

INSPECTION REPORT

EALDHAM PRIMARY SCHOOL

Eltham, London

LEA area: London Borough of Greenwich

Unique reference number: 100120

Headteacher: Mrs S Castle

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 11 - 14 November 2002

Inspection number: 246034

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Ealdham Square Eltham London
Postcode:	SE9 6BP
Telephone number:	020-8850-5484
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Stevens
Date of previous inspection:	11 July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21037	Christopher Gray	Registered inspector	Science Information and communication technology	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9561	Husain Akhtar	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15447	Christine Glenis	Team inspector	Foundation stage Physical education Religious education Music	
5535	Robert Helliwell	Team inspector	Educational inclusion English as an additional language English Geography History	How well is the school led and managed?
25787	Edmond Morris	Team inspector	Special educational needs Mathematics Art Design and technology	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ealdham Primary School is situated in Eltham in the London Borough of Greenwich and is part of an Education Action Zone. The school is for children aged three to eleven, and has 272 pupils from Reception to Year 6. In addition, 20 children attend the Nursery in either the morning or the afternoon session and a further 21 attend the Nursery full-time (a total full-time equivalent of 31). It is bigger than most primary schools and is similar in size to what it was at the last inspection. Children's attainment on entry to the school is below the borough and national averages.

Children come from a range of backgrounds, but the majority come from families whose socio-economic circumstances are well below national averages. The proportion of pupils entitled to receive a free school meal is well above average and represents more than half the school. The school's community comes from a wide range of ethnic backgrounds. Thirty-three pupils speak English as an additional language. This is ten per cent of the school's pupils and is higher than the percentage found in most schools. It is also considerably higher than at the last inspection, as the ethnic profile of the area is changing. Twelve of these pupils are at the early stages of learning English. There are 90 pupils on the special needs register; at approximately 26 per cent of the school's roll, this is above the national average. One pupil has a Statement of Special Educational Needs, and, in percentage terms (0.3 per cent), this is below average.

HOW GOOD THE SCHOOL IS

Ealdham Primary School is an improving and effective school which is doing well by its pupils. They in turn behave well and have good attitudes to their work. The standards the oldest pupils are likely to achieve when they leave the school in Year 6 are average in mathematics and science but below average in English. The overall quality of teaching is good. The school is well led by the headteacher and senior staff and the governors are effectively involved. The school gives satisfactory value for money.

What the school does well

- Pupils' behaviour and their attitudes to school are good.
- The school makes good provision for pupils' personal development.
- Pupils make good progress across the school in mathematics and science.
- The school is well led and managed.
- Teaching is good across the school.
- The school has made good progress since the last inspection.

What could be improved

- Pupils' attainment in English and swimming.
- Curriculum arrangements for teaching geography, history and music.
- The attendance of a small minority of pupils.
- The school's financial planning is sound, but necessary improvements in recent years have been costly and the budget is now overspent; this needs rectifying.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 2000, when there were four key issues. The first was to raise attainment in all National Curriculum subjects, especially writing. Standards in mathematics, science and information and communication technology have now risen to be in line with expectations by the age of eleven. Standards in English have also risen, and the school's focus on writing has been effective, but attainment has not risen as fast as in other subjects. The second issue was about developing assessment procedures, including marking. Satisfactory progress has been made on this issue, though teachers' marking is still inconsistent in some areas. The third issue concerned the provision in the Nursery; the quality of teaching there is now good. Lastly, the school was to develop the role of senior staff. The senior management team now plays an important part in monitoring the school's work and planning for its future.

In addition, overall results in National Curriculum tests at the end of Year 6 continue to rise in line with the national trend. Teaching is considerably better than it was at the last inspection. The school has moved on a long way over recent years and parents praised this at the pre-inspection meeting. The overall improvement since the last inspection has been good.

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
	2000	2001	2002	2002
English	E*	E	E	C
Mathematics	E*	E*	D	B
Science	E	E	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows that pupils' attainment in all three subjects has been rising over recent years. In the National Curriculum tests of summer 2002, results in English were well below those of all schools, those in mathematics were below average and those in science were average. Compared with schools in similar circumstances, results were average in English, above average in mathematics and well above average in science. The trend in all three subjects is upward and the overall trend is similar to the national trend. In 2002, the school met its target for English and exceeded it in mathematics; both were realistic and challenging targets.

The current picture, as found by the inspection, is that standards in English are below average by Years 2 and 6 and those in mathematics are average at both stages; standards in science are below average by the end of Year 2 and average by Year 6. This shows that pupils are achieving well overall in their time at the school. Attainment in religious education, art and design and technology is similar to what is expected by the ages of seven and eleven. In physical education, attainment in most aspects is as expected, but it is below in swimming. In history, geography and music, standards are below expectations because the time spent on these subjects is too short.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The friendly and harmonious atmosphere promoted by the school encourages the pupils to do their best and pupils respond well to it.
Behaviour, in and out of classrooms	Pupils behave well in lessons and this supports their learning effectively. They quickly settle down to the tasks and concentrate well. Behaviour is especially good in the playground, where all groups of pupils play together well.
Personal development and relationships	The good learning that takes place in the school is based on very good relationships between pupils and adults. Pupils' respect for feelings, values and beliefs is a strength of the school.
Attendance	Unsatisfactory because a small number of families do not appreciate the importance to pupils' progress of good attendance.

TEACHING AND LEARNING

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

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

The main reasons for the effectiveness of teaching in this school are teachers' very good relationships with their pupils and how they manage their behaviour. Parents made a similar comment at the pre-inspection meeting. Teachers plan their lessons well and tell pupils what they want them to learn. Pupils learn well because they can see how lessons link with what they have learnt before and teachers help them assess how well they have understood new learning. Pupils receive work which is matched to their needs in many lessons, especially in English, mathematics and science, though pupils' past work shows that this is not always the case. The teaching of English and literacy is satisfactory. Many pupils have poor speaking skills but these are not developed systematically. Pupils do not have as many opportunities as they need to use their literacy skills in other subjects. Mathematics and numeracy are well taught and pupils have a sound understanding of number and mathematical ideas. There are not enough chances for pupils to use computers, except in information and communication technology lessons. Teachers give good support in class to those pupils who have special educational needs and they use learning support assistants well. Pupils for whom English is an additional language receive satisfactory support from teachers and assistants in most lessons but the progress they make in developing their fluency in English is not monitored closely.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches all the required subjects, though not enough time is spent on geography, history and music. A good range of extra-curricular activities enhances the curriculum.
Provision for pupils with special educational needs	The curriculum for pupils with special educational needs is satisfactory and, where possible, is linked to the targets in their Individual Education Plans. These pupils are given full access to the curriculum and receive good quality support from teachers and learning support assistants.
Provision for pupils with English as an additional language	The school has satisfactory procedures for identifying such pupils, but it does not analyse their needs in sufficient detail.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school helps pupils to understand the importance of good and considerate behaviour and parents appreciate the way the school helps their children to grow up. Pupils learn to appreciate a variety of cultural traditions.
How well the school cares for its pupils	The school is a safe and secure environment, providing good care and welfare for its pupils. Teachers regularly assess how well pupils are doing in English, mathematics, science and information and communication technology and use this information in their planning.

The school works hard to include all parents in their children's education. Many respond well and support the school in its work. However, a minority of parents are reluctant to be involved and miss important opportunities of assisting in their child's development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led by the headteacher and senior management team. The new head has been quick and efficient in gaining a good understanding of the school and she shares a clear vision for its development with her colleagues.
How well the governors fulfil their responsibilities	Governors fulfil all their statutory duties well (except for minor details in the governors' annual report) and have a good understanding of their school. Their role in shaping the school's direction is increasing.
The school's evaluation of its performance	The school has an accurate perception of where it needs to improve and takes effective steps to develop.
The strategic use of resources	The school's budget is in deficit, but for good reasons, because the school has been keen to retain good teachers and assistants. Accommodation and resources are satisfactory overall and best value principles are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour in the school is good. • There is a good, caring ethos. • The school is well led and managed and teaching is good. • Children are expected to work hard and achieve their best. • The school works closely with parents and they would feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • The amount of homework. • The information they receive about their children's progress. • The range of activities outside lessons.

The inspection team endorses parents' positive views about the school. Parents who attended the pre-inspection meeting were happy with the amount and frequency of homework, but a few who responded to the questionnaires were not. Inspectors found that homework is well used in a range of subjects and that it links well with work done in class. The team also found that the range and number of extra-curricular activities are good for a school of this size. Information given to parents is satisfactory, though reports do not give much information about subjects other than English, mathematics and science.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National curriculum test results, trends and targets

1. Pupils' results at the expected level (Level 2 and above) in the 2002 National Curriculum tests at the end of Year 2 were well below the national average in reading, below average in writing and average in mathematics. At the higher level (Level 3), results were below average in reading, average in writing and below average in mathematics. In science, Teacher Assessments show that pupils' attainment at the expected level was well below average and average at the higher level.
2. Looking at the average point scores (where pupils' attainment at all levels is taken into account), results were well below average in reading, writing and mathematics, compared with all schools. Results compared with similar schools were below average in reading and average in writing and mathematics. The trend in results had been improving at a rate faster than the national trend from 1997 to 2001. The 2002 results fell below those of the previous year because the group of children who took the tests contained a much greater proportion of pupils with special educational needs than any other year group. The previous year had contained a greater percentage of higher-attaining pupils than in most years.
3. The band of schools with whose results this school's results are compared has changed this year. For many years, the percentage of pupils entitled to receive a free school meal has been over 50 per cent; this year it has fallen to 49.8 per cent. This means that it is probably a better guide to compare the school's results with those of schools with over 50 per cent free school meals. This would show that results were average in reading and writing and above average in mathematics.
4. Pupils' results at the expected level (Level 4 and above) in the 2002 National Curriculum tests at the end of Year 6 were well below the national average in English, average in mathematics and below average in science. Results at the higher level (Level 5) were well below average in English and mathematics and average in science. The school met its target for English and exceeded it in mathematics; both were realistic and challenging targets.
5. The average point scores shows that results compared with all schools were well below average in English, below average in mathematics and average in science. Measured against similar schools, the results were below average in English, above average in mathematics and well above average in science. There was no significant trend in results in English and mathematics between 1997 and 2000, but results have risen since, especially in mathematics. Science results have risen considerably and steadily since 1998. The overall trend of improvement is similar to the national trend.
6. Comparing the results with the higher band of free school meals makes little difference at this key stage: the results were average in English, above average in mathematics and well above average in science - a difference only in English. For this reason, the results shown in the table in the summary report have not been altered from those shown in the PANDA report.
7. An analysis of results by pupils' sex at both key stages shows no significant difference in attainment. At Key Stage 2, boys' performance had been a little lower than that of girls in the period 1999 to 2001. The school has worked to improve boys' attitudes to literature and writing, with some success. The school has a register of gifted and talented pupils, but there are currently no data to show how well they are performing.
8. The school's results in National Curriculum tests give a good picture of a steadily improving school.

The findings of the inspection

9. The school tests pupils in English and mathematics at the end of each year, using optional national tests. This information is now being put into a computer system, which facilitates analysis. The process is not yet complete, but, when it is, the school will have a clear picture of the progress each child is making and will be able to set target levels for each pupil to achieve at the end of every year. Though individual data are not yet in a usable format, it is clear that pupils on the whole are making good progress in mathematics and science and satisfactory progress overall in English.
10. Children enter the school with skills that are below average overall, especially in the aspects of communication, language and literacy and mathematical development. Many children are much lower still. Most children are currently on course, by the time they enter Year 1, to attain in line with expectations in personal, social and emotional development, creative development, knowledge and understanding of the world and physical development. Their attainment in communication, language and literacy and mathematical development is likely to fall below expectations. The importance of these two areas means that children's attainment is below what is expected overall, though they make good progress in the Foundation Stage.
11. In English, though standards are below average at the end of both key stages, it is clear that standards are improving slowly. More pupils at the ends of both key stages are on course to attain the expected standards than in previous years. The school's initiatives in writing can be seen to have had a positive effect. Pupils' speaking skills remain at low levels, and they are not developing reading skills in a sufficiently progressive way.
12. Pupils' attainment in mathematics has risen more rapidly than that in English and is now average at the end of both key stages. In science, pupils' literacy skills, and the opportunities given to pupils to use them, hold their attainment back in Years 1 and 2. Attainment is below average by Year 2, but rises to be average by Year 6.
13. Attainment in information and communication technology is average in both key stages. The computer suite and staff training have contributed to this rise in standards since the last inspection. Aspects of attainment are above expectations and pupils are set to have better opportunities to develop their skills when the new suite is ready.
14. Pupils' attainment in religious education, art, and design and technology is similar to what is expected by the ages of seven and eleven. In physical education, attainment in most aspects meets expectations, but not in swimming, where progress is hampered by arrangements at the swimming baths. In history, geography and music, lack of curriculum time means that pupils have not had enough opportunity to reach the levels expected.
15. Pupils with special educational needs make good progress as they move through the school. Work in class is usually provided at a suitable level, based on prior attainment, which results in pupils making good progress. Individual Education Plans, written by teachers in consultation with parents and pupils, are of a good quality and clearly identify exactly what a pupil must do to improve. The targets set for pupils are specific and can be accurately measured to inform teachers, parents and pupils exactly when they have been met.
16. Pupils for whom English is an additional language who are not at the early stages of English language acquisition make progress similar to other pupils in most lessons, as do pupils from different ethnic backgrounds. Those whose English skills are just being learnt make good progress when they receive support from bilingual assistants. However, though the school keeps adequate records about pupils with English as an additional language, these are not sufficiently detailed to allow the school to determine the rates of progress being made by individual pupils in acquiring fluency in English.

Pupils' attitudes, values and personal development

17. As at the time of the last inspection, the overall picture is improving; pupils' attitudes and behaviour are good, relationships are now very good and the number of exclusions has decreased. Pupils arrive in good spirit in the mornings, many well before the start of the school day - breakfast club is popular. In their responses to the inspection questionnaire, virtually all parents reported that their children like the school. Pupils have good attitudes to learning and enjoy their lessons, as was evident in a Year 5 art lesson on designing pots. Another example of their interest is their joy of singing in assemblies and music lessons - and especially in the choir rehearsal. Pupils also participate well in outside lesson activities, in the play and work activities provided during the lunchtime, for example. Those pupils with special educational or language needs respond well to the support that they receive and make good progress. Very good relationships, good teaching and good opportunities for pupils' moral and social development positively influence pupils' performance and personal development.
18. Parents, at their meeting with inspectors, said that pupils' behaviour is now firmly good. They are right. Pupils behave well in lessons and this supports their learning effectively. They quickly settle down to do the tasks and concentrate well. For example, in a Year 3 science lesson pupils were calm and concentrated well and made good progress in learning about magnetic forces. A small number of pupils, including some pupils who have special educational or emotional needs, are not sufficiently interested in the work and can be challenging but they are managed well in lessons. Behaviour is especially good in the playground, where all groups of pupils play together. In fact, respect for feelings, values and beliefs is a strength of the school. Inspectors saw no incidents of any oppressive behaviour. Bullying is not a problem in the school, because lunchtime supervisors and members of staff are continually vigilant and effectively apply behaviour procedures. Pupils treat school property, including displays, with care. The number of fixed-period exclusions, involving a small number of pupils who have complex needs, is now average. Exclusions are for a short period and to correct bad behaviour. Appropriate procedures for exclusions are followed. Permanent exclusions are not a feature of the school.
19. The children in the Foundation Stage show independence from adults and organise themselves well. They take turns and share equipment fairly and achieve good standards in their personal and social development, including behaviour. As pupils progress through the school, they develop a good level of self-discipline. They demonstrate that they understand the impact that their actions have on others. They show good care and concern for others by following safety instructions in practical activities.
20. Personal development is good and relationships are very good; pupils respond well to whatever opportunities are provided by the school. Pupils confidently take the attendance registers to the office and help out in tidying up the hall after lunch. They keenly participate in the class council sessions and in the work of the School Council. Talking to 'partners' in lessons is a well established practice. Pupils who take part in out-of-school visits organise themselves well. Pupils willingly use initiative in choosing their work and how to do it in areas like art and design and technology but this aspect of their personal development is not a strong feature of the curriculum.
21. The importance of good attendance and its impact on children's learning is well understood by most parents. However, attendance is unsatisfactory, being below the national average, and a significant minority of pupils arrive late in the morning. The school strives to improve performance but is dependent on the collaboration of all parents. A small number of families, known to the authorities, show less appreciation of regular attendance and contribute more towards absences. In addition to this, while illness accounts for most of the other authorised absences, a considerable number of absences are caused by some parents taking their children on holidays during term time. The unauthorised absence is well above the national average but again because of a small but significant number of parents who either do not supply a reason for the absence or who do not ensure that their children reach the school - there is a very small amount of truancy, which the relevant agencies are aware of.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching in the school is good overall. Teaching was good or better in over six out of ten lessons and satisfactory in the rest. There was no unsatisfactory teaching. This is a good improvement on the last inspection when a little under ten per cent of teaching was unsatisfactory. The amount of good teaching has doubled.
23. The major strengths of teaching in this school are teachers' very good relationships with their pupils and how they manage their behaviour. This was also seen as a strength of the school by the parents who attended the pre-inspection meeting. Pupils behave well for most of the time because teachers make it clear that this is what they expect. An example of the high quality of relationships was seen in a good music lesson for Year 5 pupils. The pupils were learning to sing a Jewish song in a two-part round. The teacher confessed to them at the start that singing is not her main strength but asked them to do their best. By the end of the lesson, the pupils were performing the unaccompanied round accurately, tunefully and with enjoyment. This group contained six pupils who do not find good behaviour easy, yet it was not possible to identify them. All pupils wanted to do their best for the teacher and for each other, and it was the excellent relationships in this class that made the lesson successful.
24. Teaching is effective because it is planned well. Subject co-ordinators draw up half-termly plans on what are called *pacing sheets*. These are displayed on teachers' walls and they make it easy to see how lessons lead on from one another over the half-term. Teachers plan weekly lessons based on this guidance. Every lesson has a learning objective (L.O.) and teachers explain it to pupils at the start of the lesson. These are used most effectively when teachers also make time at the end of the lesson to ask pupils to consider how far they have achieved the objective. The use of *mind mapping* (explained in the science section) is another good example of how teachers encourage pupils to assess their own learning. The fact that this type of planning is well established in the school is demonstrated by the children themselves; parents report that, when they play 'school', they talk about the 'L.O.'
25. Because lessons are generally well planned, pupils are able to see links with what they have learnt previously, and teachers make good use of this connection at the start of lessons. This sets things off well and most teachers pace their lessons well, with a good balance between their own introduction, pupils' activities and closing sessions. An example of a well-paced session was seen in a very good mathematics lesson for higher-attaining Year 5 and Year 6 pupils. Pupils were learning about two-dimensional shapes and how to classify them. There was considerable variety in the lesson to keep pupils' attention - mental arithmetic with short time limits, finding diagonals in shapes, considering symmetry and parallel lines and making 'decision trees'. Pupils learnt well because the teacher made very good use of the available time.
26. In the occasional lesson, the balance is lost because there is too much talking by the teacher, or pupils spend too long sitting on the carpet. In carpet sessions, good use is often made of "talking partners" - for example, "Discuss with your partner why you think ...". Most teachers build on this well by asking a few pupils to say what they had decided, but this good opportunity is sometimes missed.
27. Teachers group pupils appropriately in most lessons. Often, this is based on pupils' prior attainment, and planning for the lessons observed frequently provided different activities for different groups, based on the pupils' needs. However, the scrutiny of pupils' past work suggests that this is not always as widespread as during the week of the inspection. Sometimes, provision for higher-attaining pupils is by extension activities; the pupils perform the same initial tasks as other pupils. There are occasions when these pupils would achieve better by starting the more challenging work sooner.
28. Setting is used in Years 3 to 6 for English and mathematics. In mathematics, the arrangement works satisfactorily and enables pupils, especially higher-attaining ones, to make good progress. This is not so much the case in English sets, especially with reference to lower-attaining pupils' speaking skills, because they lack the opportunities to talk to and discuss with pupils whose use of language is more developed.

29. Classroom computers are not used as often as they could be. An example of very suitable use was seen in a very good science lesson for Year 4 pupils. The lesson was about separating different solids by sieving and two computers were available, running a program which tested pupils' understanding and led them on to consider how mixtures including liquids might be approached. But more often, class computers remained idle during lessons.
30. The last inspection noted that the use of marking by teachers was not consistent. This is still the case. The marking policy requires teachers to highlight parts of pupils' work which show that a child has met the lesson objective. This is often done well in science but not so much in other subjects. Teachers use bright highlighting pens - sometimes for ticks only - and this spoils the appearance of pupils' work, most of which is well presented and otherwise neat. The use of developmental comments is not consistent.
31. Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress. Teachers use learning support assistants well and they are fully briefed about their role in each lesson. They are often asked to focus on a specific pupil or group of pupils to help maintain good discipline during the part of the lesson when the teacher is directly addressing the class. This they do very successfully so that the teacher can focus on the learning intentions and keep the lesson on track. When used most effectively they also record useful information about such things as attitude or response of their focus pupils to share with the teacher at the end of the lesson to help plan suitable future work. During individual or group work these assistants also give good support and this has a significant impact on the good progress made by the pupils.
32. Pupils for whom English is an additional language receive satisfactory support from teachers and assistants in most lessons and good support from bilingual assistants. But the progress they make in developing their fluency in English is not monitored closely, which means that adults' skills are not always best used to support these pupils.
33. Teaching in English is satisfactory overall. Much good teaching was observed during the inspection, and relationships with pupils and frequent involvement of them in all parts of the lesson stand out as main strengths. The effectiveness of teaching is reduced because teachers generally do not give enough attention to developing pupils' listening skills. Also, pupils' phonics and other reading skills are not being built on progressively. The current arrangement of setting contributes to some of these difficulties.
34. Teaching is good in mathematics. Sets in Years 3 to 6 enable teachers to challenge pupils of all abilities. Teachers of Year 1 and 2 classes also do this by the way they group their pupils in the classroom. Class computers are not much used in numeracy lessons.
35. Science teaching is good. Pupils have plenty of opportunities for investigational work and they are learning to record their work. A good feature of this is the use of *mind-mapping*, mentioned above. Pupils' recording of their work in Years 1 and 2 is inconsistent between classes; some teachers use too many worksheets, which restrict the development of pupils' literacy skills.
36. Teaching in information and communication technology is satisfactory overall, though the small sample of pupils' work suggests that it may be better. Because most lessons took place away from computers during the inspection, it was not easy for teachers to demonstrate their expertise in the subject. Lessons are generally well planned, but planning in other subjects does not often include activities that can be undertaken on a computer.
37. The teaching of art is good. Pupils develop skills well and the subject makes an important contribution across the curriculum. Judgements on the quality of teaching in history and geography at both key stages and in religious education in Years 1 and 2 could not be made because of lack of evidence. Teaching is satisfactory in all other subjects, though there are gaps in some teachers' expertise in music.

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

38. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6 and all statutory requirements are met. There is an appropriate allocation of time for the teaching of English, mathematics and science that enables all aspects of these to be taught throughout the school.

39. However, the use of time within the school day is not always effective. Some lessons, particularly in literacy and numeracy, are too long and are stretched to fit the time available between breaks. For example, some Year 1 and 2 lessons are timetabled for a numeracy session lasting one hour. The recommended length of time for a numeracy lesson for pupils of this age is around 45 to 50 minutes and making it longer means that pupils sometimes lose concentration and their learning is consequently adversely affected. The time allocation for music is unsatisfactory as it is too short to allow all the aspects, such as composing, to be taught successfully. History and geography do not receive enough teaching time. The staggering of morning and lunchtime breaks, originally implemented to help manage behaviour, often leaves teachers with an uneven structure to the day and odd parcels of time to fill. For example, Years 5 and 6 have 15 minutes between the end of their literacy or numeracy lessons and the lunch break. This is often used for reading a story as it is too short for a full lesson in another subject, resulting in an additional hour and a quarter added to the time spent on English each week. The appropriate emphasis on raising standards in English and mathematics has led to some subjects being given less curriculum time and the school is now investigating appropriate links between subjects to use time more effectively. For example, a Year 6 class used the computer suite for a mathematics lesson about data handling and this improved the pupils' skills in information and communication technology at the same time as making learning in mathematics more interesting.
40. The National Strategies for Literacy and Numeracy are firmly in place and, particularly in numeracy, are having a positive impact on learning. The setting of pupils by ability in numeracy lessons in Years 3 to 6 has helped teachers plan work closely matched to the needs of pupils, thereby improving their progress over time. It is less effective in English because teachers are not always giving pupils work from the literacy strategy related to their ages, which restricts progress in acquiring reading skills.
41. Personal, social and health education (PSHE) is good and helps in developing pupils' personality as well as raising their awareness of matters related to their welfare. Pupils are used to sensitive issues being tackled through the class council meetings and 'circle time', in which pupils share their ideas and feelings in a sensitive and caring manner. Sex education is taught explicitly in Year 6 and older pupils participate in drugs awareness projects. The work of the School Council helps pupils to understand their rights and responsibilities, as do community-linked projects like 'junior citizen', organised by the local police for Year 6 pupils. The 'dinosaur project', which helps to improve the social skills of younger pupils, is proving to be most effective. The school also has firm plans to introduce more aspects of citizenship into the curriculum. The Year 6 pupils also act as junior safety officers in the school each year. This entails helping to teach the younger pupils to stay safe by showing them safety videos during breaks and organising competitions to raise their awareness of dangers in the wider world. The Year 6 pupils take their responsibilities in this very seriously and are very eager to participate.
42. The curriculum for pupils with special educational needs is satisfactory and, where possible, is linked to the targets in their Individual Education Plans. Such pupils are given full access to the curriculum and receive good quality support from teachers and learning support assistants. Where appropriate, the curriculum is modified to meet the needs of individual pupils. Pupils who have obvious difficulties with spoken English are given support in some lessons by bilingual assistants. Classroom assistants provide help to other pupils for whom English is an additional language, though a lack of close analysis of these pupils' level of English means the support is not closely focused.
43. All pupils are included in the life of the school enabling them to benefit from the learning and social opportunities provided. A few pupils are occasionally withdrawn from lessons for additional learning support. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this extra help outweigh any disadvantages. Boys and girls work co-operatively together in class and are given equal status.
44. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. Subject co-ordinators write reports for governors, to keep them informed of developments and to enable them to assess the impact of spending on standards.

The governors have adopted appropriate policies for sex and drugs education.

45. The provision of lunchtime and after school clubs is good, as is the range of outside visits and visitors to the school. These enrich the curriculum and they help to bring it alive and make it more relevant and interesting. The clubs include football, art, dance, gymnastics, gardening, choir and clarinets. They are well attended and are appreciated by the pupils and their parents. There is a breakfast club before school each morning, open to children and their parents. There is a residential school trip each year for the pupils in Year 5. This gives them the opportunity to take part in outdoor and adventurous activities as well as helping them to develop socially and learn to live harmoniously in an environment away from home. Other interesting visits are made to enhance the work in class, often linked to history. Recently the pupils in Year 2 visited the Florence Nightingale Museum, Years 4 and 5 visited the British Museum, Year 1 pupils went to the Museum of Childhood and Year 6 went to a local environmental centre.
46. Community links are good and make a significant contribution to pupils' learning. The school is part of an Education Action Zone that helps fund a range of projects to enrich the curriculum. These include a family history project, 'cleversticks' percussion and a swimming gala with other local schools. The local vicar visited the school recently to take the Harvest service and the police, fire and ambulance services are regular visitors to help pupils learn to be aware of danger. The dental health team works with pupils to help them look after their teeth and a local professional football club is involved with working with the school to eliminate racism. Local residents were invited to join in celebrations for The Queen's Golden Jubilee. There are also links with a local secondary school to improve the pupils' information and communication technology skills and further links are planned with another to improve the physical education provision.
47. The school's provision for pupils' personal development, including spiritual, moral social and cultural development, is good overall. The situation has improved since the last inspection.
48. Spiritual development remains satisfactory and is promoted mainly through assemblies and religious education lessons. For example, pupils had an opportunity for reflection on 'challenge and perseverance' - the theme for the week - in many assemblies during the inspection week. The theme was reinforced in the PSHE lesson observed. Such was the impact of the theme that even the six-years-olds freely used the term 'perseverance' in their PSHE lesson. Religious education lessons provide pupils with a sound knowledge of Christian traditions as well as introducing them to those of other faiths through stories from different religions. In other lessons opportunities for reflection arise; for example, there was a moment of awe and wonder in a science lesson when magnets were shown to repel, but these opportunities are not a planned feature of lessons. Pupils' achievements are valued by teachers and acknowledged in assemblies and by displaying their work, as was observed in a Key Stage 1 achievement assembly. Requirements for the act of collective worship are met.
49. Pupils' moral development is good. Teachers provide good role models for pupils, reinforcing the respect cultivated through the school's behaviour policy. No opportunity is missed to remind pupils about being caring towards one another and in lessons they are expected to share materials and take turns. The school is involved with the CARE (Charlton Athletic Race Equality) project on conflict resolution. Pupils develop a clear understanding of right and wrong and are aware of expectations of work and behaviour. They respond well to rewards and consequences (sanctions), a strong feature of the school's assertive behaviour policy.
50. Social development is well provided for. From an early age, those of different age groups are encouraged to work and play together. Personal, social and health education is good. Circle time sessions and class council meetings give pupils the opportunity to develop a shared understanding of personal and social matters. In a Year 5 PSHE lesson, pupils focused on 'how to make friends' and freely aired their views. Pupils are expected to take responsibility in the classroom and undertake some duties. There are opportunities for pupils to exercise responsibility in the school - for example, to take part in the School Council, which helps them to understand their rights and responsibilities.

51. The provision for pupils' cultural development is good. They learn to appreciate cultural traditions through the curriculum, including the visits. Visitors, including theatre and music groups, support the curriculum well. In art, pupils look at the work of famous European artists. The school environments are enhanced by purposeful displays. Religious education lessons make a contribution to pupils' understanding of the culture and traditions of other countries. For example, computers are used in religious education to picture the prayer mat used by Muslims and stained glass linked to Christianity. A history project, 'family history', based on local characters, has a multi-cultural dimension. The school makes reference to diverse cultural and religious events - for example, events related to 'light'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Procedures for child protection and ensuring pupils' welfare are good overall. The last inspection did not report on this area. Staff know pupils well and respond quickly to their personal needs. Although there are no home visits, staff ensure that new children settle into school quickly. Supervision at break and lunch times is good. There are good arrangements to look after unwell pupils. The school provides a secure and supportive learning environment, hence pupils like coming to the school and are able to learn well. Parents' pre-inspection response confirmed this. The school pays good attention to pupils' needs and provides them with good support, and this includes the support for pupils who have special educational needs or have disadvantaged circumstances. The breakfast club for pupils and parents is a helpful provision.
53. The school has appropriate procedures for child protection. The deputy headteacher, the designated child protection officer, is knowledgeable about child protection issues and keeps others informed of relevant matters including the needs of pupils in public care. The 'child restraint' procedures are broadly covered in the behaviour policy. The school has appropriate links with the support agencies. The school is vigilant about health and safety matters and the staff pay proper attention to safety, though there has been no recent whole-school training on health and safety matters. The premises committee and the premises manager regularly assess any buildings-related health and safety risks. Pupils are guided on matters relating to their welfare and development through the curriculum and by visiting specialists such as the local community police officer, who supports pupils' well-being through the 'junior citizen' initiative.
54. The procedures for promoting good attendance are satisfactory; in most schools, what this school does would be effective in obtaining satisfactory levels of attendance. However, this is not so here and the attendance is unsatisfactory. The key factor which limits the school's success in improving attendance is that it cannot rely on the support of all parents in minimising absences. A significant minority of parents do not value regular attendance and are difficult to motivate or approach. There is a system to contact parents by telephone on the first day of the unexplained absence but this has limited effectiveness since not all parents are accessible, in some cases because the telephone numbers supplied by parents are not up to date. Family holidays during the term time are discouraged but they still noticeably contribute towards absences. Monitoring of punctuality is satisfactory. Registration requirements are met and absences are appropriately identified. The school works closely with the education welfare officer. Follow up of absences is satisfactory. The school tried but abandoned the SIMS system for processing attendance, which usually produces valuable statistical information and helps in early detection of problems.
55. The school has gone through an extensive process of addressing behaviour and this involved developing an assertive discipline policy and means to monitor its implementation. Good behaviour is successfully promoted by a thoughtful programme of personal, social and health education, by a system of rewards, by sanctions incorporated in the school's behaviour policy and by the fact that the staff clearly value the pupils. Initiatives like the class council meetings, circle time, assemblies and the School Council all contribute well towards obtaining good behaviour and eliminating any oppressive behaviour. Support staff, including mentors, are well deployed to support the small number of pupils who have behavioural difficulties. Pupils know that good behaviour is expected of them and respond positively. There is good adult supervision and staff provide pupils with good role models for calmness and respect. All this helps pupils to learn

in a stress free environment.

56. Procedures for supporting and monitoring personal development are very effective. Pupils are well managed in lessons. Standards of relationships are very good and, as a result, pupils work well together and promptly follow instructions. Staff expect pupils to behave well, and this helps pupils to make appropriate progress in their learning. Procedures for recording and monitoring inappropriate behaviour are good. Monitoring of pupils' behaviour by the headteacher, deputy headteacher and through the records of reported incidents, rewards and sanctions provides a deterrent for inappropriate behaviour.
57. The procedures for assessing pupils' attainment and progress are good. This represents a good improvement since the last inspection, when assessment procedures were judged to be in need of further development. Assessments are particularly thorough in the important subjects of English, mathematics, science and information and communication technology. A timetable outlining when assessments are to take place during the school year is effective in ensuring that pupils are regularly assessed against national criteria. For example, in mathematics the pupils are assessed each term to see if they have reached the key objectives of the National Numeracy Strategy that apply to the areas of work they have been taught. In other National Curriculum subjects the picture is patchy. In history and geography assessments are made of pupils' attainment when they reach the end of a unit of work. In art, music, physical education and design and technology the pupils' attainments are rarely recorded: assessment in these subjects is under-developed.
58. Pupils with special educational needs are identified early in their school life and are accurately assessed. They are carefully tracked to monitor their progress and their Individual Education Plans are reviewed regularly. The local authority and the school adequately support the one statemented pupil. The school fully meets the statutory requirements of the special educational needs new Code of Practice.
59. The school keeps adequate records about pupils with English as an additional language, which include their first languages and stages of acquisition of English. However, teachers have received insufficient guidance in using the data about the pupils to provide support matched to pupils' needs.
60. National Curriculum tests taken by pupils in Years 2 and 6 are analysed to identify any whole-school issues such as any differences in performance between boys and girls. In science they are also analysed to see if pupils are having problems with certain questions so that they can find ways to improve learning in those areas. This has proved useful in raising overall standards in science. The optional tests in English and mathematics taken at the end of Years 3, 4 and 5 provide the school with a useful picture of how each pupil is progressing and, as with the national tests for English and mathematics, there are analysed to provide a picture of strengths and weaknesses in different aspects of each subject.
61. The school makes satisfactory use of the data it collects to guide planning of suitable work. For instance, in English it has started to use the data to set individual targets for pupils in their writing to improve handwriting, spelling and grammar. These targets are clear, regularly reviewed and show the National Curriculum level the pupil will achieve if the target is met. This is helping to make pupils more aware of their learning and to know exactly what they have to do to improve as well as helping teachers plan work more closely matched to their needs. The use of assessment data to guide planning is more effective in English, mathematics, science and information and communication technology than in other subjects of the curriculum, where assessments are less rigorous. Procedures to track the progress of individual pupils as they move through the school and to predict how well they will do when they leave are currently being developed. It is planned that these will include a useful mid-year check on every pupil to see if they are making appropriate progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents' views of the school, as expressed in the parents' questionnaire and at the parents'

meeting, are favourable. Parents value the accessibility of staff and the high expectations that staff have for the pupils. Parents are happy with the teaching, the progress their children are making and the way the school is managed. However, the school has only a satisfactory partnership with parents because not all parents have positive attitudes towards school and the school cannot rely on the support of all parents to address concern regarding pupils' performance.

63. The new headteacher places high emphasis on good links with parents and has started informal meetings with parents to seek their views regarding the work of the school. Parents with children new to the school receive information about the provision at the school but they are not visited by the staff. A local college runs a computer club for parents at the school. The breakfast club for pupils and parents is popular.
64. The school provides satisfactory information to parents but there are gaps. The school prospectus and governors' annual reports are clear and easy to read; however, the prospectus does not fully meet the statutory requirements because it does not contain absence rates or a summary of the National Curriculum assessment results. Some parents are not satisfied with the information regarding how their children are getting on, and the homework. The annual report to parents contains details of achievement in all curriculum subjects but not what the pupils should be achieving, particularly with reference to the National Curriculum levels. The space allowed for some foundation subjects is so small that comments of more than a couple of short sentences are not possible. There are targets for further development and opportunities are available for parents to discuss their children's targets with the class teacher. Inspectors found that the use of homework by teachers is good.
65. Parents of children with special educational needs are well supported with Individual Education Plans that are regularly reviewed. A home-school agreement is in place. Parents are encouraged to hear their children read at home and make comments in the reading record book. A small number of parents regularly assist in school. The school does its best to enlist the support of parents from all ethnic groups.
66. Regular information on school life is provided through the school newsletters. The school has a Parent-Teacher Association, which organises fund raising events; these raise valuable funds for the school and promote community awareness. However, the work of the PTA is not always supported by parents; for example, it was not possible to hold a summer fair this year because of the lack of parental support. Parents' attendance at the consultation meetings is good but not at the curriculum meetings. Parents' impact on their children's learning is only satisfactory. The last inspection did not report on the relationship with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The headteacher's leadership is of good quality. The school's aims of improving the quality of education and raising standards are well established in its daily life. This ensures that the school is a very pleasant, racially harmonious place for all to work in or visit. The headteacher has been in post since September - only a few weeks. Nevertheless, she has already signalled her intention to promote the highest standards of teaching and learning by observing teaching in all classes, sampling pupils' work and analysing the National Curriculum test results for the previous year. She has made it clear that she is determined to build on the success of the school since the last inspection. Her knowledge and understanding of the school have been acquired impressively in so short a time. For example, she is already aware of the need to improve support for pupils with English as an additional language. Also, she has quickly understood the basis for the school's success in improving and sustaining good behaviour through the school's behaviour management plan.
68. The management by the headteacher and senior staff is good. The headteacher has given clear signals to the senior management team that she will continue to seek the school's improvement and has recognised their recent contributions in bringing the school out of special measures at its last but one inspection. This team makes an effective contribution to school improvement. It

works very well as a group to bring about the desired outcomes in the school improvement plan by supporting new initiatives, which are based on the information gleaned by careful examination of relevant data such as National Curriculum test results, work samples and observations of teaching. These observations are in addition to those linked to teachers' performance management and so senior staff have good amounts of information about strengths and weaknesses in their teaching. The last inspection spoke of a need to improve the contribution of the senior team. It is evident that much improvement has been brought about in their working methods, the ways they record their meetings and inform staff, and how they take responsibility for their part as senior managers in an improving school. Also, most subject leaders have good, or at least reasonable, plans for continuing to improve their subjects. However, a few of them have not defined the outcomes in their action plans as clearly as is desirable and so have less clear criteria against which to judge improvements in pupils' attainments. These subjects are music, physical education and religious education - areas which either have no co-ordinator or where the co-ordinator is not full-time and carries other responsibilities.

69. The management of special educational needs is effective. Liaison with outside agencies is good and ensures that pupils receive good quality support on a regular basis. The special needs governor is very involved in the provision and reports regularly to the governing body to keep them fully informed about the provision, the progress of the pupils and any new initiatives. This enables them to judge clearly the impact of their spending on special educational needs on standards.
70. The high levels of classroom support mean that pupils for whom English is an additional language make progress at a similar rate to other pupils in most lessons. However, leadership has not been clear in establishing a detailed assessment of their individual rates of acquisition of fluency in English, and what level of support they should be given, according to their need.
71. Since the previous inspection the governing body has improved its working methods. Its committees now work regularly; all are chaired and report back to the main governing body as they should. The governing body is well led by a conscientious chairman, who has succeeded in filling all the vacancies and establishing regular attendance at meetings. In addition, a few governors make many visits to the school, either to help with reading, or to make general visits to classes. Also, governors now invite senior teachers and subject leaders to brief them on particular themes. Consequently, governors have a good grasp of the school's strengths and weaknesses and the improvements it has made, and are now in a position to take a greater lead in shaping the school's future direction. They fulfil all their statutory duties, except for the omission of minor details in the governors' annual report, mentioned in paragraph 64.
72. The evaluation of the school's performance is very effective and drawn from a wide range of data. It has benefited from its previous inspection in the diagnosis of its strengths and weaknesses. It has drawn well on such evidence as National Curriculum test results and the observation of teaching. The development plan indicates targets for improvement, many of which have been met. For example, it has been able to take effective action to bring about pupils' increasing successes over recent years and in continuing to eradicate the small number of incidents of poor behaviour reported in the previous inspection.
73. The school's educational priorities are supported through financial planning in a satisfactory manner, although the school currently has a considerable deficit budget. This is owing to earlier decisions by the governing body and senior management to employ and retain good teaching staff and increase the number of support staff to improve behaviour and standards. This was a very appropriate decision and the present report acknowledges the success of these initiatives. However, the school is now in the process of devising a deficit recovery plan, to submit to the local education authority. Governors and the new headteacher are aware of the seriousness of the situation and are well able to respond to the authority's requirements to turn round the deficit. Specific grants, such as Education Action Zone and standards funds, are used very effectively, although the grant for Ethnic Minority Achievement is not used as well as it might be because of the lack of clear analysis of need. Staff, including administrative staff, use new technology effectively - for example, in planning and finance administration. A recent audit report indicates that there are no major weaknesses in the internal control of finances. Minor issues have been,

or are being, addressed.

74. The school is well staffed to meet the demands of the curriculum. The number of teaching and support staff is higher than found in most schools. Governors and the senior management team have shown a commitment to improving standards through employing and retaining good, well-qualified and experienced staff. The chair of the governor's personnel committee shows a good awareness and understanding of staffing issues.
75. The school carries out induction procedures for new staff very effectively. The two newly-qualified teachers have received very good induction support, particularly from the new induction co-ordinator and colleagues. They have found the local education authority provision, including training courses, to be of good quality overall.
76. The school's accommodation is adequate. Although the building is spacious and mostly attractively refurbished, with a large number of rooms, including a computer suite, three halls and a resources room, parts are in a state of disrepair or in need of decoration. The school is aware of the problem and a rolling programme of decoration and repair is in train. The premises manager, supported by the cleaning staff, works hard to keep the school very clean and a pleasant, secure, working environment.
77. Resources for literacy, mathematics, music and the Foundation Stage are good. There is a large quantity of physical education resources and equipment but some resources are old and not in good condition. More computer software for cross-curricular use in the classrooms is needed. The library is not currently in use because several rooms are undergoing a change of function in order to rehouse the computer suite.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- (1) Raise standards of pupils' attainment in literacy at both key stages by:
 - giving greater focus to developing their speaking skills;
 - giving pupils more opportunities to use their literacy skills in other subjects of the curriculum;
 - setting pupils individual targets for attainment at the end of each year;
 - improving the rates at which pupils acquire an increasing understanding of phonics;
 - increasing the rates at which pupils acquire knowledge and independent use of a wide range of reading strategies.

(Paragraphs 101-110)
 - (2) † Revise curricular arrangements in order to raise pupils' attainment in history, geography, music and swimming by:
 - implementing plans to teach history and geography more frequently;
 - increasing the time available for the full spread of music;
 - reviewing arrangements for the teaching of swimming;
 - reconsidering how the school day is divided up.

(Paragraphs 39; 131-7; 144-9; 154)
 - (3) Improve the attendance of the small number of pupils whose pattern of attendance is unsatisfactory by making every effort to involve the families concerned.

(Paragraph 21)
 - (4) † Formalise plans for rectifying the deficit budget in the time agreed with the local education authority.

(Paragraph 73)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- (5) † Improve the use of data about pupils with English as an additional language by:
- monitoring progress of the rates at which pupils acquire fluency in English;
 - matching the levels of extra support to pupils' individual needs.

(Paragraphs 16; 32; 59)

- (6) Increase the opportunities for children's outdoor physical development in Reception.
(Paragraph 97)

† denotes an issue already highlighted as a priority in the school's development plan

(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71*
Number of discussions with staff, governors, other adults and pupils	43

** includes 3 lessons where teaching was ungraded because of brevity of observation*

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	33	25	0	0	0
Percentage	0	16	48	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44.5	272
Number of full-time pupils known to be eligible for free school meals	0	166

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	4	86

English as an additional language	No of pupils
Number of pupils with English as an additional language	33

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

Unauthorised absence

	%
School data	1.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	20	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	22
	Girls	13	17	19
	Total	30	36	41
Percentage of pupils at NC level 2 or above	School	67 (83)	80 (83)	91 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	16	14	17
	Total	35	33	37
Percentage of pupils at NC level 2 or above	School	78 (80)	73 (90)	82 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	16	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	16	18
	Girls	12	11	13
	Total	21	27	31
Percentage of pupils at NC level 4 or above	School	57 (56)	73 (31)	82 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	16	17
	Girls	11	12	13
	Total	20	28	30
Percentage of pupils at NC level 4 or above	School	54 (31)	76 (31)	81 (62)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
227	11	0
0	0	0
0	0	0
0	3	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
15	0	0
3	0	0
1	0	0
92	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.6
Number of pupils per qualified teacher	17.4
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	141

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	13.2
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	7.9

Financial information

Financial year	2001/02
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	£
Total income	991,402
Total expenditure	1,010,374
Expenditure per pupil	3,079
Balance brought forward from previous year	1,181
Balance carried forward to next year	17,791

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	0	1	1
My child is making good progress in school.	45	48	6	0	0
Behaviour in the school is good.	38	52	8	0	3
My child gets the right amount of work to do at home.	39	44	11	3	3
The teaching is good.	47	45	3	2	3
I am kept well informed about how my child is getting on.	41	44	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	55	38	0	6	2
The school expects my child to work hard and achieve his or her best.	56	41	2	2	0
The school works closely with parents.	34	58	3	2	3
The school is well led and managed.	36	56	0	0	8
The school is helping my child become mature and responsible.	36	52	5	3	5
The school provides an interesting range of activities outside lessons.	28	36	9	3	23

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. At the last inspection, there was a key issue about improving the quality of education in the Nursery; improvement has been good, though there are still areas which need developing. The Foundation Stage works as a unit now and staff act as a cohesive team.
80. The attainment of children entering Reception classes in September 2001 was below expectation as judged by local authority assessments. There were no equivalent assessments this year owing to national developments. Assessments are not carried out when children enter the Nursery. Staff do not make home visits prior to children entering the school. This is a missed opportunity for developing links with the home and gaining information about the children.
81. Based on inspection evidence, children in Nursery and Reception classes are on line to meet the relevant Early Learning Goals in personal, social and emotional development, creative development, knowledge and understanding of the world and aspects of physical development. They are unlikely to meet the Early Learning Goals in communication, language, literacy and mathematical development. Children's progress, including those with special educational needs and English as an additional language, is good.
82. Teaching by teachers, Nursery nurses and assistants is good in most Nursery and Reception sessions and never less than satisfactory. Staff contribute significantly to activities, using every opportunity to encourage children to talk about what they are doing. Most sessions are well-organised and well-prepared, offering a wide variety of activities. Staff keep detailed and informative assessments, though it is not clear how these are used to inform planning. The assessment system is used throughout the Foundation Stage and provides a consistent means of recording progress.
83. Daily planning in Nursery classes is appropriately different for the morning and afternoon sessions but much planning does not state clear learning objectives. It is not always clear how the opportunities for older Nursery children differ from those for younger ones and this limits progress. On occasions there are too many activities for staff to monitor appropriately. Planning in the Reception class is brief and does not indicate how learning develops. None the less, lessons frequently develop well through challenging activities. The teacher gives clear guidance and instructions so that children are clear what they have to do. She has high expectations of the children, as in numeracy and dance. On occasions lessons are too formal, allowing too few opportunities for children to use imagination or creativity or to explore experiences themselves.
84. Individual Education Plans for pupils with special educational needs are of good quality but do not always inform planning. Staff assess the level of English fluency of children with English as an additional language but planning does not include specific learning objectives for English acquisition; these are weaknesses of planning. A Turkish-speaking assistant works with Turkish-speaking children for a few sessions and this is valuable support.
85. The Nursery and Reception classes are well-resourced although some of the books in the Nursery are very worn. The resources for the Reception outdoor activities need further development. During the inspection, there were a very few occasions where the organisation for supervising the outdoor area or staff breaks was unsatisfactory.

Personal, social and emotional development

86. Most Nursery children have good attitudes and behave well. In some sessions, these are very good. Children settle to activities quickly and show independence; for example, they find their names on arrival at school and place them in the box which indicates how many are present. Most are responsible, share resources well and work co-operatively. In some sessions a small number of children, mainly boys, do not behave well and are inattentive and slightly disruptive to

others' learning. The organisation of lunchtime sessions for full-time children and snacktime is very good; for example, children decide when to have their snack, sit down to eat and drink sensibly and find their name card to show they have had their snack. They do this very well in response to staff's high expectations.

87. Reception children's attitudes and behaviour are generally good. Children love being in such a small class and benefit from the close attention of the teacher and assistant, as when writing a birthday card to a character in the reading books. Although they usually enjoy lessons and respond well, they are easily distracted in hall lessons and do not always respond appropriately to instructions. In class, they can be noisy with individuals being slightly disruptive.

Communication, language and literacy

88. In Nursery and Reception classes, staff encourage good listening skills and take an active role in talking with children in most activities.
89. Most Nursery children listen well - for example, when listening to instructions for activities such as making rock cakes or when listening to stories. Children are not always articulate and a small number shout even when they are next to friends. Staff do not always deal with this situation and it continues. Most children understand and usually carry out instructions responsibly. A number had enough confidence to initiate discussions with an inspector. Children learn to follow storylines and handle books appropriately. Even the youngest children choose books independently, some looking carefully at the books available. Staff organise story groups well - one group includes the youngest or newest children and another was led by a bilingual assistant and, these are generally very valuable sessions. Few children were observed in the book corner at other times and this is a weakness. When reading to an inspector, children knew stories and characters, joined in refrains such as 'Knock, knock, Who's there?' and distinguished print from pictures. One four-year-old girl pointed to words as she read them. Several early writing activities are planned; for example, 'thank you' letters, recording the ingredients for making rock cakes. Children form letters with developing skill and are learning to match writing to words. They have looked at patterns in Asian writing.
90. Most Reception children have satisfactory listening skills. They listen and respond to stories and other texts with interest, although they do not always respond well to instructions. Most can express their wants and needs. The teacher encourages children to speak about events at home or school. Some are not confident speakers. There are some opportunities for children to initiate speaking in role and imaginative play. Children are learning the names and sounds of letters such as 'i' and 'a'. They read aloud parts of stories such as 'The Gingerbread Man' enthusiastically and name the characters. Individuals describe what characters are. Children who read to an inspector 'read' the pictures in books and showed familiarity with books. One could point to words as she read the refrain, 'Ho ho, hee, hee' even when it was reversed and knew that 'ho' and 'go' are rhymes. Children are learning to form letters accurately though some confuse 'p/b/g'. They are confident to write independently, making good attempts at spelling words such as 'happy'.

Mathematical Development

91. Nursery children learn to recognise shapes through games or using differently shaped cutters with materials such as 'playdoh'. They learn to observe and name three-dimensional shapes - cone and cube - and two-dimensional shapes such as squares. Some are learning to form the numerals nought to nine with reasonable accuracy. They match objects to numbers through such activities as how many fruit in different sets. Staff encourage the use of relevant vocabulary. Children experiment with measuring equipment when playing with sand or water. Staff use a satisfactory number of activities to reinforce number knowledge, such as outdoor skittles and dice.
92. Children in the Reception class learn the order and sequence of numbers through work on the date when the register is marked. They can say and understand *first* to *ninth* with adult help.

They count to ten and are learning to count back from ten to one. Most know their age and write the relevant numerals four and five legibly. In one lesson, children were able to make and interpret simple graphs of their ages and birth months. The teacher expected the children to take an active role in their learning and the lesson built well on earlier work, resulting in the children comparing several different graphs - challenging activities which they did appropriately. Children do not readily choose number activities.

Knowledge and understanding of the world

93. Nursery children experiment with the properties of water and sand. They have opportunities to use a wide range of construction equipment. Groups of children learnt about the ingredients for rock cakes as they were making some. They have frequent opportunities to use the computer; for example, in alphabet games, children use the mouse ball to point and click on letter icons or use counting programs where they count and match objects to five. Staff ensure that children take turns by encouraging them to use a sand-timer. Children use audio equipment independently to listen and 'record' stories or songs and enjoy this greatly. There are daily activities where children explore and describe different textures such as coloured spaghetti or coloured flour mixtures. They are learning about different celebrations through activities such as exploring symmetrical patterns and making Barfi sweets for the Hindu festival of Diwali.
94. Children in the Reception class continue to experience a range of activities, using sand, water, construction equipment and information and communication technology. They have learnt about topics such as fruits and animals and such as penguins, polar bears and snow through discussion, dance, stories and books. They learn about their development and growing through work on birthdays and ages. When Nursery children who are to join the class next term visit the Reception class, the older children display knowledge and awareness of the purpose and location of all activities and show the younger children how to use them, what they will learn and where equipment such as aprons is stored.

Physical development

95. Children in Nursery and Reception classes make satisfactory progress, using equipment such as pencils, crayons, and scissors, and paint, brushes and glue.
96. Nursery children have daily sessions outdoors or in the hall to use equipment such as climbing frames, wheeled vehicles and balls. Most play carefully and considerately, sharing space well; however, a few push past other children and adults with little consideration. They are developing physical co-ordination skills appropriately, though few activities focus on children's particular learning needs. A very wide range of activities is set out covering several areas of learning but the outdoor space is too cramped for children to gain maximum benefit. Staff use the hall in bad weather to ensure that children have sufficient opportunities. A new soft surface is to be laid outdoors, which will enable staff to provide more challenging climbing apparatus.
97. Reception children have too few opportunities for developing physical and other skills outdoors. The outdoor area still needs developing and staff are aware of this. Two hall times are allocated, which are used well but do not provide sufficient learning opportunities. The teacher and the physical education co-ordinator taught these lessons. In both, the teaching was good. Children's attainment in one lesson was above the expected level. They run, skip and jump well and are learning more challenging movements such as sliding on different body parts. Their dance skills in another lesson were satisfactory.

Creative development

98. Nursery and Reception staff provide frequent opportunities for children to draw, colour, paint, cut and glue. Children regularly choose to play in the home corners or the office in the Nursery or dress up in character.
99. Nursery children have had experience of using stencils and of making collage pictures, using

recycled materials. A range of musical instruments is on display for children to experiment with the sounds they make. In a hall lesson, children were learning to sing action-songs such as 'See the little bunnies sleeping'. They do not yet sing in tune or make the movements very well.

100. Children in the Reception class continue to have frequent opportunities to develop their creative skills, using a range of materials and resources. They frequently illustrate literacy work, although sometimes this means they copy from books so that the creative and imaginative aspects are not developed. Most know a range of colours. No singing activity was observed but children in the dance lesson responded well to music, although most cannot yet match their movements to the music. Staff teach pupils how to use materials and tools in a safe way and most children respond to this guidance well.

ENGLISH

101. Standards of pupils' attainment in English are below average by the end of Year 2 and Year 6. When they enter the infants in Year 1, most pupils' standards of speaking and listening, reading and writing are below national expectations.
102. Nevertheless, pupils' work is improving over time. Today, more of them are on course to attain the expected standards in Years 1 and 2 than in previous years, and more are on course to achieve what is expected in Years 5 and 6 than before. Also, school records for 2002 show that a majority of pupils made more gains than is usual in reading and writing in Years 5 and 6. Work in the present Year 6 shows similar rates of improvement. All this points to a steadily improving school.
103. Most pupils in the infants and the juniors are behind national age groups, particularly in the use of spoken English. Pupils in both infants and juniors listen well and respond appropriately to the questions they are asked, but their speech is often very much less mature than expected: sentences and phrases are often poorly formed. The spoken words are hesitant, without as much description and detail as is expected, and the meaning is not always clear to the listener.
104. In the infants, most pupils read simple sentences and phrases with reasonable accuracy but do not read confidently and fluently; they do not sufficiently grasp the meaning in stories to give them the confidence to discuss them well. This is true also in the juniors, except for the few highest attaining pupils. More significant, however, is a lack of understanding of phonics, apart from initial sounds. Other reading skills, such as breaking words into syllables for recognising and understanding unfamiliar words, are used by some pupils but not independently applied by most. Pupils are not steadily acquiring the necessary information about phonics and reading skills.
105. Although many pupils' writing is logically sequenced, it is often bereft of apt and interesting vocabulary and lacks the imaginative and telling phrases that are expected for their ages. This is linked to their under-developed speaking skills. Moreover, when pupils work independently, many do not use capital letters and full stops regularly and consistently although they use them when working under guidance. Also in the infants, many letters are poorly formed, except when practising under direct guidance. In the juniors, pupils learn to join up their handwriting, but still carry poor habits of letter formation and this limits their facility to acquire fluent writing styles as readily as is desirable. Work samples show that many pupils' spelling of simple words is accurate but is less so in words of more than one syllable, and also sometimes in words which are in common use - the use of double consonants is not grasped consistently by many. This is something which the new system for teaching phonics, called RML, is designed to develop.
106. At the previous inspection it was said that standards were rising, and at this inspection it is evident that the school has continued to eliminate the poor standards of the past. It was also said that in some lessons teaching was unsatisfactory. Progress in lessons was frequently good during this inspection. The teaching in all twelve lessons seen in English was satisfactory or better and in four it was very good. These high quality lessons were in Years 5 and 6. Work samples show also that progress is more rapid in these years.
107. The quality of teaching is satisfactory overall. Successful features of the best lessons are careful review of past learning, clearly explained lesson goals, very frequent involvement of the pupils and

good pace. Teachers provide a wide range of different learning styles to match all pupils' needs. Consequently, all pupils concentrate and try hard for nearly all the time, learn many new things and improve on previous work. For example, in a lesson about writing in Year 6, pupils were reminded about their learning about non-chronological writing in previous lessons. This, together with hearing careful explanations about the lesson's goals and what they had to do to meet them, encouraged them to learn. Sometimes they were asked to discuss answers to the teacher's questions in pairs and were often given time targets to come up with suggestions. This held their attention and gave them chances to learn from each other. Throughout the lesson, all pupils were drawn into the learning, including those from minority ethnic groups, and so all learned to improve their work in line with the lesson's objectives.

108. In all lessons, teachers establish good relationships with their pupils, and manage their behaviour very well by following a clear and fair system with suitable amounts of praise. Sanctions are well known, but rarely have to be used because pupils are more often helped to focus on their work by the good teaching. This helps to maintain good working atmospheres within a framework of good quality instruction. Consequently, all pupils behave well, are orderly, show respect to adults and try hard with their work. Pupils use their information and communication technology skills in word processing, but they are not given enough opportunities to use the classroom computers.
109. Although no teaching seen during the inspection was of unsatisfactory quality, there are aspects that hinder more than steady progress overall across the school. Firstly, at both key stages, teachers pay too little attention to teaching pupils to speak more clearly as they grow older, in more detail and with more awareness of the listener. They miss opportunities after partnership discussions to examine the quality of what is said and to work with pupils to improve the clarity of their spoken answers. Secondly, in attempting to plan for mixed-year groups in the juniors, teachers do not present work related to pupils' ages, as recommended in the National Literacy Strategy. Consequently, the way in which a steadily increasing amount of information about phonics and reading skills develops, which is built into the National Literacy Strategy, is lost and is not compensated for by present arrangements. This is particularly so for pupils whose prior attainment is just below, at or just above average standards. Thirdly, teachers do not give enough time to teaching phonics at either key stage.
110. The school's strategy for teaching literacy is sound overall, although it can be seen from the previous paragraph that most pupils make steady, rather than good, progress. Evidence from other subjects shows that opportunities are missed to develop literacy skills in conjunction with other studies. However, the leadership in the subject is good and standards are improving over time. A strong emphasis on improving writing has been created by providing extra lessons, called 'extended writing', which includes a 'catch-up' programme to improve pupils' grasp of phonics. This strategy has accelerated pupils' progress, particularly in Years 5 and 6. Written work was found to be the weakest aspect at the previous inspection; this is no longer the case. Teachers have improved their teaching by more often showing pupils how to write, providing opportunities for them to practise the skills under guidance and marking work closely in accordance with the skills being taught. In some work samples from Year 6, clear improvements can be seen in, for example, writing in an autobiographical style, or in using the writing technique of pretending that objects such as the moon are people. Improvement can also be seen in the way that writing is now marginally more successful than reading. It is contrary to the national picture, where the reverse is more often the case. Teaching and pupils' work have been monitored well, and the weaknesses identified by the previous inspection have been successfully strengthened. The weaknesses in pupils' spelling and reading skills have been recognised already and the RML system is being tried. Good plans, presented at inspection, show that the school remains aware of and focused on further improvements. However, guidance to improve links between other subjects and literacy strategies is still at the discussion stage.

MATHEMATICS

111. Pupils' attainment by the end of Years 2 and 6 is average in numeracy and other areas of mathematics. This represents a good improvement since the last inspection when standards

were rising but still low. The improved teaching since the last inspection has been the main factor in driving up standards.

112. Year 2 pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. Pupils know the names and some of the properties, such as the number of sides and corners, of two-dimensional shapes and the number of faces, corners and edges of three-dimensional ones. They solve shopping problems up to a pound and more able pupils confidently work with both pounds and pence. Pupils measure length in non-standard units such as cubes and successfully identify objects in the classroom that are more or less than a metre.
113. By Year 6 pupils have progressed to having a good understanding of place value to at least a thousand, with higher ability pupils confidently handling numbers to a million. Pupils accurately add, subtract, multiply and divide two- and three-digit numbers, with the majority working to two decimal places. Pupils' work in data handling is of a good standard and is supported by their work in information and communication technology. They enter data they have collected into the computer and then print it out in various forms. Their level of understanding is good as they make decisions about the most appropriate and effective way to display the data. Pupils understand the relationships between fractions, decimals and percentages and higher-attaining pupils confidently convert one to another. In knowledge of shape, the pupils' progress is most apparent with pupils able to calculate area using the correct formula. Pupils in the higher ability set have a good understanding of the properties of a wide variety of quadrilaterals commenting knowledgeably about sides being parallel, lines intersecting and bisecting, lines of symmetry and equal angles. Throughout the school the amount of practical and investigational work undertaken is good and helps to teach and reinforce concepts as well as making learning more relevant and fun.
114. All pupils in the school have full access to the mathematics curriculum. Pupils with special educational needs make good progress towards the targets set for them as they move through the school. This is because of the good support they receive in class from their teachers and teaching assistants and the careful planning which takes the needs of all pupils into account. Those pupils with English as an additional language also make good progress as they move through the school - many of these pupils are to be found among the higher attainers in mathematics.
115. The quality of teaching is good; no unsatisfactory teaching was seen during the inspection. Such good quality teaching is having a very positive effect on the pupils' learning and ensures that good progress is maintained year by year. Planning is very good throughout the school and is firmly based on the National Numeracy Strategy. Teachers usually plan lessons with due regard to the prior attainment of their pupils and the content is carefully designed to meet their specific needs. This was clearly seen in a very good Year 2 lesson on subtraction in which pupils were finding the difference between numbers. The more able pupils were working with numbers to a hundred and confidently finding the difference between numbers such as 77 and 89. Average ability pupils worked with numbers to 20 and the less able to 10. By the end of the lesson all pupils had made very good progress in their knowledge and understanding of subtraction and were eager to learn more.
116. The pupils in Years 3 to 6 are taught in sets based on prior attainment, which helps teachers to set appropriate work. For example, the higher-attaining pupils in Years 5 and 6 are taught together and the teacher plans work to help them achieve the higher than expected level in their work. Teachers have very good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is good; pupils are eager to learn and are enthusiastic about the work provided for them. This was clearly seen in a numeracy set for lower ability pupils in Years 4, 5 and 6. The teacher used a wide range of strategies to motivate the pupils and keep them concentrating on their tasks to find odd and even numbers to a thousand and explain their decisions. The pupils worked extremely hard to complete their investigations and learned new facts at a very good rate. Good relationships are a strong feature of lessons throughout the school, with pupils being attentive to their teachers and able to work well together. Suitable homework is set regularly to support and extend the work in lessons and is completed successfully by the majority of pupils. The use of information and communication technology to

support work in mathematics is not yet fully developed.

117. The management of the subject is good and has a significant impact on achievement. Planning and completed work are closely monitored to identify areas for improvement and to celebrate success. There is a determination to improve standards to the highest possible level. Assessment procedures are very good and are used well to monitor progress and plan suitable work in lessons. Pupils are assessed each term to see if they have met the key objectives in the work planned for them. This information is used well to ensure that pupils are given future work on a particular aspect at an appropriate level so that time is not wasted in constantly repeating work at the same level. The length of lessons for some of the younger pupils is too long for them to maintain concentration. The recommended time of 45 to 50 minutes is often exceeded and this affects their learning as they sometimes become restless and lose interest.

SCIENCE

118. Pupils' attainment in science is below average by the end of Year 2 but rises to average levels by Year 6. The last inspection identified a trend of improvement and this has been continued well. Pupils of all ability levels make good progress, as do those for whom English is an additional language. The below average attainment in Years 1 and 2 is very much linked to pupils' low literacy skills.
119. In lessons, Year 2 pupils have a sound knowledge of how the forces of bending and stretching can alter some materials. They distinguish man-made articles from natural materials and sort items into living and non-living. But their ability to record their findings is limited by their writing skills; higher-attaining pupils use words to describe what they know but other pupils more often use pictures. Worksheets sometimes further restrict recording opportunities.
120. Pupils in Year 6 have studied living creatures this term. They consider the conditions necessary for plants to grow and write up their conclusions in their own words. They are developing a good understanding of the need for a fair test and of what a variable is. They appreciate the need for classification and construct a decision tree to distinguish between a group of animals. More recently, pupils have been learning about forces. Pupils of all abilities understand gravity and give examples of upthrust. They use Newton meters to weigh everyday items and record their findings on a graph, drawing conclusions about the relationship between weight and the stretch of an elastic band.
121. Teaching is good overall across the school, with a few examples of very good teaching. A particular strength of the teaching in Years 3 to 6 is the use of 'mind mapping' at the end of, or during, a unit. Pupils record on a large sheet of paper concepts and information they have learnt, linking related ideas by using the same colour. They use 'icons' to help them remember, and the whole process is a good way for pupils to evaluate their own learning. They are displayed in classrooms and pupils refer to them when they want to be reminded of something. In Years 1 and 2, pupils are keeping a folder of their work, which is forming a good record of what they have done in most classes. However, in one class, the teacher has relied too heavily on worksheets which require one-word answers or simple pictures, and the pupils do not make as much progress as other Year 2 pupils. Teachers generally do not give pupils enough opportunities to use classroom computers.
122. The subject is very well led by the co-ordinator. She has made a major contribution to the raising of standards by analysing pupils' responses to National Curriculum test questions and identifying weaker areas of teaching. An example is pupils' ability to handle data; commercial exercises in data handling were bought and incorporated into planning. The co-ordinator draws up clear half-termly plans, which teachers use well in planning effective weekly lessons.

ART AND DESIGN

123. The standards attained in art and design are as expected nationally for pupils at the end of Years 2 and 6. The subject was not reported on in the last inspection so no judgement can be made

about improvement since then. Only three lessons were observed during the inspection but from these, talking to teachers and looking at displays and other evidence of pupils' finished work, it is clear that all aspects of the subject are taught to pupils as they move through the school. Many of the displays are of good quality and help to raise the profile of the subject in the school as well as showing the value the school puts on its pupils' efforts. Pupils of all abilities, including those with special educational needs and those with English as an additional language, make good progress in their learning as they move through the school as a direct result of the good teaching they receive.

124. Pupils in Years 1 and 2 use a range of media and techniques in their work. From an early age they are introduced to colour matching and mixing and produce some attractive work. In Year 1 they use paint, pencil and pastels effectively to produce striking self-portraits. In Year 2 pupils' progress in drawing is good and they draw realistic still-life pictures of fruit using different grades of pencil, having first carefully observed the shape and texture using a magnifying glass. Work with paint that has been mixed with glue to give an oil paint effect is also pleasing, particularly when in the style of a famous artist such as Van Gogh. Pupils in Years 3 to 6 build on these skills and, by the time they leave the school, the pupils have worked with a good range of media, including clay that is fired in a kiln. Pupils' skills in drawing figures are developed through the use of wooden articulated models that enable pupils to draw people in action poses, with due regard for correct proportion. They confidently mix paint to produce the exact tone they require for their pictures and study the life and work of William Morris prior to making repeated patterns of flowers in the style of his wallpaper designs. Pupils often develop their ideas on paper before arriving at the final design. For example, Year 5 pupils used charcoal and collage to design a Greek pot that they were to make in clay in a future lesson. This work was appropriately linked to their history studies of ancient Greece. Links to other subjects are also made. After writing instructions to make a string print as part of their literacy work, Year 4 pupils followed them to produce some interesting pictures. These links enable curriculum time to be used more effectively as pupils learn skills in one subject at the same time as learning more effectively in another.
125. The quality of the teaching seen in the three lessons was consistently good. By looking at finished work it is evident that teaching throughout the school is also good. Teachers plan their work carefully in year groups and this enables them to share ideas and expertise so that all pupils learn effectively. The work planned for pupils is often imaginative and stimulating. Pupils respond well to this and work with great concentration and pride. Teachers manage their pupils well and, with the valuable help of support assistants, create a calm working atmosphere in which the pupils concentrate and produce their best work. Teachers have a good subject knowledge, which enables them to teach new skills with confidence and give pupils useful tips to improve the standard of their work. This was clearly seen in a good Year 2 lesson about drawing the insides of various fruit accurately. The teacher displayed a good knowledge of different grades of pencil and taught the pupils to use them to good effect in their work.
126. Although some artwork is kept and the co-ordinator has started to keep a record of completed work, there are no formal assessment or recording procedures in place to give an overview of the standards reached throughout the school. Some of the work produced by pupils in the after-school art clubs is of high quality and is displayed attractively to interest and inspire other pupils. This extra provision gives pupils further good quality opportunities to develop and improve their skills.

DESIGN AND TECHNOLOGY

127. Standards are as expected for pupils at the end of Years 2 and 6. It is impossible to assess any improvements since the last inspection as the provision for design and technology and the standards reached were not reported. Only one lesson was seen during the inspection but, from teachers' planning, talking to pupils and looking at examples of finished work and photographic evidence, it is clear that all aspects are taught over time, including food technology. Pupils make satisfactory progress, including those with special educational needs and pupils with English as

an additional language.

128. Pupils follow the correct procedures of designing, making, refining and evaluating in every piece of work they undertake. As pupils move through the school they improve their skills in designing and making by following a well structured scheme of work. For example, pupils in Year 2 learn basic cutting and joining skills when using cloth to make finger puppets, then in Year 6 they improve their skills further by using a greater range of materials and more advanced techniques to make slippers. Year 1 pupils design and make their own fruit salads and, as part of their planning, decide which fruits to include. In Year 3, the pupils make sandwiches and pizzas after investigating and testing commercial products and then designing their own. They then make them with the support of volunteer parents and evaluate the finished product. The hand-held lights made by Year 4 pupils show clearly that the pupils understand exactly how to approach a design project. After looking at various torches they decided on the best features to guide them in their own designs to make a light for a specific user such as a deep-sea diver or a small child. They listed the resources needed and planned the stages for making the product in a flow-diagram format. The use of control technology to operate models is an area the school has appropriately identified as in need of further development.
129. Based on the evidence of completed work and the one lesson seen, the quality of teaching is at least satisfactory. It is particularly good when the tasks set are imaginative, well planned and interest the pupils. This was most evident in the Year 6 lesson seen, in which the pupils were designing slippers for a particular person. The teacher had fired their imaginations and they were full of good ideas to make their slippers functional yet attractive to the user. They were fully aware of the need to meet the design criteria and choose materials for comfort, warmth and safety. Teachers have good management skills and encourage their pupils to do their best. Pupils respond well to this as can be seen from the care taken in making their products.
130. Very few assessments are made of pupils' work to record their levels of attainment. The good quality design sheets used throughout the school are not kept to show the progress of individual pupils and to monitor standards. The new co-ordinator plans to improve the assessment and recording procedures so that the provision is more effectively monitored.

GEOGRAPHY AND HISTORY

131. Geography and history are reported together because they are managed by the same subject leader, and planned into the curriculum in similar ways. Standards in both subjects are below national expectations at the end of both the infants and the juniors. There are two main reasons for this.
132. Firstly, the pupils' writing skills are not evident in their written work in either subject, nor are they sufficiently reinforced in the teaching. For example, much of the work is often unmarked, and relies heavily on worksheets, which limit pupils' use of important language and communication skills. This is even more so for geography, where there is very little evidence of work from last year, and very little so far this year.
133. Secondly, too little time is spent in teaching the subjects. This shows up clearly in an examination of the work and in the amount of work covered in the lessons seen during inspection. This is despite a good approach to history through pupils' investigation of historical evidence. However, comparisons between work from the previous school year and this school year show improvement in the standard of pupils' work in Year 6. In similar fashion to English, progress accelerates in history in Years 5 and 6; in geography, progress is less clear because of a lack of evidence.
134. Five lessons were seen during the inspection. Teaching quality was satisfactory in two lessons of history and good in two. It was good in the one geography lesson. There is not enough evidence to make an overall judgement of the quality. However, progress in pupils' work is unsatisfactory across the school as a whole in both subjects because of insufficient time being

allocated for the programme of study to be adequately covered and because of unsatisfactory assessment and recording of pupils' class work.

135. Some of the best teaching in history was seen in Year 6. Homework was used imaginatively to prepare the pupils for their work in the lesson by conducting their own investigations of historical evidence at home. Teaching in the lesson was then used to discuss how such enquiries about Britain in 1960 might be improved and which sources might be considered more reliable. Progress in the lesson was good because teaching was rich in information and taught the appropriate skills against a backdrop of most pupils' recent experiences. By the end of the lesson, the pupils had learned about the past, refined their understanding of sources of evidence and their reliability and learned more about how utensils changed over time. However, standards were below national expectations because the pupils' previous learning over recent years had not provided them with enough information prior to this point. There was simply too much to do in this lesson to catch up, despite progress in the lesson being good for all in the group. Also, questions were restricted to Level 3 in the main, which were well matched to pupils' prior attainment but limited them in thinking at higher levels.
136. Signs that the school is improving were found in the good teaching in geography in Year 2. The lesson was about different weather in countries in the world and hot and cool climates; two bears prepared for their holidays, which added interest for the pupils. Resources were used imaginatively to locate places on a globe and artefacts were well prepared to add detail. The richness of information helped to maintain pupils' involvement.
137. The subject leader has been appointed recently and has made a good start to her leadership. She has correctly assessed the standards being attained within both subjects and has good plans for their improvement. Already, new resources to assist teachers have been purchased. A curricular plan has been drawn up to ensure that more time is spent in teaching the subject and that full coverage of the Programmes of Study is achieved. Plans are in hand to monitor the work and planning in the subject, which include a review of the situation at the end of this school year after the new approaches have had time to be implemented in full. In addition, a draft has been drawn up to assist teachers with assessment of pupils' work in both subjects. Currently, there are no plans to make more explicit links between literacy and teaching in history and geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Pupils' attainment meets national expectations by Years 2 and 6. Pupils of different ability levels and from differing backgrounds and ethnic groups make similar, satisfactory progress. This represents good progress since the last inspection, when attainment was reported as being below what was expected. At that time, the school was about to open a new computer suite. This, together with in-service training for staff, has played a big part in raising standards. However, the suite has proved too small for use by whole classes and is in the process of being moved to a larger room with an increased number of machines. During the inspection, the old suite was not much used; teachers taught preparatory lessons in their classrooms so that pupils could work in small groups in the computer room on a subsequent occasion.
139. Pupils in Year 2 use word processing programs in connection with their literacy work. They open a file created by the teacher and edit sentences, adding full stops, capital letters and other punctuation, such as question marks. Higher-attaining pupils consider where to insert speech marks. Pupils control a graphics program to draw two-dimensional shapes in mathematics and to produce pictures in art. They know how to alter the size of the brush-stroke and how to change colour and their work shows good mouse control.
140. Year 6 pupils are currently making adventure games with a series of slides, connected via hyperlinks. They plan the project on paper, showing an awareness of audience by choice of colours, images and snappy phrasing. They use computers in science when they combine diagrams and text about the life-cycle of plants. In religious education, they use the symmetry tool in a graphics program to produce Islamic patterns for a carpet. They use an encyclopaedia

on a CD-ROM to find out information about famous artists whose work they are studying in art.

141. There are examples of work which exceeds expectations, such as when Year 5 pupils designed their dream playground, creating symbols, adding them to a plan and providing a key for explanation.
142. Teaching was satisfactory overall in the lessons observed during the inspection. This is because most of the lessons were taught away from computers because of the difficulties outlined above. There is evidence of good teaching in the small sample of work and one lesson was well taught during the week. One whole-class lesson took place in the computer suite, and it was clear that the space is too limited. Teachers plan to match work to pupils' abilities in lessons connected with literacy and mathematics work, but less so in other subjects. Each classroom has its own computer, but these were not often used during the inspection. Teachers' planning in other subjects of the curriculum sometimes makes provision for the use of the class computers, but only in a minority of lessons.
143. The subject is well led by the co-ordinator. She is responsible for drawing up termly plans; they are clear and enable teachers to plan effectively each week. The co-ordinator has also designed a good and easy system of assessment so that teachers can begin to use the information in future planning. She has a good overview of pupils' attainment across the school and has a timetable for monitoring teaching next term. As part of the home-school agreement, pupils and parents sign a letter to show that they understand the school's policy on Internet use.

MUSIC

144. Standards by the end of Year 2 are below national expectations. No lessons in Year 6 were observed but standards in Years 4 and 5 are in line with national expectations. They are below expectation in Year 3. It is not possible to make a judgement about improvement since the previous inspection as no judgements about the subject were made then. There is very little evidence of composing and appraising throughout the school and this is a weakness of the curriculum. Staff do not keep recordings of pupils' work so it is difficult to ascertain standards. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in listening and performing but unsatisfactory progress in appraising and composing.
145. Pupils in Year 2 are learning to name unpitched instruments such as drums or bells and to recognise them from the sounds they make. They play in different tempi such as fast or slow in response to visual 'conductor cards'. The teacher has good subject knowledge and reinforces the playing and naming skills appropriately but this is the same activity for Year 1 pupils in the same class and in another Year 1 class, which is unsatisfactory. The lesson was short and reduced further by the class spending a long time answering the register. In the Year 1 lesson, teaching was good but this did not result in good learning because a minority of pupils were restless. The teacher planned good activities using a wide range of good quality instruments and taught well skills such as how to hold beaters to create particular sounds.
146. Pupils in Year 5 sing tunefully without accompaniment. Pupils in Year 4 sing satisfactorily and a small group play percussion instruments appropriately maintaining a pulse (beat) in a group and improving their performance of patterns using notes such as D-D-C. Their performance improves as the lesson proceeds. Pupils in Year 3 choose a sound to represent aspects of weather such as snow, and make these sounds using given instruments under the teacher's direction. Their performance suggests that they have had little experience of even this early stage of composing and their attainment was low.
147. Teaching was good in the majority of lessons observed in Years 3 to 6 - where teachers give clear instructions, have high expectations for performance, give individual help and guidance and, though not musicians, handle lessons with confidence through teaching skills such as excellent class control and relationships.

148. The extra-curricular choir greatly enhances the provision and the quality of singing and teaching is very good. The choir perform in the community but there is sadly no evidence (such as a video) of the quality of this work. Funding from the Education Action Zone provides clarinet tuition for a number of pupils although the session observed was too informal and allowed little time for improvement so that the best use was not made of the session. The pupils are not learning to read conventional notation.
149. The co-ordination of the subject is unsatisfactory. There is no monitoring of teaching or the curriculum and the time allocation throughout the school is too low. There is no assessment system in place. The music area has been reorganised recently and this gives staff and pupils easy access to the very good range of pitched and unpitched instruments.

PHYSICAL EDUCATION

150. No lessons were observed in Years 1 and 2 so no judgement can be made on standards by the end of Year 2. Two games lessons and one swimming lesson were observed involving Years 3 to 6. Attainment was in line with national expectation in games and in the Year 3 swimming lesson. Standards in swimming overall are below expectation. Currently, less than half of the Year 6 pupils are able to swim the expected length of 25 metres. There is a further opportunity for Year 6 to improve later in the year. However, in the Year 3 swimming lesson there were unsatisfactory aspects in the arrangements for swimming, which need to be reviewed in order for Year 6 to make the improvements needed. It is not possible to make a judgement on improvement since the previous inspection because no judgements were made for the subject.
151. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in games. Throughout the school, most pupils wear appropriate clothing and footwear and all staff wore appropriate clothing or, at least, appropriate footwear in lessons.
152. Pupils in Year 6 pass and stop the ball with some skill and accuracy in pairs, using plastic hockey sticks and rubber balls. They are developing team skills appropriately, although they did not play in groups larger than four, which is not large enough to enable pupils to experience full team skills. A number play with determination showing good competitive attitudes. They behaved very well and greatly enjoyed the lesson. However, seven pupils were missing from this lesson even though only one was absent from school. Three were receiving tuition for the clarinet, two were injured and at least one missed the lesson because she did not have a kit. This is unsatisfactory in terms of access to the full curriculum. Pupils in Years 4 and 5 also learnt hockey skills. Most could strike the ball, although not very accurately. They were learning to pass the ball. Again, at least one pupil missed the lesson because she had not brought her kit, even though some spare kits are available in the school. Pupils are given detention when they forget their kit. This is inappropriate and does not enable pupils to participate in the full curriculum.
153. Teaching is at least satisfactory, although one teacher worked with only part of the class at any time, leaving most pupils sitting on the playground observing, which limited learning and progress. The playground surface is uneven and a potential hazard. There was no difference in the work for Years 4 and 5 and this does not promote progress. The teaching in the Year 6 lesson was very good - the teacher gave specific guidance showing good knowledge of hockey, she kept pupils active throughout the lesson and activities built well on earlier ones.
154. There are weaknesses in the arrangements for swimming. There is no place for pupils to leave their belongings and they have to take them into the pool area. The co-ordinator for physical education accompanies pupils on the journey but has no support in case pupils leave items behind or when they have to cross a road and she is at the front of the queue. The pool instructor taught all the pupils, apart from three who worked with the co-ordinator, and learning and progress were limited by this unequal distribution of pupils, especially since the co-ordinator has relevant coaching and teaching qualifications. This is inappropriate and does not ensure that the time is used effectively. The small group of pupils with the teacher made good progress consolidating skills under her knowledgeable guidance and expectations.
155. The co-ordinator is well-qualified and experienced. She works for only two days per week and so has limited time for the co-ordination of the subject. As part of her other roles she takes some physical education lessons and pupils benefit, but this is inconsistent and does not encourage colleagues to improve their skills in this subject. There has been some monitoring of teaching but not of the curriculum or of pupils' progress; for example, pupils of different ages in mixed-age classes do the same work. Assessment systems are not in place. The co-ordinator is taking part in a new project to develop the subject.
156. The curriculum is enhanced by a range of extra-curricular clubs. School teams have had success in the Education Action Zone inter-school competitions, including a swimming gala.

RELIGIOUS EDUCATION

157. By the end of Years 2 and 6, pupils' achievements are similar to those expected by the locally agreed syllabus. There were no judgements relating to religious education in the last report so it is not possible to judge improvement since then. Pupils, including those with special educational needs and these with English as an additional language, make satisfactory progress.
158. One lesson in Year 2 was observed. Judgements are based mostly on a scrutiny of work. By the end of Year 2, pupils have a growing knowledge of the stories of Jesus and aspects of Judaism. They have learnt about Moses and about artefacts used in Jewish religious services - for example, the meaning of candles during the festival of Hanukkah. There is a limited range of work in books. In the Year 2 lesson the teaching was very good - the teacher had very good subject knowledge, managed pupils and time very well and created a super learning atmosphere. Pupils' attitudes and behaviour in this lesson were excellent - they were very attentive, showed great respect for the teacher and the subject, listened very carefully and remained on task. Their attainment was satisfactory. They understand that parables told by Jesus have a message and know that the story of the 'Prodigal Son' is about a father's love for his son. A few can relate the story to God as a father who never stops loving people.
159. In Years 3 to 6, judged on the basis of work seen in pupils' books and from the lesson seen in Year 6, attainment is as expected. Pupils know and understand the Christian story of the Nativity and they know that Christians believe that Jesus Christ is the Son of God. Work in books in one Year 5 class shows that pupils have learnt about Moses and the Jewish festival of Passover and considered the messages of the Buddhist religion in a modern context. In the other Year 5 class they have learnt about aspects of the Sikh religion and Christian journeys. There is good coverage of the subject in this class, although the topics and amount of work are inconsistent across the year group.
160. Progress in Years 3 to 6 is affected by pupils' literacy skills. In the Year 6 lesson observed, pupils' oral skills conveyed appropriately their developing understanding of the celebration of Holy Communion. A minority knew that the bread and wine represent the body and blood of Christ. However, the quality of the oral activities was not reinforced by the written activities: children simply answered questions by copying out parts of a text.
161. There is insufficient evidence on which to base a judgement on teaching in Years 1 and 2. Teaching in Years 3 to 6 is satisfactory overall and good in a minority of lessons where the teacher is a very clear communicator and encourages pupils to discuss topics with peers - they respond well to this approach. The work builds on previous work and is planned well and the teacher makes a real attempt to match the written activities to pupils' prior attainment. Some work is repeated in different year groups with little development; for example, Moses or aspects of the Sikh religion. Throughout the school there is appropriate coverage of different beliefs and faiths but little use of information and communication technology.
162. The new headteacher has just taken over as co-ordinator. The curriculum is in a state of transition while the new syllabus is being developed. There is no assessment system in place and no current monitoring of teaching or learning which would identify the repetitious nature of some work.