsatisfactory, this was taught by a temporary teacher. The school does not give sufficient emphasis to briefing temporary staff about what pupils are expected to do on that day, or about what they learned the day before. Although teachers in the same year groups generally plan well together, sharing expertise and often adapting the National Numeracy Strategy to meet the needs of pupils in different ability sets, insufficient attention is given to the learning needs of lower attaining pupils, including those pupils with special educational needs. For example, in Year 3, lower attaining pupils were expected to record related multiplication and division facts and to work on number sequences, without practical equipment or accessible number lines to help them develop the

underlying concepts. In Year 6, pupils in the lowest ability set were confused by work on creating and solving algebraic equations using inverse operations, and therefore made limited progress in the lesson. Comments in marking, such as 'This looks very confused' and 'It looks like you don't understand this work' also bear out the fact that some pupils experience difficulty with the work set for them, and are unlikely to help pupils understand the work.

74. The analysis of past work shows that pupils are often set challenging tasks, although for more able pupils, at times, there is an over-reliance on worksheets (which are also undated) to consolidate knowledge and understanding, rather than to move pupils forward in their learning at a faster rate. The sample of past work shows much inconsistency in the quality of presentation. In lessons where teaching is good or better, teachers have appropriately high expectations of pupils, both in the presentation of their work and in what they expect pupils to complete in the lesson. Where lessons have a brisk start, pupils make good progress in their mathematical thinking. This was seen, for example, in a lesson in Year 3 when pupils worked in small groups or used computers to practise quick recall of multiplication and division facts. Where teaching is good, learning objectives are shared with pupils so that they know the purpose of lessons, and introductions are generally effective. However, there are not always sufficient opportunities during lessons for pupils to answer questions at length and to explain their reasoning, so developing their understanding further. In a very good lesson observed in the lower half of the school, the use of rigorous questioning, where the teacher targeted specific questions to pupils of all abilities, enabled pupils to make good progress in ordering numbers and understanding number sequences. This questioning was again used in the summing up of the lesson, where pupils had good opportunities to evaluate their own learning. In some other lessons, pupils evaluate their own learning by colouring in traffic lights to indicate how the lesson went for them, which is effective. Marking of pupils' work is inconsistent. Better examples refer back to the learning objectives and inform pupils about how well they have met them and what they need to do to improve. Such procedures, when carried out well, clearly involve pupils in understanding their own learning and the progress they are making.
75. Classroom assistants working with lower ability sets are not always given the opportunity to work as effectively as they could with groups of pupils, so helping them to make better progress. They are not provided with written plans of work for their groups, nor expected to record the progress made by pupils. In the whole class teaching part of the lesson they sometimes support individual pupils effectively, encouraging them and supporting them to offer responses. When working with groups they support individuals in their work, but could have a greater role to play, for example, in discussing objectives and activities further and getting the group to model answers, before going onto individual recording.
76. There are good relationships between staff and pupils that result in good behaviour and positive attitudes to learning, and this helps to raise pupils' self-esteem and confidence. Pupils with behavioural difficulties are well managed, although the time needed for these pupils, as a necessity, sometimes tends to slow the pace of lessons for other pupils. There are good opportunities for pupils to work cooperatively, and pupils often discuss work amongst themselves as a matter of course.
77. There are satisfactory opportunities for pupils to use numeracy skills in other subject areas, for example, measuring in design and technology, and recording results in science. Some use is made of information and communication technology for practising skills and entering, displaying and comparing data.
78. The subject is well led and managed by the co-ordinator. In the past there has been a programme of lesson observations containing a clear focus, with a view to improving the quality of teaching and raising standards. Teachers received verbal and written feedback. Planning has been seen and some evaluation made. Teacher assessments against key learning objectives, along with the results of national and other end of year testing, enable pupils' progress to be carefully tracked, and form the basis for setting and forming ability groups within sets. They also identify those pupils who need further support, for example, through Booster groups and Springboard. Results from testing are analysed so that weaker areas can be given attention in future planning, although

planned, yearly individual pupil targets are not yet set in numeracy. Some mathematical vocabulary is displayed in classrooms, but there is little evidence of display that raises the overall profile of the subject or celebrates pupils' achievements. The school regularly provides homework for pupils to reinforce work done in lessons. There is some inconsistency in the frequency and nature of homework set.

79. Parents would like to know more about the work to be covered each term and more about their children's progress.

SCIENCE

80. Standards in science at age 11 meet national expectations, as was the case at the time of the previous inspection. Following an analysis of pupils' results in the tests last year, the science co-ordinator identified pupils' scientific and investigative skills as a weakness and has helped and encouraged staff to place greater emphasis on systematic enquiry. Overall, the quality of teaching is satisfactory in science, with examples of good and very good teaching.
81. From Year 3 to 6, pupils generally achieve well in gaining knowledge and have a sound understanding of science. Despite the greater emphasis on practical investigations, pupils still have particular difficulties with forming views about what is likely to happen in different circumstances and how to test out their ideas. Pupils approach the subject with a high level of interest, enthusiasm and desire to understand the natural and physical world and their place in it. They sustain their concentration, work hard and show an increasing level of independence when they are given the opportunity to explore possibilities in science.
82. Overall, pupils with special educational needs now make satisfactory progress. However, their exercise books covering the past year show that too often recorded work is unfinished and pupils are not learning from their mistakes. This is still occurring in some science lessons when work is too hard and they are not given appropriate help. Similarly, higher attaining pupils are also not always given sufficiently challenging activities to extend their thinking.
83. In the eight lessons observed, teaching was very good on two occasions, good in a further two lessons and in the remaining lessons was satisfactory. Very good teaching was characterised by high expectations of behaviour and pupils' attitudes, variety and pace and careful organisation and planning. In a lesson with a Year 3 and 4 class on finding out why plants require leaves, for example, the teacher stressed the need for collaboration and co-operation during group work when pupils were discussing their ideas, consistently reminded them of her expectations and sensitively managed pupils' behaviour. She had planned and prepared very well, ensuring appropriate resources, such as plants, were readily available and tasks were appropriately matched to the rate and stage of learning of each group. As a result, by the end of the lesson nearly all pupils had a basic understanding of photosynthesis and that plants feed and breath through their leaves.
84. Good teaching occurs when the learning is broken down into stages that build easily on each other and the teacher's appropriate questioning focuses pupils' thinking so that they can see how to carry out a simple investigation systematically. However, sometimes the group activity is too hard for lower attaining pupils and they have to wait too long for help. In a lesson in Year 4, also on investigating leaves, the teacher guided pupils by well chosen questions to consider how to devise a fair test to discover what happens if the leaves are removed from a plant. He ensured they considered carefully what had to be done, and higher and average attaining pupils who went on to work in small groups were able to propose, without prompting, the need for a similar leafed plant with which to make comparisons and that both plants should be treated the same. The lower attaining pupils found this task far more difficult as they were unsure of what to do and wasted time until the teacher was able to help them.
85. When teaching is satisfactory but not better, this is often when activities given to pupils to tackle in groups or independently are too hard and despite the teacher's or assistant's best efforts, they are unable to support so many in the class having difficulties. In a Year 3 lesson on plants, pupils were not clear about what they had to find out and became confused about why they were asked

to cover plants with black plastic. They did not know the importance of light to plants as they had also been discussing the effects of water in the introductory session. There were too many factors for pupils to consider for them to be able to come up with a fair way of testing ideas.

86. While the teaching observed during the inspection was sound and often better and pupils are now generally achieving well, evidence from looking at a sample of pupils' recorded work and discussions with pupils indicates that such improvements are fairly recent. As a result, by age 11 most pupils do not confidently suggest and test hypotheses independently. They need considerable help and support, particularly to think scientifically so that they can discuss and analyse different suggestions. Some are also constrained by their weak speaking and writing skills and do not confidently express and record their findings and conclusions. However, nearly all understand life processes in plants, animals and in themselves and can identify and name their major organs. They confidently construct and describe food chains. They recognise and classify materials, knowing how to separate mixtures and can explain changes in their state. They have studied the solar system and have a feel for distances and relative sizes of the planets and sun. They know some of the properties of light, sound, electricity and forces.
87. The subject is soundly led by the co-ordinator. He is relatively inexperienced as a co-ordinator but has benefited from recent support and training. He has made a good start by reviewing the curriculum and providing a helpful scheme of work with more emphasis on systematic investigation. He has produced a realistic action plan but has not yet been able to monitor and develop pupils' learning as other subjects have taken priority. Good developments in science are planned for later in the summer term.
88. Overall, science resources are satisfactory but the co-ordinator plans to produce topic boxes to support each unit studied. The school grounds are extensive and contain a range of habitats used effectively to broaden pupils' experiences of the living and natural world. New technologies are playing a more important part in teaching and pupils' learning, with effective use made of the Internet to research projects, as was done in Year 3 on the life and habitats of giraffes. The library has a good range of appropriate books on science topics that are used to supplement displays, for example, in a Year 3 class about healthy plants, and for individual research.
89. The recent initiatives to focus more on developing pupils' scientific skills through practical activities are beginning to have a positive effect on raising standards and plans to monitor pupils' learning and tackle shortcomings indicate the capacity and commitment to improve further.

ART AND DESIGN

90. Standards of pupils' work in art and design are above national expectations. Pupils in Year 3 use a variety of methods and approaches to communicate observations. For example, they use powder paint and dry colour media effectively to record their observations of sunflowers. They make sketches of patterns from photographs of Antoni Gaudi's work and transfer their patterns onto fabric using indelible black felt pen. Pupils add texture using glue and metallic paint to complete a wall hanging inspired by the Spanish architect. Pupils in Year 5 use plaster of Paris strips around a rigid framework to create human sculptures inspired by the work of Alberto Giacometti. In Year 6, pupils record their observations of shells in both three-dimensions, using clay, and two dimensions using pastels and watercolours. The standard of their work is good and is displayed effectively by teachers, both in classrooms and around the school. Art is a strength of the school.
91. The quality of learning in art and design is good. An examination of pupils' work, displays around the school and lessons observed demonstrates a sustained development in skills, concepts and knowledge as pupils progress throughout the school. The majority of pupils, including those with special educational needs, make good progress as they experiment and express their ideas and feelings through a wide range of experiences in art. Pencil skills, the use of shading, line and texture, are being developed effectively throughout the school. For example, pupils in Years 3 and 4 make good progress in using different grades of pencils to produce a range of tones. Pupils learn how to apply paint using different techniques such as swirling, rolling, dabbing and hatching.

Effective use is made of sketch/art books in each year group. This enables pupils to build upon their previous achievement and to refine and improve their skills. Pupils in all year groups use the ideas and techniques of famous artists to very good effect in their own work. For example, careful studies of designs by William Morris have resulted in some detailed patterns in a similar style.

92. Effective links are made with art and learning in other subjects. History is an example, where work in displays is linked to the study of Roman mosaics. ICT is used to encourage pupils to use a variety of tools available on computer, as, for example, when older pupils studied the work of William Morris and copied his style using a paint program. Pupils enjoy art lessons, share resources amicably and are keen to discuss their work with others. Pupils' good behaviour adds to their hard-working approach in lessons. The subject provides some good opportunities for pupils to work together, to collaborate and cooperate, as is evident from some large pieces of work on display that are produced by groups of pupils or the whole class.
93. Overall, teaching in art is good. There are clear, comprehensive schemes of work and guidelines that are effectively used by teachers. However, there is no uniformity of practice in the use of short-term planning and setting specific learning objectives. Occasionally work is not appropriately matched to meet the needs of pupils of all abilities within the class. The majority of teachers demonstrate good subject knowledge. They give clear explanations and demonstrations. Teachers encourage pupils to think about the tools and resources they are using and how to obtain the right effect as, for example, when showing pupils how to use graded pencils to produce different tones. Teachers make good use of the school's high quality resources to promote pupils' learning. This was evident in Years 5 and 6 when pupils had access to a wide range of photographs of Monet's paintings.
94. At the end of last term, the co-ordinator, who was also an art specialist, left the school and the deputy headteacher has now taken over the co-ordination of the subject. The school has made good progress in addressing the issues identified in the last inspection report by offering more opportunities for three-dimensional work and improved opportunities for use of the computer. The new co-ordinator has many areas of responsibility, but is committed to supporting colleagues and maintaining high standards. Resources are good. A portfolio of work provides help in the assessment of coverage and attainment, as do pupils' self-assessment exercises undertaken in their sketch/art books. Reports to parents are not particularly helpful in identifying what needs to be done to improve their child's work.

DESIGN AND TECHNOLOGY

95. During the inspection, design and technology was not being taught in most year groups and it was possible to observe only part of one lesson. Judgements have also been made on the basis of talking to pupils, scrutiny of pupils' displayed work, discussions with teachers and a scrutiny of teachers' plans. This evidence indicates a decline in standards since the previous inspection as pupils' attainment at 11 is now below that expected for their age. This is because pupils have not had sufficient opportunities to develop their design and evaluation skills.
96. Projects are planned following guidance that pre-dates changes made to the National Curriculum in 2000. The policy agreed in 1995 is also outdated and the time allocated to the subject is less than for other foundation subjects. This is unsatisfactory, as the curriculum provided does not meet current requirements.
97. Teachers lack confidence in teaching design and technology and most planned activities focus on developing craft skills. Consequently, the products produced are all similar and show little evidence of creative thinking. For instance, in Years 3 and 4, pupils made well-crafted Roman chariots but there is very little difference between any of the finished articles. Pupils measure, cut and fix flexible and rigid materials competently and are aware of how to produce products that are fit for their purpose but only with considerable adult help and guidance. They also work with a range of materials and have recently produced large models of fruit and vegetables using chicken wire moulded into shapes and covered with layers of newspaper, tape and tissue paper. These were decorated, the fine detail added, and are attractively displayed in the entrance hall.

98. In Year 5 and 6, pupils also are aware of developments in food technology. Recently, they made loaves of bread using commercially prepared ingredients, recording what they did and how to make different shapes. The current project on producing “pop-up” moving models to illustrate a story of their own is giving pupils more opportunities to be creative. However, only potentially higher attaining pupils have the confidence to try out new ideas. Most follow the teacher’s suggestions so that there are only cosmetic differences between their work. For example, two average attaining girls used the same sliding lever mechanism, one to move a frog onto a lily pad and the other a dog to chase a cat. A higher attaining boy, on the other hand, was able to produce a many-headed monster using a circular movement.
99. Discussion with pupils in Year 6 shows that they are not generally aware that the design process requires careful planning. They describe how to use a range of tools, such as scissors, saws, hammers and screwdrivers, correctly and safely. They know the properties and appropriateness of a range of construction materials and fixing agents, including wood, wire, card, paper, pins, staples, sticky tape, glue, paste, nails and screws. They describe how to make simple mechanisms move in a controlled way around a fixed point. However, whilst they are gaining an appropriate range of craft skills, they are less successful in improving their products through evaluating and refining what they have made.
100. Opportunities for pupils to use new technologies in design and technology have been limited but are planned to improve with the development of the new information and communication technology suite. The intention is to give pupils experience in making circuits, using electronic programmable toys and control mechanisms.
101. The headteacher was a design and technology co-ordinator in a previous post and on her appointment introduced school problem solving competitions to motivate and encourage pupils to think creatively and turn their ideas into action. The first competition, to design a board game, was enthusiastically supported by pupils and their parents, ending with a “games session” on a Saturday, jointly organised with a parent. Further competitions have included designing and making a bird feeder and suggesting ideas for the water feature in the patio. These were also successful: 10 bird feeders are hanging in the school grounds and the raised pond is now operating. As a result, pupils generally have very positive attitudes to design and technology.
102. The co-ordinator has recently taken responsibility for the subject but is inexperienced as a co-ordinator and therefore needs training. The headteacher intends to support him in drawing up a more relevant policy and helpful guidance for teachers, as most lack confidence in the subject. Resources, including books in the library, are insufficient to support pupils’ learning. Given the level of pupils’ enthusiasm, the headteacher’s expertise and the commitment to improvement, the potential and capacity for improvement in design and technology are good.

GEOGRAPHY

103. Four geography lessons were seen during the inspection. Other evidence was gained from the scrutiny of a limited amount of pupils’ previous work, discussion with the geography co-ordinator and with a group of pupils in Year 6 and a scrutiny of teacher’s planning. On the basis of this, overall standards of the work seen are broadly in line with national expectations and pupils make satisfactory progress in lessons and within the blocked units of work covered. However, pupils’ knowledge and understanding lack depth because insufficient time is given to the subject and the basic geographical skills are not taught and developed in a progressive way.
104. By age eleven, pupils have some understanding of different types of land use. They know about the features in the local area of Bognor, which they can compare in simple terms with contrasting places in this country and elsewhere. Pupils in Year 6 are currently learning about how rivers change over their course and will benefit from a visit to the nearby River Arundel. As part of their work in some other subjects pupils also learn about more distant locations. For example, in their work in religious education, they trace the journey that Mary and Joseph made to Bethlehem. As part of a history topic on Ancient Greece, they learned to locate continents on a world map and

identify some of the world's physical features such as seas, oceans and settlements. Throughout their time at the school, some pupils also study the significance of the River Nile and the effects of floods, life in Chambakoli, a village in India and the importance of the River Ganges and features of life in Calcutta.

105. The overall quality of teaching and learning seen in lessons is satisfactory. In one lesson in Year 3, teaching and pupils' learning were good. In this lesson the teacher effectively and gradually developed pupils' understanding of where they live and of the size of Bognor Regis in relation to that of the United Kingdom. She then introduced pupils to a map of the world so they could appreciate how small the United Kingdom and Bognor Regis are in relation to the wider world. Pupils learned well because the teacher understood what pupil had previously learned and built upon their existing knowledge and understanding. In another lesson in the lower school, although the teaching and learning were satisfactory, pupils did not learn at the same good pace because they became confused about the differences between their immediate locality, towns, counties, countries and continents. Such examples highlight the urgent need for a detailed scheme of work that outlines exactly how map skills, for example, need to be developed and taught. Throughout the year, teachers provide some interesting experiences, using first hand practical activities and visits where possible. For example, earlier this year pupils in the lower school visited a recycling centre and focused on the school environment and its quality, and pupils in the upper school learn from first-hand observations about how different sources of water are disposed of and recycled.
106. In three of the four lessons seen, pupils showed good attitudes to their work and behaved well. In the remaining lesson pupils' attitudes were only satisfactory: because the teacher was not familiar with the class, it took some time to get pupils on task at the beginning of the lesson and, in order to maintain good control, pupils were not given sufficient opportunities to take responsibility and show initiative during activities.
107. Curriculum planning is based on national guidance, however, these do not adequately ensure that all of the programmes of study are covered in sufficient depth or in a progressive way as pupils move up through the key stage. There is also too little attention given to ensuring that what pupils are taught in each year group and from one unit of work to the next builds on their previous learning. Units of work of various lengths are alternated with history and occasionally some are designed to be cross-curricular. There are, however, sometimes long periods of time in which little or no geography is taught. Geography makes a limited contribution to the development of pupils' literacy, numeracy and ICT skills and, with better curriculum planning and more time being given to the subject, there is the potential to significantly improve this aspect.
108. The co-ordinator took over the subject after completing his induction year to teaching. He supports colleagues by providing relevant advice and support with the planning. He has not yet received any training in his role as co-ordinator, nor any advice about how to effect improvements to the overall provision for geography. This omission needs to be addressed promptly. While the co-ordinator has access to and input into teachers' overall topic planning, neither he nor anyone else has sampled pupils' work to assess their learning, nor observed any teaching of geography. Consequently, the school is not identifying weaknesses in standards, the curriculum and in pupils' progress. Teachers' ability to assess pupils' work and learning within each unit is hampered by weaknesses in identifying the key skills being taught. Marking sometimes lacks sufficient rigour to ensure that pupils strive for the highest standards. The school has made limited progress in its work in geography since the last inspection.

HISTORY

109. History is not taught this half term so no direct teaching was seen. However, using evidence from a scrutiny of pupils' work and teacher' planning and from discussions with pupils, it is clear that pupils' attainment in history meets national expectations by age eleven. Pupils, including those with special educational needs, make satisfactory progress during their time at the school.
110. By the age of eleven, pupils have a secure knowledge of historical periods studied, for example, the Ancient Egyptians, Romans, Tudors and Victorians. Pupils can recount some of the key

events in these times and understand some of the reasons why people behaved in the way they did. They have benefited from some very good first hand experiences to develop and aid their understanding. For example, when pupils visited a Victorian Working Farm, they learned about the differences in farming methods used then and compared them with the methods used now. They compared Victorian school life with that today and learned about some of the domestic implements used for washing clothes, cooking and bathing. Average and higher attaining pupils are able to make secure connections between different periods they have studied and place the periods studied in chronological order. This was apparent during discussions with a group of children in Year 6 who understood, for example, that the ancient Egyptians lived before Christ and the Tudors came before the Victorians. Lower attaining pupils' understanding of chronology is less secure.

111. The overall quality of teaching and learning, as indicated from work scrutiny, is satisfactory. Scrutiny of work and teachers' plans shows they clearly make good use of a range of activities to interest pupils and make some good links with pupils' learning across other subjects. This was seen, for example, when as part of the topic on Victorians, pupils studied the work of William Morris and produced patterns in the same style, and when the whole school then took part in a production of 'Oliver'. Similarly, as part of their work on Romans, pupils visit Bignor Villa and in school take part in a Roman Feast. The subject makes a satisfactory contribution to developing pupils' skills in literacy as, for example, when pupils in the lower school made notes after watching a video on the Romans and wrote a 'Letter from a Roman Soldier'. There are also examples of pupils' individually researching further information on topics using books and occasionally ICT. In general however, there is not enough recorded work in history and what there is could be better organised in pupils' books. Currently, one topic book is used for a number of subjects and learning in each subject is not recorded in a logical sequence. This makes monitoring of pupils' work and progress more difficult and does not help pupils to distinguish clearly the differences between subjects. This was, to some extent, evident in discussion with pupils in Year 6. A weakness in some of the teaching, as evident from work scrutiny, is the lack of challenge for older pupils in both the lower and upper school. Because of the mixed age groups, all pupils in the lower school follow the same topics and all of those in the upper school follow the same topics, over a two-year cycle. While this is a reasonable arrangement and the medium term plans outline the basic content and coverage, teachers in each year group then give insufficient attention to ensuring that the work presented to the older pupils is more challenging than that presented to the younger pupils, and builds on their previous learning and skills. This limits pupils' ability to attain higher standards by age eleven.
112. Discussion with pupils and from looking at their work indicates they find their work in history interesting and have good attitudes. Their presentation of written work, however, should be better. More careful and diagnostic marking of pupils' work would also encourage pupils to improve the quality of presentation and written work. Teachers assess pupils' learning as they work through topics, which provide a general overview of pupils' knowledge and understanding. However, because they do not clearly identify in their planning the key skills to be taught, as well as the knowledge and understanding to be acquired, this makes good assessment difficult to achieve.
113. The history co-ordinator has been in post for several years. She is very conscientious and has good input into the overall curriculum planning and review, and supports and advises teachers effectively. However, she does not see teachers short-term plans nor has she had the opportunity to monitor teaching, learning and work across the whole school. Consequently, she is not in a position to note the weaknesses that inspection evidence highlighted. There are enough well-chosen and appropriately organised resources for teaching the subject. There is potential to develop work in history further, particularly in maximising its potential to promote and develop pupils' skills in writing, by giving more time to teaching the subject. The subject has not been a focus for development since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. From the few lessons observed and discussion with pupils, standards in information and communication technology (ICT) by the age of eleven are in line with national expectations.

Pupils, including those with special educational needs, make satisfactory progress. Improvements since the last inspection, when standards were unsatisfactory, are good. There is now a scheme of work that covers all elements of ICT and gives useful guidance to teachers in planning lessons. This helps to ensure continuity and progression in learning. An ICT suite has recently been set up and teachers have received training to develop their own skills. Indications are that the school is now set to make further improvements in the standards in the subject. Teachers made little use of the ICT suite during the inspection period, and therefore there is insufficient evidence to make a judgement on the overall quality of teaching and learning in lessons.

115. By the age of eleven, pupils are aware of the use of computer technology in everyday life. They use the Internet to search for information, selecting and saving relevant facts. They can send electronic mail. They demonstrate developing keyboard skills as they prepare documents and multimedia presentations with an audience in mind, for example, by altering the size and style of font and using different effects to indicate the relative importance. However, their additions of pictures and sound effects to their work are not always appropriate to the subject. In their work on control and measuring they enter a series of instructions, for example, to turn a lighthouse on and off. They use programs to store, display and compare data, understanding the need for accurate entries. They create spreadsheets, as, for example, when planning a disco and keeping to a given budget.
116. Where teaching seen took place in the classroom, learning was not as effective as that seen in the ICT suite because, although introductory explanations and teaching input are given, opportunities to practise skills have to be provided throughout the week, losing the immediate impact of the initial teaching. Those teachers who did use the ICT suite clearly showed the advantages to pupils of having an immediate 'hands on' approach to learning. In a lesson in a Year 3 class, for example, all pupils made good gains in the skills of cutting and pasting and in reassembling the jumbled text of 'The Three Little Pigs'. Activities are well prepared and focus effectively on the skills being taught. Where pupils were working in pairs in the ICT suite, they worked well together and shared the tasks. When in mixed ability pairs, more able pupils offered good support to their partners, taking it quite calmly, for example, when work was mistakenly lost from the screen.
117. Satisfactory use is made of ICT in other subjects. In art and design, pupils created their own repeating design patterns in the style of William Morris, showing the subtle tones used in the original designs. A music program is used, although it is quite sophisticated and does not readily support pupils in musical composition. In geography, Year 6 pupils use 'power point' for a visual presentation of the water cycle. Pupils use computers to edit and improve text in literacy, using, for example, the spellchecker and cutting and pasting skills. In numeracy, pupils practise basic skills on the computer. Some good use is made of ICT to support the learning of pupils with special educational needs.
118. The co-ordinator for ICT has been absent from school for an extended period of time, and therefore has not been able to oversee the introduction of the new ICT suite, which has therefore been overseen by the headteacher. The policy now needs to be reviewed to take account of the school's new facilities. There has as yet been no monitoring of teaching and learning with a view to improving it and raising standards. Teachers keep their own assessment records in order to report to parents on the progress made by pupils, but there are not yet any formal assessment procedures that systematically record the progress being made in pupils' acquisition of ICT skills. The school is now well resourced for ICT. Apart from a well-equipped suite, each classroom has three computers. However, insufficient use was made of all of these facilities during the inspection to support learning. The school now needs to monitor the use of its facilities for greater efficiency. The school has digital cameras, and software to support other subjects is being built up. An enthusiastic student technician has been taken on by the school, initially on a voluntary basis, who helps to maintain the systems and sort out technical problems. The school 'Writers Club' has used ICT to produce a school journal.

MUSIC

119. During the inspection, four music lessons were seen. Pupils were also heard singing in assembly and in two taught singing sessions of pupils in the upper and lower school. Judgements have also been made based upon a discussion with the music co-ordinator, by looking at curriculum plans and watching a video of a major school production. This evidence indicates that the standard of singing is above average by age eleven, as was the case at the time of the previous inspection.
120. Pupils in Year 6 sing with enthusiasm and enjoyment, paying appropriate attention to diction, dynamics and tempo. They sing confidently, keeping their melody when singing in two parts. They have a wide repertoire of traditional and self-composed pieces, many requiring considerable skill to sing. They experience many opportunities to perform together in small and large groups before audiences of their peers and adults. The few particularly talented pupils have been encouraged to develop and perform as soloists and in duos and trios and are making good progress.
121. Pupils in Year 6 are developing appropriate composing skills and are able to produce simple musical patterns using a range of untuned and tuned instruments and sources, such as computer-generated programs. They listen attentively to their own compositions and classical and modern composers from different cultures. They can distinguish and identify the principal instruments and interpret short sequences in orchestral pieces, although some pupils have difficulties describing and recording their views because of their weak speaking and writing skills. Pupils respond creatively to music through movement, dance and drama.
122. The teaching overall in the seven music sessions observed was good. In one lesson, teaching was very good, in three other lessons it was good and in the remaining lessons, satisfactory. Where teaching was very good, the lesson had a good pace and was full of variety with pupils being encouraged to try hard and show how they can improve their performance. There are high expectations but pupils also enjoy themselves and gain much from making music together. In the singing session in the hall for Year 5 and 6 pupils, led by the co-ordinator, right from the beginning pupils were fully involved in the warm up session. They enthusiastically followed the very good example of the teacher, repeating short rhythmic sayings at varying pitch and dynamics, and as a result quickly relaxed and prepared their bodies using these very appropriate vocal exercises. In their performance of a new song composed by the teacher, they concentrated on the new phrases and quickly absorbed the melody and words, being able to combine them with what they had already learnt in previous sessions. This was particularly apparent when performing the ending of the song in two parts. The musical intervals and rhythm were challenging but with practice and effective support from another teacher, both parts were integrated smoothly and good harmonies produced very quickly.
123. Good teaching occurs when activities are planned that build easily on previous learning, when activities are varied to retain pupils' interest and appropriate resources provided to give them enriching opportunities. However, sometimes lower attaining pupils are not given sufficient help to overcome difficulties they encounter when trying to express themselves in writing. In a lesson in Year 5 using Smetana's 'Ma Vlast' as inspiration, pupils were carefully helped to focus their attention on the different themes in a short extract, first to identify the instruments and melody line and then to appraise the music. While they were completely absorbed in the listening activity and gained much from the group discussions, lower attaining pupils were not given sufficient help to record their thoughts and some became disinterested.
124. In teaching that is satisfactory but not better, potentially interesting composing activities using ICT that initially stimulate pupils to want to engage in learning, are sometimes too hard for even the most able pupils. While most persevere with tasks, they often complete them by trial and error rather than thinking through their creative ideas and making preferred choices about how to combine the different musical elements. In a lesson in Year 4 in the new information and communication technology suite, pupils excitedly listened and watched the teacher's well-presented demonstration of the potential of the computer-generated music program. While pupils initially worked co-operatively in pairs and were aware of what was required, most had great difficulty in understanding how to select from the various options. As a result, they made random

choices and the resulting compositions had little structure, and a few boys with special educational needs were unable to sustain their concentration and behaved inappropriately.

125. The school has a tradition of performing major musical productions that involve all pupils, no matter what their ability and skills. As a result, pupils talk enthusiastically about their experiences and very much enjoy sharing their achievements. During the inspection, a video recording of the previous year's show 'Annie' was seen, along with a group of Year 6 pupils and a Year 7 pupil who was returning on a visit. The performance was still very much in their minds and they recalled how important it made them feel to sing before a large audience and the exhilarating feeling of making music with others. Despite much effort by the school, the number of pupils receiving instrumental tuition from visiting specialists has fallen in recent years. Around six per cent of pupils learn important skills that are incorporated into the musical life of the school, playing tympani, brass and strings.
126. The co-ordinator is an experienced and skilled musician. He has ensured music has a high profile in the school and provides helpful advice to non-specialists. He has helped produce a scheme of work that extends beyond statutory requirements, although there is insufficient guidance to provide appropriately for lower attaining pupils. He is able to assess the overall singing ability of pupils as he regularly takes sessions with all the school. However, other assessment and monitoring procedures of learning are not developed and therefore, he does not have a clear picture of pupils' attainment in other areas of music.
127. The facilities for music teaching are generally good but instrumental tuition takes place in the library and pupils' practising tends to disrupt the learning of others, particularly when the drums are played. There is a good selection of new instruments that helps improve standards and increases pupils' motivation. With the great enthusiasm and positive attitudes of pupils, their higher than average standards in singing and the commitment and skill of the coordinator, there is the potential for standards to improve further.

PHYSICAL EDUCATION

128. The last time the school was inspected standards of attainment in physical education were above national expectations and pupils made good progress. During the week of the inspection, only a limited range of areas of pupils' experiences in the subject was being taught. Therefore, no judgements can be made, for example, about standards in dance and gymnastics. Standards in games are in line with national expectations. Pupils in Years 3 and 4 develop and consolidate their throwing, catching and fielding skills and are able to apply the skills acquired in a small game situation. Many pupils in Year 3 demonstrate good co-ordination and control in throwing and catching and are performing at levels above national expectations. Pupils in Year 6 are able to throw reasonably accurately using over arm skills. They are starting to link and apply their fielding skills and tactical ideas in the context of a game, as, for example, when supporting a classmate who has a weak throw and organising a number of throwers to cover a long distance. All pupils are able to participate in 'warm-up' activities, showing good recall of the routines used. They also understand the need for warm-up activities.
129. Overall, the quality of teaching and learning is satisfactory. Teachers manage pupils' behaviour well, including any pupils with behavioural problems. This has a positive impact on learning. All teachers make effective use of warm-up routines to remind pupils of the beneficial effects of exercise on their health. Where teaching and learning are good, for example in Years 3 and 4, teachers have good subject knowledge and use this to emphasise the main teaching points. The lessons progress at a good pace with teachers giving time for pupils to practise skills and opportunities for them to evaluate and refine their performance. A few lessons are not planned well enough to ensure pupils learn individual skills, practise these and apply them in games. Occasionally in lessons, not enough time is given for pupils to practise skills, reflect and offer views on their own and others' performance. There is also no uniformity of practice in the short-term planning. In all games activities, the pupils organise themselves sensibly and co-operate well, and this contributes to their learning. They participate with enthusiasm and their behaviour is good.

130. Pupils are provided with a broad and balanced physical education curriculum that includes dance, gymnastics and games. Pupils in Year 5 also take swimming lessons at a local swimming baths. All groups of pupils, including those with special educational needs, are given equal opportunities to take part in all aspects of the physical education programme. The curriculum is enriched by extra-curricular activities such as netball and football. The annual residential visit for Year 6 pupils further extends their experiences in physical education.
131. The co-ordinator is relatively new to the post and has a number of areas of responsibility. She is well qualified and has considerable expertise in the subject. She plans to update the school's scheme of work, drawing on national guidance for schemes of work produced by the Qualifications and Curriculum Authority (QCA). At present there is no formalised monitoring of the quality of teaching in physical education. The facilities for physical education are good, both indoors and outdoors, and there is adequate appropriate equipment.

RELIGIOUS EDUCATION

132. Standards of attainment in religious education are broadly in line with the expectations of the locally agreed syllabus, showing that standards have been satisfactorily maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress throughout the school. Pupils' knowledge and understanding of the different world faiths studied, however, are somewhat fragmented and lack depth, and this does not enable them to build up a clear picture or to make comparisons between religions.
133. By the age of eleven, pupils are familiar with some Bible stories. They know that the New Testament teaches Christians about the life and teachings of Jesus, and that Christmas and Easter are important festivals. They link their own important occasions with how these festivals are celebrated. When studying the Victorians, they learn about the importance of faith in the lives of people such as Dr Barnado and William Booth. They know that the Torah is important to Jews and link the Ten Commandments to their own rules for life. They learn about the story of Moses and about the flight of the Israelites into Egypt and their exodus from that land, but do not know that it is recalled and celebrated today at Passover. In their studies of Hinduism pupils find out about the festivals of Divali and Holi. Their recollection of Islam and its features is limited. They have visited churches, but do not recall many of their main features. They know that Muslims worship in mosques and Jews in synagogues, but have very little idea of their features, or of the way in which the different followers approach worship.
134. Religious education was only being taught in Years 3 and 4 during the inspection. From lesson observations and an analysis of past work, however, indications are that teaching and learning are satisfactory. One lesson was observed in which teaching was very good. Classes are well managed and, as a result, pupils generally behave well and show positive attitudes to learning. In two of the lessons seen pupils were finding out about the life of Jesus, using Bible references to locate passages from a Children's Bible. They had to read and summarise these passages. This was a challenging activity, even for higher attaining pupils, but was not appropriate for lower attaining pupils who do not have sufficiently good literacy skills to succeed in such an activity. An analysis of past work shows that pupils' literacy skills, particularly those in writing, are not being practised to their best advantage through work in religious education, as, for example, when work is just copied from the board. In the lesson where teaching was very good, groups of pupils read about different events in the life of Jesus, and worked effectively to prepare dramatic presentations of them. The performances at the end of the lesson and the evaluations made by the class showed that learning had been very effective. The lesson also provided very good opportunities for social development; a team leader was appointed for each group, their role discussed and evaluated at the end of the lesson. Groups were well supported and encouraged by the class teacher, who also stood back and gave pupils a fair degree of independence in their task.
135. The time given to religious education is less than that recommended in order to meet the locally agreed syllabus. The subject is also taught in blocked units. This does not facilitate the ongoing

development of skills, knowledge and understanding in sufficient depth. The subject policy is due for review. The scheme of work follows a two-year cycle, but the suggested activities do not make reference to different year groups and how work could be matched to both pupils' age and ability and how the work for older pupils is more demanding and has greater complexity. There has been no monitoring of teaching and learning, with a view to improving the quality of teaching and raising standards. There are no formal assessment procedures, although teachers use informal assessments to inform parents how well their children are doing. Improving assessment is part of the current development plan for the subject. CD Roms are starting to be used to encourage research in the subject. Visits to churches and other places of worship enhance the learning opportunities provided. There are no displays that enhance the profile of the subject or celebrate pupils' achievements.