

INSPECTION REPORT

DAVID LIVINGSTONE PRIMARY SCHOOL

Thornton Heath, Surrey

LEA area: Croydon

Unique reference number: 101716

Headteacher: Mr Havard Spring

Reporting inspector: Roger Medhurst
15035

Dates of inspection: 28 – 31 October 2002

Inspection number: 246142

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Northwood Road Thornton Heath
Postcode:	CR7 8HX
Telephone number:	020 8653 4240
Fax number:	020 8768 0295
Appropriate authority:	Governing Body
Name of chair of governors:	Graham Cluer
Date of previous inspection:	23 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15035	Roger Medhurst	Registered inspector	Special educational needs Science Art and design Design and technology Religious education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9835	Glenda Spencer	Lay inspector	Education Inclusion	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?
22545	Valerie Hobson	Team inspector	Foundation Stage English as an additional language English Geography History	
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Music Physical education	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

David Livingstone Primary School is an infant and junior school of average size with 206 pupils aged four to 11 on roll. Pupils enter the Reception class in the autumn term following their fourth birthday. They start in the Reception class with attainment below that expected of their age. The school is situated in a densely populated urban area and most pupils are from within the local area. A significant number of pupils either leave or join the school midway through the year and over a third of the current Year 6 were not on role in Year 2. The percentage of pupils eligible for free school meals is broadly in line with the national average. The school's population comes from a variety of ethnic and cultural backgrounds. The largest group of pupils, though not the overall majority, comes from white heritage backgrounds, with a significant minority from Black Caribbean and Black African families. There is a high percentage of pupils with English as an additional language though the majority of these pupils are fluent in English. The main languages other than English are Urdu, Italian, Yoruba and French. The percentage of pupils identified as having special educational needs is below the national average but the number with a statement of special educational needs is in line with the national average.

HOW GOOD THE SCHOOL IS

David Livingstone is an effective school that serves its community well. The good leadership of the headteacher, supported well by the deputy headteacher, ensures a strong team spirit amongst the staff. There is an inclusive and caring ethos where pupils feel secure, highly valued and fully included in every aspect of school life. The teaching is good. It makes a substantial contribution towards promoting the pupils' enthusiasm for learning and enables them to progress well. The very good relationships that have been established between staff, pupils, parents and governors have a very good impact on learning. The school provides good value for money.

What the school does well

- The school is led well by the headteacher so that all connected with the school have a very strong commitment to its improvement.
- The good quality of teaching, including the very good management of pupils, enables pupils to make good progress.
- The school sets and achieves very good standards of behaviour and relationships are excellent.
- Provision for pupils' personal, social and moral development is very good.
- The school provides a curriculum of good quality which is enhanced by a very good range of extra-curricular activities.
- Good links have been established with parents.

What could be improved

- Standards in speaking and listening in the classroom are often weak. There are not sufficient opportunities in some lessons to develop and improve pupils' speaking and listening skills.
- Standards in reading and writing, though improving, remain below those expected nationally.
- Pupils' presentation of their work is inconsistent throughout the school and is unsatisfactory overall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good improvement since the last inspection in June 2000. It has continued to develop strategies to raise pupils' attainment in reading, writing and mathematics. Although overall standards in reading and writing are below average, those pupils who have been in

the school for a sustained period of time are making satisfactory, often good, progress. An effective reading programme has been introduced and those involved are making very good progress. Good opportunities have been developed for writing in English lessons and in other subjects, though more remains to be done to raise standards. Pupils make good progress in mathematics. Standards in the current Year 6 are in line with the national average and this represents a good improvement since the last inspection. Teaching has shown a significant improvement. This has had a considerable impact on the need, identified in the last report, to improve the tasks set for all pupils to ensure that the higher and lower attainers are catered for. Lessons are now planned well and involve pupils in activities suited to their varying abilities so that the skills of pupils at all levels of attainment are enhanced and consolidated. A very comprehensive school improvement plan was drawn up following the previous inspection. It enabled the school to plan three years ahead and there is a detailed action plan for the current year. Further work is needed to identify priorities for development beyond the life of the current plan. The governors have developed their role as strategic managers of the school. They were fully involved in agreeing the priorities of the school improvement plan. They have also increased considerably their involvement with the school in other ways and are, therefore, much better informed.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	C	D	C	well above average A above average B average C below average D well below average E
mathematics	E	E	E	D	
science	C	D	D	D	

The school strives hard to reach the best results possible. The number of Year 6 pupils who attained the standards expected nationally in 2002 was below average in English and science and well below in mathematics. However, by Year 6, pupils are achieving well given their starting point. Pupils enter the Reception class with standards that are below average. In addition to this, a large number of pupils have entered the school in the last three years with low attainment. This pupil movement accounts for the fact that the challenging targets set for the Year 6 pupils for 2002 were not met.

Pupils in the Reception class make satisfactory progress. By the end of the Reception year, although standards are below those expected in communication, language and literacy, mathematics and knowledge and understanding of the world, they attain appropriate standards in creative, physical, and personal, social and emotional development. In the 2002 national tests for Year 2 pupils, results were below average in mathematics and well below the national average in reading and writing. When compared to those in schools in the same category of free school meals, results were average in mathematics and below average in reading and writing.

Pupils currently in Year 2 and in Year 6 are on course to attain the expected standards in mathematics and science. Attainment in English is below the expected level, with standards in speaking and listening weaker than in reading and writing. Pupils make good progress as they move through the school. With the exception of information and communication technology, which

is below the expected level by Year 2, pupils reach the expected standard in all other subjects¹ by Year 2 and Year 6. Standards meet the requirements of the Locally Agreed Syllabus in religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very good attitudes and are enthusiastic about school.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms and around the school. Pupils are very polite and well mannered and project a friendly attitude towards visitors, each other and school staff.
Personal development and relationships	Very good. Pupils have a strong respect for the values, feelings and beliefs of others and their relationships with adults and other pupils are excellent.
Attendance	Satisfactory.

Pupils' attitudes, behaviour and personal development are a particular strength of the school and have a positive impact on their learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good and has improved significantly since the last inspection. Examples of very good and excellent teaching were seen throughout the school. This overall good quality of teaching makes a substantial contribution towards promoting the pupils' enthusiasm for learning.

Teachers' knowledge and understanding of the subjects of the National Curriculum are good. As a result, pupils acquire skills, knowledge and understanding at a good rate and progress well. The basic skills of literacy and numeracy are taught well so that pupils build effectively on what they already know and can do and understand. Teachers manage pupils very well so that there is a clear sense of purpose in lessons. Pupils are interested and they concentrate well. Teachers ensure that pupils are clear about what is to be learnt in each lesson. They have high expectations of their pupils and this is particularly noticeable in Years 5 and 6 where the pupils are challenged constantly to improve in all aspects of their work. In some lessons, pupils are not challenged sufficiently to explain their thinking, speak clearly and give extended answers. The quality of teaching for pupils identified at the lower stages of spoken English is good.

¹ The other subjects of the National Curriculum include art and design, design and technology, geography, history, music and physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is of good quality. It is enriched by additional opportunities provided to interest and inspire pupils. Good links are made between some subjects.
Provision for pupils with special educational needs	Good. Pupils are supported well. They are able to take a full part in lessons and make good progress.
Provision for pupils with English as an additional language	Pupils who come to the school with limited English receive good support. They settle quickly and make good progress. Support for more fluent older pupils is less secure.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for pupils' moral and social development is very good and enables pupils to develop strong moral and social values. Good provision is made for pupils' spiritual and cultural development. Good opportunities are provided in several subjects to promote a wider understanding of the richness of different cultures.
How well the school cares for its pupils	The school takes good care of its pupils. Procedures for child protection and pupils' welfare are good. Those for promoting good behaviour are very good and for eliminating oppressive behaviour are excellent. Very good procedures are in place for assessing pupils' attainment and progress. Good use is made of assessment information to guide teachers' planning to meet differing needs.

Parents are very positive in their views about the school. The partnership between the school and parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led well by the headteacher. He is enthusiastic and committed to improvement and is well supported by the deputy headteacher and other members of the senior management team. Very good relationships have been established between all involved in the school and day-to-day management is good.
How well the governors fulfil their responsibilities	Satisfactory. Governors are committed to the school's development. They are very supportive and fulfil their statutory responsibilities well. They are developing their strategic role and their monitoring of the work of the school. The committee arrangements have not always worked effectively and have now been re-organised, though the new arrangements are as yet untried.
The school's evaluation of its performance	Good. The school monitors its performance well. It has a good picture of its strengths and weaknesses and is developing appropriate strategies to improve.
The strategic use of resources	Financial planning and management are good. The school makes good use of all its resources to support teaching and learning.

The number, qualifications and experience of staff match the demands of the curriculum. Learning support assistants are used effectively and provide good support. The school uses the limited accommodation it has to good effect. The level of learning resources is satisfactory overall, although there are gaps in the book provision for English. The aims and values shared by all throughout the school and the team commitment established by the headteacher and staff are real

strengths. More needs to be done to ensure there is sufficient planning for future developments. The school has successfully applied the principles of best value to its work.

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. • They feel the school is well led and managed. • The staff are approachable. • Children are expected to work hard. • The teaching is good. • Behaviour in the school is good. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • A small minority felt they were not informed well enough about how their children were getting on. • A small minority felt that the school did not work closely enough with them.

The inspection team agrees with parents on what pleases them most. The inspection finds that parents receive very good information about the school and about how their children are getting on. The school has also worked hard to involve parents through a wide range of activities and provides good opportunities for parents to become involved in their child's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2002 National Curriculum tests, taken when the pupils leave the school at the end of Year 6 are below average in English and science and well below average in mathematics. Few pupils reached the higher levels of attainment.² When these results are compared with similar schools the standards in English are average and are below average in mathematics and science. Over the past five years to 2001, the improvement in the school's results for all three subjects has been above the national trend.
2. The results of the 2002 national tests for Year 2 pupils show that they attain standards below the national average in mathematics and well below the national average in reading and writing. In comparison with schools with pupils from similar backgrounds, standards are average in mathematics and below average in reading and writing. The average scores for reading and writing are below those for the previous three years, though the results in mathematics follows a pattern that fluctuates between above and below average year on year. Teachers' assessments in science for 2002 show that pupils are attaining in line with the level expected for their age.
3. The school strives hard to reach the best results possible. One factor that the school is attempting to deal with is the considerable movement of pupils into and out of the school. Just over a third of the current Year 6 pupils, for example, have arrived in the school over the past three years. The attainment on entry of these pupils was generally below the level expected for their age. The school has evidence to show that those pupils in Year 6 who have been in the school from the infants have made good progress and achieve well; 83% are predicted to reach the expected level in English compared with 55% of those who joined the school within the last three years. This pupil movement also accounts for the fact that the challenging targets set for the Year 6 pupils for 2002 were not met. More robust data on pupil movement has been developed by the headteacher to support future targets for pupils to reach in English and mathematics.
4. Pupils enter the Reception class with attainment that is lower than that expected for their age, particularly in communication, language and literacy, mathematics and knowledge and understanding of the world. Staff establish routines effectively so children feel confident and join in activities readily. Pupils make satisfactory progress while in the Reception class. By the end of the Reception year they generally remain below expected levels in communication, language and literacy, mathematics and knowledge and understanding of the world. In creative development, physical development, and personal, social and emotional development, their attainment is in line with expectations.
5. Inspection evidence indicates that pupils are on course to attain the expected standards in mathematics and science by the end of Year 2 and Year 6. Attainment in English is below the expected level, with standards in speaking and listening weaker than in reading and writing. This is because there is insufficient emphasis on developing speaking and listening skills in some lessons, particularly on ensuring that pupils use the correct vocabulary in full answers and give reasons for their ideas. The school has done much to improve the content of pupils' writing but spelling and the use of a wide vocabulary are weak. The school has recognised the underachievement in reading and has introduced a very effective reading programme to counter this. Standards in most other subjects meet national expectations by Year 2 and Year 6. The only exception is information and communication technology where standards are at the expected level by Year 6 but below the expected level by Year 2. Standards meet the requirements of the Locally Agreed Syllabus in religious education.

² Pupils who reach the higher levels of attainment are those who attain level 5 or above.

6. There are high numbers of pupils with English as an additional language. Fourteen have good support from additional support teachers and these are mainly pupils in the earlier stages of learning language. One support teacher works closely with colleagues to raise the achievement of ethnic minority pupils identified as needing additional support. A number of pupils arrive during Years 3 to 6 with limited English or non-standard English. They settle quickly into school routines and make good progress in learning to communicate basic ideas and needs.

7. Pupils with special educational needs achieve well. They are effectively supported in lessons and make good progress towards their individual targets. The school does not specifically identify pupils who are gifted and talented in each area of learning and more work is needed on this. Higher attaining pupils are, however, suitably challenged in lessons and a wide range of clubs and extra-curricular activities provide stimulating and challenging opportunities to enable pupils to excel.

Pupils' attitudes, values and personal development

8. Pupils throughout the school have very good attitudes to their work and to school life. They are especially keen to settle down quickly and get involved with the task in hand. Pupils are willing to help one another and are enthusiastic in responding to questions. They show mature respect for each other's values and beliefs and are supportive to pupils with particular needs. They are very attentive and show considerable interest in assemblies.

9. Pupils' personal development is very good and relationships throughout the school are excellent. The relationships within the school reflect the importance attached to this area by the whole school community and the attention the school has paid to the development of its positive ethos. Pupils are extremely courteous and polite and are very friendly and welcoming. They are encouraged to develop a sense of self-esteem and responsibility for themselves. They are offered good opportunities to carry out duties in and around the school. For example, Year 6 pupils help the younger ones during dinner breaks and they respond very well to these opportunities. At this time they socialise extremely well together. All pupils volunteer readily and accept responsibility for classroom duties, and older pupils carry out their duties without being prompted. The school council, with two pupils from each class, is organised well. Pupils are enthusiastic about the rewards assembly and take pride in receiving their certificates for good work and other praiseworthy acts. There are a variety of clubs and children attending them are interested and keen to learn. The school's homework strategies work well. Homework is readily accepted by pupils and most complete it conscientiously.

10. Pupils take an active interest in what they are being taught and are keen to show what they can do. They are encouraged to make decisions about their work, express their own ideas and use initiative. This is evident in a majority of lessons, especially in the older years, and pupils are developing good independent learning skills.

11. Behaviour overall is very good. No incidence of poor behaviour was observed during the inspection. Pupils move safely and sensibly through the corridors and when they go outside. They behave very well and are polite to each other, to adults and to visitors. When in the playground they play together positively and purposefully and respond very well to routines at the end of playtime. Teachers and other members of staff manage their classes very well, and rarely raise their voices. Their calm approach is reflected well by the positive and calm response of pupils, including those who have in the past experienced difficulties in controlling their behaviour. Problems are quickly and efficiently sorted out. Pupils attending the breakfast club respect and appreciate the time given to them by attendants. Their behaviour is particularly good in assemblies and when queuing to enter classrooms or to get their midday meal. Behaviour has shown a marked improvement since the previous inspection.

12. The very good playground arrangements ensure pupils are polite to each other; children from different ethnic backgrounds mix, work and get on well together. Pupils co-operate well with each other, share tasks and work harmoniously. There was no evidence of bullying during the inspection; pupils are aware of the school rules on bullying and respond to them well. Pupils with

special educational needs relating to behaviour receive appropriate support and make satisfactory progress.

13. Attendance, which was slightly below the national average for 2000/2001, is currently satisfactory. There is little absence that is unexplained. The school has in place good systems to ensure parents send their children to school. These good practices, together with the help of the education welfare officer, are beginning to take effect. During the week of the inspection almost all classes had 100 per cent attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching and learning is good. All the teaching seen during the inspection was at least satisfactory with 68 per cent being good or better. In 42 per cent of lessons observed the teaching was good with a further 22 per cent being very good and 4 per cent excellent. This represents a good improvement since the last inspection when 40 per cent of teaching was judged to be good or better with 5 per cent unsatisfactory. Examples of good and very good teaching were seen throughout the school with some excellent lessons being taught in Year 6. This overall good quality of teaching makes a substantial contribution towards promoting the pupils' enthusiasm for learning. A key issue from the previous inspection was to improve the tasks set for all pupils to ensure that higher and lower attainers are fully catered for; this issue has been addressed well.

15. All of the teaching in the Reception class was at least satisfactory with some good lessons seen. One particular strength is the management of the children. The staff encourage and challenge the children, for example, to take turns, to listen to each other, to share happily with each other and to develop their independence. Another strength is the good assessment of how well the children are learning on a day-to-day basis. Teachers use this information well to lead them on to plan the next step in pupils' learning.

16. Teachers' knowledge and understanding of the subjects of the National Curriculum are good. As a result, pupils acquire skills, knowledge and understanding at a good rate and progress well. The basic skills of literacy and numeracy are taught well so that pupils build effectively on what they already know, can do and understand. This was clearly seen in a Year 1 numeracy lesson in which the pupils were adding two numbers to make ten. The teacher explained the process in a variety of ways, as well as encouraging pupils to devise their own methods. By the end of this lesson, the pupils had a really good understanding of addition and many of them could confidently find pairs of numbers to make five, ten or twelve. Most lessons are planned well and help pupils to be productive and work at a good pace. Activities are planned to interest and inspire the pupils. For example, in a superb music lesson in Year 6, the teacher dressed up as Joseph Haydn and explained the structure Haydn used when composing a symphony. This entranced the pupils and led to learning of the very highest quality.

17. Literacy and numeracy lessons begin with whole-class sessions in which new ideas are introduced and basic skills learned previously are practised. This part of the lesson is often brisk and actively involves all the pupils in their learning. In the best lessons, the teachers also use the introduction to assess the levels of understanding by individuals and groups of pupils by having them record their answers on individual whiteboards or holding up number cards. They can then move on to the next stage confident that all the pupils understand the work. Next, pupils are involved in activities suited to their varying abilities so that skills are enhanced and consolidated. In the last part of the lesson, teachers usually review what has been learned. Pupils enjoy this part of the lesson as it gives them an opportunity to share their ideas and findings. It promotes their self-esteem and prepares them for future lessons.

18. Teachers manage pupils very well so that there is a sense of purpose in lessons. Pupils are interested and they concentrate well. Teachers ensure that pupils are clear about what is to be learnt in each lesson. These objectives are nearly always written on the board for pupils to read and are discussed at the start of the lesson. They are often reviewed at the end to help pupils judge

if they have been met. Teachers have high expectations of their pupils and this is particularly noticeable in Years 5 and 6 where the pupils are constantly challenged to improve in all aspects of their work. For example, in a Year 5 numeracy lesson, the pupils were investigating the properties of rectangles and triangles and the teacher helped extend their learning by challenging them to draw an equilateral triangle accurately without the usual equipment. The pupils rose to the challenge and worked hard to solve the problem successfully.

19. The teaching of pupils with special educational needs is good. Learning support assistants are competent and well briefed; they are used effectively to help pupils make good progress. Pupils with individual education plans receive the support they need to enable them to achieve the targets set.

20. The quality of teaching for pupils identified at the lower stages of spoken English is good. The support teacher for the young pupils who have English as an additional language has a good understanding of the needs of these pupils and in her first lesson with them provided well planned practical activities. She keeps detailed assessments of all the pupils she works with and builds securely on previous learning. Both support teachers are developing their roles in school alongside the teachers and are beginning to be more involved in class work, sharing information and ideas. In some lessons, learning support assistants provide good support and use questions well to make the tasks accessible to the pupils so they can be fully involved.

21. Throughout the school, relationships between staff and pupils are very good and the mutual respect shown has a very good impact on learning. In some classes, pupils are not challenged sufficiently to explain their thinking, speak clearly and give extended answers. Teachers do not always focus sufficiently on ensuring pupils use the correct vocabulary in full answers giving reasons for their ideas. Marking of books is inconsistent. Where it is good the pupils are given useful pointers to help them improve their work in the future. However, some of the marking seen was mainly ticks with a few encouraging comments and this does little to help pupils know exactly how to make better progress in their learning. Teachers' handwriting does not always provide pupils with a good model to copy in their own work and pupils' presentation of work suffers as a result. Homework is set regularly and is proving very effective in enhancing progress for the older pupils. The vast majority completes the work set and many of the pupils become totally absorbed in their work. Parents commented on this and also mentioned that pupils would work together at weekends to complete assignments successfully. The noticeable strengths of the good teaching are:

- Effective lesson planning with work set at suitable levels for all pupils.
- High expectations of work and behaviour.
- Very good management of pupils.
- Good subject knowledge.
- Good and effective use of support staff.
- Basic skills taught successfully.
- Good, and often entertaining, methods used in teaching.

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

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

23. The curriculum for pupils in Years 1 to 6 is good. It is enriched in many areas by the additional opportunities provided to interest and inspire the pupils. These include the specially planned book week, a very good range of clubs for pupils to join, the visitors invited to the school to talk to and work with pupils and the many out of school visits that make work in class more relevant and bring it alive. The school also looks for and makes good links between some subjects so that skills acquired in one subject can be reinforced in the work of another. For instance, Year 6 pupils are able to develop their speaking and listening skills further in geography lessons when they debate

environmental issues such as the building of a new leisure centre. Also, in information and communication technology, the pupils are planning to use control boxes to operate the fairground rides they made in design and technology. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6. 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. Sufficient time is also provided to teach the other subjects.

24. The curriculum for children in the Foundation Stage provides a broad range of learning opportunities. The literacy strategy has been adapted appropriately to meet the needs of the children in the Reception class and they are provided with a good range of activities. The outdoor learning area is not yet fully developed and limits the opportunity to develop some physical activities. The curriculum for the Foundation Stage is also enriched by opportunities provided for pupils to access clubs, receive visitors and make out-of-school visits.

25. The school's strategies for teaching literacy and numeracy are firmly in place and are having a positive impact on learning. The reading project is proving most successful in raising standards, as are the early and additional literacy strategies. In numeracy, the lessons are structured according to the national strategy. The brisk oral start to each numeracy lesson sets the tone and improves mental skills. The provision for personal, social and health education is good. It is very well planned, timetabled regularly for all classes and thoroughly covers all aspects. There are appropriate policies, agreed by the governing body, for drug and sex education and these aspects of health education are taught sensitively to pupils with the full support of parents and carers.

26. The support teachers for ethnic minority pupils and those with English as an additional language work closely with the head teacher and co-ordinators to integrate pupils' cultures into the curriculum. Staff include pupils own languages in mathematics lessons and stories from a wide range of cultures; this helps to raise pupils' self esteem by valuing their cultures. A project looking at Black history has raised the awareness of all staff and pupils about famous people in history and currently at an international, national and local level. The curriculum provision for pupils with special educational needs is good. The school aims to make the curriculum accessible for all pupils with particular needs by providing a good level of support; they receive a broad curriculum which is well balanced.

27. All pupils are highly valued and fully included in every aspect of school life. Pupils are occasionally withdrawn from lessons either for additional learning support, reading or music tuition. Care is taken to ensure that they do not miss the same lesson each time or important class work and that the benefits they receive from this extra help outweigh any disadvantages. Every possible care is taken to ensure that all pupils receive their full entitlement to a good quality education and are treated with respect and consideration at all times. All who work in the school are totally committed to this aim and this is much appreciated by the pupils and their carers.

28. The curriculum is greatly enhanced by the large number and range of relevant visits planned for pupils and the rich variety of visitors who talk to and work with the pupils in school. Recent interesting and educational trips have included: a visit by the whole school to the Science Museum; a visit for Year 2 pupils to the Ragged School for their history work about the Victorians; a Year 3 visit to Hampton Court; and Year 6 took part in the Young Citizens project. Year 6 pupils had the opportunity to go on a residential trip to Sussex where they were able to take part in adventurous and outdoor activities as well as having many opportunities to develop socially and learn to live harmoniously in an environment away from home. Visitors to the school are made very welcome and add interest to various subjects through their specialist knowledge and varied experiences that they willingly share with pupils. Various artists worked with pupils to make a mosaic school sign; Walter Stolle talked to the pupils about his experiences in cycling round the world; and, best of all from the pupils' point of view, CJ the pop star performed for them and taught them to dance to his hit record. Other visitors help to teach the pupils to keep safe such as the Road Safety Officer and the Police Liaison Officer who talked to them about stranger danger and drugs.

29. The number and range of clubs for pupils to join and enjoy is very good. From the morning breakfast club to the many after school activities the pupils are able to improve their knowledge and skills in many ways. It is to the school's great credit that some of the lunchtime clubs are organised and run by the Year 6 pupils who take their responsibilities very seriously and gain a lot themselves from organising the younger ones. For example, they run skipping, tennis and gymnastics clubs and these are enthusiastically attended. They also produce the school newspaper and learn about running a business as they do so with proper meetings and financial planning. Other clubs are run by teachers, parents and outside agencies and give pupils the opportunity to improve in football, French, art, science, choir, basketball and gardening. All of these activities help to motivate and interest the pupils as well as raising standards in a range of subjects.

30. The school's links with the community are good and are beneficial to all involved. The pupils collect food at their harvest celebration to help people in a hospice and a refugee centre. The pupils raised a substantial amount of money on 'Jeans for Genes' day. There are close links with a local church that runs a youth club for the pupils and with the gardeners from the adjacent allotments who donate resources and support the gardening club. A London company has donated computers and a parent persuaded his company to provide the school with a plasma screen, a large screen computer monitor and a video. Links with local schools are also good and those with two nearby secondary schools are developing at a rapid pace. Pupils with particular mathematical skills will be supported by one school and the other is to become heavily involved in improving physical education by providing specialist teachers and sharing their facilities with the school.

31. The school's provision for spiritual, moral, social and cultural development is a strength of the school. These elements have a considerable impact on pupil's personal development and make significant contribution to the school's positive ethos.

32. Provision for pupils' spiritual development is good. This is promoted effectively throughout the school and particularly through assemblies, personal, social and health education and religious education. Suitable acts of collective worship are conducted either with the whole school or separately with infants and juniors. These provide opportunities for reflection and reinforce issues of care for and understanding of others. In religious education lessons pupils have good opportunities to consider similarities and differences between their own and other faiths. Pupils are encouraged and willing to think about the values and beliefs of the world around them. This is demonstrated well in some lessons, in examples of pupils work in art, literature and science and in the excellent displays around the school.

33. Provision for pupils' moral development is very good. This is supported well in the assemblies, where hard work, tolerance and good behaviour are encouraged and rewarded. Pupils learn and understand very well the difference between right and wrong. This is constantly reinforced by the example of adults who act as good role models for pupils and the opportunities for reflection built into the school's procedures when pupils misbehave. This contributes to very good behaviour in the school and helps positive attitudes to work among all pupils. The school uses easily remembered maxims to help reinforce moral principles. This is reflected in the way most pupils respond to classroom rules.

34. Provision for social development is very good throughout the school. Pupils are encouraged to take responsibilities sensibly, and they develop an understanding of their place in society as they grow up in the school. At times, they have to give careful consideration to one another when they are working as individuals, in small groups or as a whole class and they respond very well to these responsibilities. For example, the school council is taken very seriously; pupils take a suitable leading role and set very good examples to others. Pupils help to keep their classes tidy and are keen to tidy up after each lesson. They like school and take a pride in the building.

35. The school makes good provision for pupils' cultural development, particularly the provision for pupils to learn about cultures other than their own. Pupils are taught to appreciate their own and other cultural traditions and about people from other cultures through assemblies, literature, art, music and religious education lessons. These give them direct experiences of the underlying

values of other cultures and also of their enjoyable aspects, such as the celebration of other faiths. The school's tolerant and inclusive ethos is enhanced by this work. Good opportunities are provided throughout the curriculum to promote a wider understanding of the richness of different cultures. For example, the range of artistic styles studied in art and design provides a good introduction to European, Asian and African cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Pupils say they feel safe and secure in school. The personal approach of the headteacher, who is highly visible to pupils and parents, plays an important part in this. Health and safety in the classroom and around the school is very good. The design and layout of the playground has been considerably improved over the years with a good zoning system to provide for a range of both quiet and sporting activities. Supervision is very good. Children under five benefit from a separate secure play area.

37. Appropriate child protection procedures are in place and are understood and practised by all staff. The school receives good support from the Local Education Authority for training. The headteacher, who is the named Child Protection Officer and is new to the role, works very well with the social services department to ensure that the needs of the pupils in his care are met.

38. Medical arrangements are good. There are two staff who have received training in first aid and hold appropriate qualifications. The sharing of information about children with particular health problems is handled with sensitivity and the teaching staff are briefed appropriately.

39. Measures to promote good behaviour are effective. The behaviour policy is clear and easy to read and is implemented by all staff. Pupils receive good personal guidance, and there is very good additional support and guidance for those with special educational needs related to their behaviour. The school takes special care to provide a welcoming environment for new pupils. The excellent racial harmony within the school is the product of carefully thought-out provision that ensures that all pupils and cultures are respected and valued. A well-developed system of rewards provides many opportunities for pupils to take pride in their work and develop a sense of responsibility towards others and school property. The school council, the homework policy and the many clubs allow pupils to develop positive attitudes to school life. The school's measures to prevent oppressive behaviour are excellent.

40. The school has very good procedures for assessing pupils' attainment and progress. Assessments are extremely thorough in the core subjects of English, mathematics and science. Teachers use a system for recording the attainment of individual pupils known as the 'five column' assessment sheets. On these the teachers track the progress of each pupil by noting their National Curriculum level as they complete units of work in class. This builds up an accurate picture, over time, of the standards overall and of various groups of pupils so that any areas of weakness can be highlighted and addressed.

41. These records are stored and, as they build up over the years, will be a very useful tool for the school to use in raising standards. They enable the school to track the progress of each pupil as they move through the school and can show some interesting and useful information. For instance, the pupils in Year 6 who have been in the school since the age of five attain significantly higher levels overall than those pupils who join the school at a later date. This shows that the school's performance is noticeably better than the test results suggest.

42. In subjects other than English, mathematics and science, assessment procedures are less well developed, although useful records are sometimes kept of the attainment of individual pupils. This is done by noting on the short-term planning sheets pupils' level of success in achieving the learning objectives. This information is then used to plan work, at a suitable level, that will help all pupils make good progress. The increasing use of video and audio recordings of work in subjects such as physical education and music are proving to be an effective and interesting way

of showing attainment and progress as are the individual disks the pupils have to store their information and communication technology work.

43. Teachers supporting pupils with English as an additional language assess their attainment each term against the stages of language development. However, staff do not match language levels with National Curriculum attainment to ensure all pupils make appropriate progress towards national targets. There is little evidence of the monitoring of pupils who are considered fluent in English but have English as an additional language, although this appears in the school policy. With this in place it would help ensure all pupils meet the English targets set for them by identifying small gaps in their knowledge.

44. The procedures for monitoring and improving personal development are good. The success of the behaviour policy is very good. Staff know pupils well, which helps them to recognize patterns of behaviour and attendance that might be a cause for concern. The monitoring of attendance is good, with sufficient help received from the visiting Education Welfare Officer. Registers are properly marked. However, there is too long a gap between a pupil being marked absent and parents being contacted. The school has plans to address this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents views of the school are very positive. Parents consider that the school has improved over the years and especially since the new headteacher joined the school. The quality of information has improved and the quality and quantity of homework across the school is very good. The school is very welcoming to parents and the headteacher ensures he is available each morning to talk with parents.

46. The school has worked hard to involve parents through a wide range of activities. These include workshops to explain the national strategies for literacy and numeracy and national tests. Opportunities for parents to view their child's work at school and become involved in their learning are good. Social events and consultation evenings geared to helping parents support their children are well attended. Parents at the meeting said that the school welcomed voluntary help, and a small number come and work in the school, for example accompanying children on school trips and to swimming.

47. Parents receive very good information about the school and how their children are doing. The annual reports to parents are informative and are tailored to each child. Reports give a good range of information particularly on standards in mathematics and English and pupils' personal development. A regular flow of newsletters and information about what is being taught keeps parents well informed. A notice board inside the school provides parents with information regarding school matters and the local community. The many school clubs provide very good support for children. A homework diary provides good dialogue between home and school. Parents of pupils with special educational needs are kept well informed of their children's progress, and their comments are taken fully into account in assessing their needs. Parents of pupils whose special needs relate to behaviour are informed regularly by the headteacher who takes a personal interest in ensuring that they are not excluded from school.

48. Very few concerns were raised by parents, either during the meeting or as a result of the questionnaires. On the questionnaires, a very small number felt that they were not sufficiently informed about how their child was getting on or that the school worked closely enough with them, but the inspection team judged these areas to be at least good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management provided by the headteacher is good. He has a clear educational vision for the school and is supported very well in developing this vision by the deputy headteacher and other members of the senior management team. He has a strong aim to continue to improve the school and move it forward based on the very good relationships and

inclusive, caring ethos that are already established. He leads the staff well and with great enthusiasm in their commitment to raise standards in the core subjects while striving to improve the broader educational needs of the pupils and standards in all aspects of school life. He and the deputy have developed a positive sense of teamwork with all staff that enables them to receive good opportunities to both improve their own professional skills and to influence others. In the short time since his appointment, the headteacher has established very good relationships with pupils, parents and governors and they acknowledge the positive impact he is making on the school.

50. Both the headteacher and deputy have taken up their posts since the last inspection. They have continued to build effectively on the improvements seen during that inspection. The role of subject co-ordinators continues to be strengthened. All co-ordinators monitor planning and are increasingly involved in monitoring and evaluating pupils' work in their effort to raise standards. The Local Education Authority has been very involved in the monitoring of teaching. The headteacher and core subject co-ordinators have taken an increasing role in this work over the past year and are building up a good picture of the strengths and areas for development in teaching. As a result, the headteacher and deputy headteacher are able to provide very good support to teachers, including advice and guidance and modelling of lessons. Co-ordinators generally have a good grasp of the curriculum for their subject and in the past year have taken on responsibility for managing the budget for their area of responsibility. There is an effective programme for the monitoring, evaluation and development of teaching through the performance management procedures.

51. The school, with the help of the Local Education Authority, uses the information from the annual tests to identify any subject areas in need of further development, to celebrate success and to see if all groups of pupils are achieving at a similar rate. For example, the tests are analysed by gender to see if boys and girls are performing equally well and by ethnicity to spot any significant variations needing further exploration. The school also predicts from its data how well each pupil should do by the time they leave the school. The system identifies any pupil who is underachieving so that the school can put in place appropriate measures, such as additional support, to help the pupil improve. It will also be useful for informing class teachers about the attainment of their class at the start of the year to help with their planning of suitable work.

52. The governing body is sound. It is very supportive and is taking a more effective role in shaping the direction of the school than was evident in the previous inspection. A number of governors are very committed to the school and are positive about the improvements made by the current leadership. The governors receive the information they need and use that information well to carry out their role. Good links have been established with the school in some areas, for example, the literacy governor visits regularly, and is gaining good first hand knowledge of what is taught. The chair of the finance committee meets regularly with the headteacher and the finance officer who visits the school. This enables him and the headteacher to have a clear picture of the finances and to help governors make informed decisions about the budget. These links are not always consistent, however, and more needs to be done in some areas. For example, firmer links need to be established in numeracy. The governors have found that some committees have worked better than others. There have been difficulties in finding sufficient governors who are able to attend the curriculum committee. Governors have wisely decided to restructure governing body meetings in an attempt to increase their effectiveness. The restructuring only started this term so is as yet untried. Two years ago, following the last inspection, the governors were fully involved in drawing up a three-year school improvement plan. While governors have monitored the plan effectively, they have not been as fully involved as they should be in drawing up the action plan for the current year, and now need to re-engage with this process. The governing body is meeting all statutory requirements.

53. The three year school improvement plan, drawn up in response to the findings of the previous inspection, is detailed and has clearly been effective in helping the school to move forward. A very detailed action plan with costings has been drawn up for the current year. This identifies targets for each subject area as well as for other areas of school life including the work of the governing body. It therefore includes a large number of developments. If the improvement plan is to be manageable and effective, the school needs to be sure it is not tackling too many issues at

the same time and that it has a clear order of priorities. A weakness of the plan is that areas for development have not yet been identified beyond the life of the current plan. This now needs to be addressed so that guidance can be provided for longer term decision-making and development.

54. The school fully complies with statutory requirements regarding pupils with special educational needs and its provision for these pupils is good. The co-ordinator for special educational needs, supported well by the headteacher, has ensured that the new Code of Practice for Special Educational Needs has been implemented. Effective action is taken to assess pupils' needs. Individual education plans meet requirements. These plans have appropriate targets for improvement that are reviewed regularly. The school involves parents as fully as possible in reviews and maintains good links with outside agencies. Teaching assistants are generally appropriately trained and provide good support.

55. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum. There are no new teachers this term, although it is evident that those who were new last year were inducted well. All teaching and support staff are conscientious and work very well together as a team.

56. The school has used the limited accommodation it has available to good effect. There has recently been the need to change the plans for developing an information and communication technology (ICT) teaching area and to re-establish the library because an annexe building is in a poor state of repair. Both have been accommodated in the main building and this has been managed well during the summer break. The areas are small; the ICT area can only accommodate up to half a class at a time and if the very limited library stock that is currently available is supplemented, storage of books will become difficult. However, both areas are very accessible to pupils and teachers and are a considerable improvement on previous provision. The building is well maintained. The level of learning resources overall is satisfactory, although there are gaps in the provision for English. Resources are looked after well and are particularly well cared for by pupils.

57. The school applies the principles of best value effectively. The chair of finance, the headteacher and the finance officer ensure that the school seeks best value in its purchasing decisions. Financial management is good and the day-to-day administration of finances is efficient. There is secure understanding of the use of computers for a range of administrative tasks. Specific grants and funding are appropriately allocated so that pupils with special educational needs and those identified needing support with English as an additional language make good progress.

58. The leadership and management of the staff working with ethnic minority pupils is developing appropriately as a result of recent changes to their roles in schools. The support staff have been particularly helpful in highlighting curriculum developments needed to ensure it meets all pupils' needs. Their role has not developed yet to include them in the monitoring of pupils' achievements in national tests. The support staff are also aware of the need to develop staff awareness in the school and have planned in-service training to meet these needs.

59. Overall, the school makes good use of all its resources to support teaching and learning. Pupil expenditure is used well to benefit pupils. Taking this into account, and when the good and very good features of the school that have been identified in this report are included, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) Develop pupils speaking and listening skills by:
 - ensuring pupils give extended answers to questions using appropriate vocabulary;
 - ensuring pupils use subject specific vocabulary, where appropriate, in their answers;

- encouraging pupils to listen to each other when speaking to the class and to respond appropriately to pupil and teacher comments;
- providing more opportunities for pupils to debate and discuss a wide range of issues in different subjects.
(Paragraphs: 4, 5, 21, 60, 64, 66, 68, 73, 76, 89, 100, 120.)

(2) Build on the current initiatives in reading and writing to raise standards throughout the school. In particular develop phonic knowledge at Key Stage 1 and improve pupils' use of vocabulary.
(Paragraphs: 5, 72, 74, 75.)

(3) Improve the presentation of pupils' work by:

- teaching handwriting consistently throughout the school so that as they move through the school pupils learn to use a joined style in all their work;
- developing a consistent approach to the layout of work;
- reviewing the school's policy on the use of pens and pencils;
- ensuring staff provide good role models when writing on the board or in pupils' books.
(Paragraphs: 21, 75, 82, 87, 98, 100, 103, 118.)

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

- to monitor the attainment of older pupils who have English as an additional language to ensure they are progressing as well as they should;
- to ensure that the school improvement plan includes sufficient planning for future developments.
(Paragraphs: 43, 53, 59, 78.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	21	16	0	0	0
Percentage	4	22	42	32	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 two percentage points.

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)	N/A	204
Number of full-time pupils known to be eligible for free school meals	N/A	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	40

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.6

Unauthorised absence	%
School data	0.7
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	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	11	11	14
	Total	22	22	27
Percentage of pupils at NC level 2 or above	School	76 (84)	76 (84)	93 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	13
	Girls	11	12	13
	Total	22	26	26
Percentage of pupils at NC level 2 or above	School	76 (84)	90 (89)	90 (89)
	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	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	11
	Girls	13	10	15
	Total	23	18	26
Percentage of pupils at NC level 4 or above	School	74 (76)	58 (62)	84 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	9	10	11
	Total	18	19	21
Percentage of pupils at NC level 4 or above	School	58 (48)	61 (61)	65 (75)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	81	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	41	6	0
Black or Black British – African	21	0	0
Black or Black British – any other Black background	9	0	0
Chinese	1	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	30	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)	9
Number of pupils per qualified teacher	23.1
Average class size	29.14

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	144

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	575,477
Total expenditure	583,340
Expenditure per pupil	2,805
Balance brought forward from previous year	22,938
Balance carried forward to next year	15,075

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	59	36	1	1	3
Behaviour in the school is good.	44	51	1	0	3
My child gets the right amount of work to do at home.	29	60	7	1	3
The teaching is good.	49	47	1	1	1
I am kept well informed about how my child is getting on.	27	54	14	1	3
I would feel comfortable about approaching the school with questions or a problem.	61	34	1	1	1
The school expects my child to work hard and achieve his or her best.	56	40	0	0	4
The school works closely with parents.	43	40	11	0	6
The school is well led and managed.	64	27	1	1	6
The school is helping my child become mature and responsible.	46	46	4	1	3
The school provides an interesting range of activities outside lessons.	44	47	1	0	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Twenty-eight pupils attended part-time in the Reception class during the first half-term of the school year. At the time of the inspection, the pupils had just begun full time education. The pupils come from a wide range of pre-school provision with different experiences. Their attainment is generally lower than expected for their age, particularly in communication, language and literacy, and mathematics and knowledge and understanding of the world. Five of the pupils have English as an additional language and three are in the very early stages of learning English.

61. Pupils make satisfactory progress in the Reception class because the staff provide a safe environment with a wide range of activities to support pupils' learning. By the end of the Reception year they generally remain below expected levels in communication, language and literacy, mathematics and knowledge and understanding of the world. In creative development, physical development, and personal, social and emotional development, their attainment is in line with expectations. Planning of lessons is satisfactory, though sometimes, too many activities are provided so pupils find it difficult to stay focussed and move on before achieving the objective of the activity. In addition, there are missed opportunities to reinforce pupils' learning by making links between activities. Staff establish routines effectively so pupils feel confident and join in activities readily. They use the outdoor learning area well, providing a wide range of challenging activities.

Personal, social and emotional development

62. Pupils make good progress by the end of the Reception year because of the staff's high expectations. They encourage pupils to dress themselves, to take turns and to listen to each other and to share happily with one another. If a problem arises between pupils the staff are careful to support the child who is upset while explaining to the other child what they should do.

63. Pupils settle quickly into routines and are soon secure in leaving their parents and carers. Pupils find their name card so staff can see who is having packed lunch or a school dinner. This supports their literacy development and establishes a routine for the start of the day. Many pupils remain involved with activities for a long period when an adult is there to support them, but they quickly lose interest if the adult moves away. Opportunities are missed at milk time for pupils to give out the drinks and the adult led activity during this time is sometimes less effective because the pupils are concentrating on other things. Pupils join in happily with rhymes and songs they have learned, often related to topics in the class, such as "wet and dry" songs. However, many still need support to join in the actions and they follow the teacher hesitantly. The teaching of personal, social and emotional development is generally good. The staff observe pupils closely and encourage them to persevere with activities. Consequently, staff identify pupils with special educational needs early and give them the appropriate support, sometimes over and above the funding provided by the authority. This helps them to play with other pupils and remain focussed on activities for longer.

Communication, language and literacy

64. Pupils generally have poor speaking skills when they arrive in the Reception class. Their vocabulary is limited and several have severe speech and language difficulties. The staff work hard to develop pupils' spoken language and some children make good progress. However, many pupils do not reach the standards expected in this area of learning by the end of the Reception year.

65. Pupils with English as an additional language work with a support teacher on well-planned practical activities. The support teacher includes another child as a role model for spoken English and is a good role model herself. The pupils enjoy making puppets to illustrate a story and the support teacher makes detailed assessments of their language and literacy skills. She identifies the next steps in learning in detail after the lesson. However, pupils with English as an additional

language need to be included more in small group activities when there is no additional help and encouraged to join in with other pupils.

66. The staff use stories, rhymes, and songs to develop pupils' language patterns and vocabulary and encourage them to join in. However, pupils' listening skills are below expected levels and they have difficulty concentrating in a large group. There are missed opportunities to use the calendar and weather chart to extend children's word recognition as the teacher fills in the spaces rather than the pupils having the independence to choose the correct words. The staff have adapted the literacy strategy appropriately to meet the needs of the pupils and provide a good range of activities. The pupils listen to taped stories, trace round simple shapes and pictures and the teacher scribes for them on their drawings. Pupils' pencil control is developing well as they follow lines more accurately and with a firmer grip. The pupils enjoy books and stories and remain well focussed on their chosen activities for some time. They particularly enjoy using puppets to retell the story of "Mrs. Wishy-Washy" but they have a limited sense of sequencing the story. They know a few letter sounds but are aware that print carries meaning and use picture clues well to tell stories in their own words. The quality of teaching is satisfactory. Pupils are making satisfactory progress though by the end of the year the majority will not meet the expected levels. Higher attaining pupils write their own name but generally do not write letters correctly.

Mathematical development

67. The pupils make satisfactory progress in mathematical development but remain below the expected levels by the end of the Reception year. In counting and recognising numbers the pupils are beginning to make progress as a result of the appropriately planned activities, such as matching numbers, making number lines, and counting coins in the sand. However, many pupils cannot explain, using mathematical language, what they are doing when, for example, playing with large or small construction toys.

68. The teaching of number skills is satisfactory but there are missed opportunities to use number in meaningful situations. This also prevents children from extending their knowledge of numbers. The class regularly sings number songs such as "five currant buns" and the pupils act it out providing a helpful visual display of the mathematical rule of taking away. The teacher groups pupils carefully for mathematical activities using the staff observations to assess pupils' attainment. Some higher attaining pupils can count beyond 10 but need support to write numerals correctly, for example, on price tags for the shop. Pupils are beginning to develop their vocabulary for shape and size but have difficulty explaining what they want to say about these issues in class. Answers and comments are limited to short phrases.

Knowledge and understanding of the world

69. On starting school, many pupils have limited language to describe the experiences they have had, and their understanding is limited. By the end of the Reception year, their attainment remains below the level expected. That said, pupils have experienced a broad curriculum and are given opportunities to observe the world around them. For instance, in the topic on autumn, pupils made good observations about the changes in the weather, and how it affects what they wear. Staff use favourite stories, such as the "Very Hungry Caterpillar," to develop pupils' understanding of the living world. More could be done to develop the garden area to support this aspect of pupils' learning. The pupils demonstrate satisfactory levels of skills using computer programs and moving objects around the screen with the computer mouse. They work confidently with mathematics and drawing programmes and are generally accurate when clicking on icons to manipulate objects in the programmes. The teacher provides a wide range of activities such as the class shop, the doll's house, and the construction toys to develop pupils' knowledge of the world around them. Staff ask pupils about their play and help them to use the appropriate vocabulary to describe their experiences. The quality of teaching is satisfactory for this area of learning.

Physical development

70. The quality of teaching is good and pupils make good progress in this area. They achieve the expected standard by the end of the Reception year. Pupils experience outdoor play most days but the school is aware of the need to develop this area further so that pupils experience more adventurous climbing activities. The use of bikes and large balls develop pupils' confidence in different ways and they thoroughly enjoy the experiences. For instance having kicked a very large ball between each other, three boys decided to roll on it and see if they could move around the playground. Their social skills were good and they played very well together. The pupils are well supervised in the outdoor area and adults join in their activities to move their learning forward. In a class lesson, the teacher worked hard to develop not only pupils' movements but also their social skills. The pupils gradually improved their understanding of space in relation to others and became quicker at finding their own space. The teacher uses a mixture of songs and actions to increase pupils' knowledge of the names of body parts. This particularly helps pupils with English as an additional language and those with speech and language difficulties to learn new words. It provides rhythm and pattern to their movement and they begin to predict accurately what happens next. Every day, pupils have good opportunities to use classroom equipment to improve their finer movements using pens, scissors, and paintbrushes. Pupils make good progress using pencils so that their colouring and tracing quickly improves.

Creative development

71. Pupils generally achieve satisfactory standards in creative development by the end of the Reception year. The quality of teaching in this area is satisfactory. Pupils enjoy the wide range of materials the staff provide including drawing programmes using the computer. They use colour confidently and experiment with mixing paint on their paper. Pupils have looked at the colours of autumn leaves and drawn and painted them matching colours quite closely. They cut and make small cards in the writing corner and are generally quite careful at cutting around the shapes. However, some of the activities, such as the play dough, are not focussed sufficiently on the pupils achieving a particular task. This means that some pupils do not achieve well without additional adult support to suggest ideas. Pupils use construction toys enthusiastically and begin to explore two and three-dimensional shapes. For instance, a boy who made a bridge, found different ways of moving his fingers across it, and then changed it to make it higher. The pupils enjoy songs and rhymes but many do not yet join in with action songs.

ENGLISH

72. Standards in English are below national levels for pupils who are in Year 2 and Year 6. They make satisfactory progress overall. However, about one third of the pupils come to the school from other schools or other countries after Year 2. It is evident from the school records that many of these pupils have low attainment, some have English as an additional language, and some do not speak standard English but have very strong dialects. Those pupils who remain in the school from Reception through to Year 6 generally make at least satisfactory progress and some make good progress over time.

73. Standards in speaking and listening are below average for pupils who are seven years old and well below for pupils who are eleven years old. This is because there is insufficient emphasis on developing these skills in the English curriculum and across other subjects. The school is beginning to focus on the use of drama and role-play in other subjects. However, teachers do not focus sufficiently on ensuring pupils use the correct vocabulary in full answers giving reasons for their ideas. Consequently, opportunities are lost to assess pupils' understanding and extend their knowledge. In addition, teachers often repeat, unnecessarily, pupils' answers. This means that although pupils listen well to their teachers, they do not always listen carefully to each other. Pupils in Year 2 have a limited vocabulary and have difficulty expressing their ideas in full. In Year 2 when pupils sequenced instructions, the teacher asked them to explain what they found difficult. Although they know the vocabulary of sequencing, such as "first...then...after" they were unable to explain

the difficulties they had with the task. Pupils in Year 6 have gained in confidence because of the focus in their class on speaking skills. Consequently they can discuss and debate issues, sometimes very forcefully. However, this focus is not consistent throughout the school and it is a minority of the older pupils who speak confidently.

74. Standards in reading are below average for pupils who are seven years old and eleven years old. However, the school has recognised that there is underachievement for some pupils and has introduced a reading programme. This has been very effective and in the short time it has been running, identified pupils have made very good progress, particularly in Years 3 to 6. These pupils have made a minimum of one year's progress in their reading ages in two months. This is because of the rigorous teaching of phonics and daily reading with an adult for ten minutes. The learning support assistants have worked with determination to make this successful. However, many of the children still have difficulty understanding the text and new vocabulary. This is clear in Year 2 where pupils who do not have the words for objects such as a parachute but know it helps you "come down". The majority really enjoy books but a minority lack the confidence to read independently. Older pupils have begun to develop their reading skills to include reading back or forwards to find out what the text means. In guided reading sessions pupils generally have good support and teachers are clear about the skills they are trying to develop. Higher attaining pupils in Year 6 show they are beginning to have opinions about books.

75. Standards in writing remain below average despite the emphasis the school has put on developing the content of pupils' work. Younger pupils have insufficient knowledge of letter sounds. This affects their spelling so that even common letter patterns such as "sing" are incorrectly spelt. This affects pupils writing and older pupils continue to misspell common words. Lower attaining pupils in Year 6, for example, spell spoonful as "sboonfull." Teachers have developed good opportunities for writing in English lessons and in other subjects. This has provided reasons to write in meaningful situations, such as reports in science and geography, and autobiographies in history. However, pupils do not use new vocabulary often enough in their work because of their inability to use it effectively in their speech. Pupils' presentation of their work is unsatisfactory. Handwriting is often a mix of joined and script letters in Year 6 and pupils do not always use appropriate pens or pencils when writing. There is a lack of consistency in how pupils should lay out their writing and too few use rulers accurately to underline titles.

76. The quality of teaching overall is good. For pupils in Years 1 and 2, the quality of teaching is satisfactory while for older pupils it is good. The strengths of the teaching for all pupils are the well-planned activities that meet the needs of different ability groups. Also, very positive relationships mean pupils are eager to listen to their teachers and complete tasks. Pupils with special educational needs or challenging behaviour have good support from teachers and support staff. Therefore, they are able to be fully involved in lessons. While teachers have good knowledge of the literacy strategy, they place insufficient emphasis on the speaking and listening skills particularly for younger pupils. This affects the attainment of pupils in reading and writing and limits the attainment of some of the older pupils. The pace of lessons is sometimes slower for pupils, and they do not always finish their work. This is because the teacher does not always give clear time limits for different parts of the lesson. Teachers are using a new marking scheme in some classes which is having a positive effect on pupils' interest and involvement. Pupils are eager to read comments and some are making responses in their books. Teachers use homework effectively to support pupils learning. Home school reading books are changed regularly and many parents provide support at home.

77. The co-ordinator is effective and has assessed the challenges for the curriculum. The reading project has been very successful in tackling low attainment and there has been some success with the writing initiatives. There are good opportunities for pupils to respond to poems and stories. A Year 5 pupil wrote about a special box that will contain "the last words of my great, great granny Jessie." Moral development is very good with, for example, the use of a wide range of stories and the opportunity to reflect on facts and opinions. The school is beginning to use school and national test results effectively to identify pupils in need of support. At present, the school has not checked the link between the needs of older pupils who have English as an additional language

but appear fluent and their attainment in English national tests. This means that some pupils may require specific teaching in order for them to achieve higher levels. Resources are unsatisfactory. There are sometimes insufficient books at the appropriate levels for pupils. The subject has made good improvement since the previous inspection.

MATHEMATICS

78. Pupils in Year 2 attain standards in line with the national average in numeracy and other areas of mathematics. This judgement is based on the standards of work seen in the current Year 2 class. The results of the 2002 national tests were not as good compared to 2001 as standards fell below the national average but were in line with those found in similar schools. The reason for this was that in 2002, fewer pupils reached the higher than expected level in the tests. Given that the number of pupils who take the tests each year is small then such variations are not unusual. As a result of the good teaching seen, the pupils currently in Years 1 and 2 are making good progress in mathematics and are achieving well.

79. The standards of work seen during the inspection in the current Year 6 class are also in line with the national average and this represents a good improvement since the last inspection when standards were judged to be below average. Inspection judgements of standards are based on all aspects of mathematics. For example, the pupils currently in Year 6 have well developed investigational skills and are able to make informed decisions in a range of practical and relevant situations such as finding the best value when comparing packets of sweets or house prices in the local area. In the 2002 tests, the pupils' attainments were well below the national average and below those found in similar schools. As in Year 2, the small number of pupils taking the tests leads to yearly fluctuations when compared to national figures. An analysis of the school's data shows that nearly all the pupils who have been in the school since Year 2, attain the nationally expected standard by the end of Year 6. This is a reflection of the good teaching they receive. The school is striving hard to raise the attainment in mathematics and is currently putting in place a range of measures designed to achieve this aim. These include a maths club, greater use of computer programs to help improve mathematical skills, additional small group support, a maths week for parents and pupils, work with a numeracy consultant and careful tracking of individual pupils to ensure that they make good progress.

80. Pupils with special educational needs make good progress towards the targets set for them as they move through the school. This is due to 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. Indeed, many of these pupils are to be found among the higher attainers in mathematics.

81. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty. More able pupils are confident in handling numbers to a thousand and are able to put a set of these numbers in order. 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 and edges of three-dimensional shapes. They solve shopping problems to a pound, with more able pupils accurately working to five pounds or more. Pupils recognise fractions, such as a half and a quarter, and use this knowledge in practical situations. They can tell the time to the quarter hour and compare lengths using standard measures, such as a metre. By the end of Year 6, pupils have progressed to having a good understanding of place value, including numbers with two or more decimal places and more able pupils are confidently working with numbers to over a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. They find the perimeter of simple and composite shapes and then the area using the correct formula. Graphs, including line graphs, are accurately drawn and pupils are able to interpret them, giving clear reasons for the conclusions they draw. Pupils successfully use all four quadrants when plotting coordinates and understand negative numbers in practical situations, such

as reading temperatures. 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.

82. The quality of teaching is good with some teaching being very good. No unsatisfactory teaching was seen. Two-thirds of lessons seen were good or better with one third of all lessons being very good. Such good quality teaching is having a very positive effect on the pupils' learning and ensures that good progress is maintained year on year. Planning is 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 1 lesson on addition. All pupils were given work carefully tailored to their prior knowledge and designed to move them on at a fast rate. Less able pupils were finding pairs of numbers to make five with the very good support of a learning support assistant. Other pupils were using numbers to make ten and the more able were challenged to work with even higher numbers. By the end of the lesson, all pupils had made very good progress in their knowledge and understanding and were ready and eager to learn more. 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. An example of this was seen in the very good and imaginative Year 6 lesson about value for money. The teacher had the whole class highly motivated to learn and, although working with the distraction of real sweets, they all behaved impeccably and learned at a very good rate. Good relationships are a strong feature 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 vast majority of pupils. The use of information and communication technology to support work in mathematics is not yet fully developed as the computer suite has only just been set up. Pupils do, however, use class based computers to enhance their learning. The standards of presentation in pupils' books varies between classes with some teachers insisting on neat work and others accepting more careless work. As accurate working is important in mathematics then a more consistent approach is desirable.

83. The management of the subject is good and has a significant impact on achievement. Planning, teaching and completed work are closely monitored to identify areas for improvement and to celebrate success. There is a fierce determination to improve standards to the highest possible level. Assessment procedures are very good and are used well to track pupils and plan suitable work in lessons. The use of the 'five column' system to record the levels of attainment of all pupils is proving to be an extremely good way of monitoring their progress and attainment as well as highlighting any pupils who are in need of further support. Since the last inspection there has been a good improvement in the mathematics provision with improved teaching and higher standards at the end of Year 6.

SCIENCE

84. Pupils attain standards in science that are in line with the national average by Years 2 and 6. The results of the 2002 tests show that an average percentage of seven-year-olds attained the national expectation in the teacher assessments. Although the percentage of eleven-year-olds who attained the national expectation in the 2002 tests was below average, it was not by much. The overall results were affected because few pupils attained a higher level. The school has been effective in sustaining the improvements in science seen in the inspection two years ago, when standards were judged to be average.

85. In Year 1, pupils can identify the main parts of the body and by looking at different life cycles are beginning to recognise how some creatures change as they grow and develop. They are building on their understanding of the senses and successfully carried out an investigation into which snack is the most popular. By Year 2 pupils know what is needed to make an electric circuit to light a bulb and the effect a break in the circuit will have. They can show this using clear

diagrams. They are currently developing well their understanding that push and pull are examples of forces.

86. Pupils in the juniors sustain well the progress made in the infants. They are building on their knowledge and understanding of science and can carry out scientific enquiry at an appropriate level for their age. Pupils in Year 3, for example, during work on light and shadow, carried out an effective investigation into the length of shadows at different times of the day. They are also developing well their understanding of the distinction between materials and their properties by sorting them. In Year 4, pupils had to think of ways of preventing an ice cube from melting for as long as possible. They were able to test various methods and to reach and record clear conclusions. By Year 6, pupils can identify and group living things systematically and know about food chains. They have a good understanding of micro-organisms and how they may be beneficial or harmful. Year 6 pupils also have a good understanding of how to control risks when carrying out an investigation and how to make systematic observations and measurements and to use them to draw conclusions.

87. Numeracy skills are promoted satisfactorily in science. Pupils are confident at recording information in the form of graphs, bar charts and diagrams at a level appropriate for their age. The quality of the way pupils present their work in science, however, varies widely throughout the school. In some classes, pupils pay insufficient attention to the way they set out their written investigations, diagrams and labelling and this leads to work that is untidy and handwriting that is weak. There is some evidence of the use of information and communication technology to support science although this is an area that needs to be developed. Pupils with special educational needs and those with English as an additional language, progress well in science.

88. The quality of teaching is generally good. Teachers plan their lessons carefully and identify clear learning objectives. The objectives are shared consistently with the class and this helps pupils to evaluate the effectiveness of their own learning. Teachers' assessment of their pupils' progress is sound and in most classes clear targets for improvement are identified. The school monitors teachers' planning and this ensures that the curriculum is covered appropriately in each year group. Teachers manage their pupils well, this enables pupils to concentrate and in most cases to work at a good pace. Pupils show considerable enthusiasm when carrying out investigations. Where there is learning support, it is successfully impacting on pupils' learning. Many teachers start lessons with a lively introduction which immediately engages pupils' attention. In Year 4, for example, the lesson started with the pupils feeling and describing an unseen object. This turned out to be an animal skull and led to effective close observation work on parts of a skeleton. In the best lessons, good subject knowledge on the part of the teacher is backed up with well-prepared support materials. The way these materials are organised and used, coupled with the enthusiasm of the teacher, adds considerably to the interest of lessons, the engagement of pupils and the impact on their learning. In a lesson for older juniors on micro-organisms, images of mould on a monitor screen were used to very good effect to support learning. During the same lesson, work by the teacher and pupils on an overhead projector helped clarify pupils' understanding of micro-organisms and led to the pupils being fully engaged in an investigation into how micro-organisms can be beneficial in helping to break down waste food.

89. Teachers' questioning is usually focused well on the key areas of learning and on the objectives for the lesson. However, in some classes pupils are not always challenged sufficiently to explain their thinking, to speak clearly so that all can hear and to give extended answers.

90. The co-ordinator offers effective leadership. She monitors planning, teaching and pupils' work and ensures that the science curriculum is covered consistently and progressively. A weekly science club, which is well attended, provides challenging and stimulating activities and raises the profile of science successfully.

ART AND DESIGN

91. Standards in art and design are in line with those expected nationally by Year 2 and by Year 6. There are some aspects of the work of older juniors, particularly the work undertaken in designing and carrying out batik, that are good and above the level expected for their age.

92. Pupils throughout the school are developing their skills of drawing and painting consistently. They also have sufficient opportunities to develop their work using a range of materials and processes including some three-dimensional work. Pupils in Year 1 try out, with sufficient control, different pencils, crayons, pastels and brushes for drawing and know what lines can be made with different tools. In Year 2 they are aware of how to use a pencil to develop line and tone, including experimenting with light and dark tone in their sketch books, before drawing portraits. Pupils continue to make sound progress with drawing skills throughout the junior phase. Successful examples of this in Years 3 and 4 include the investigation of light and dark tones using charcoal to draw landscapes and the blending of pastels when drawing portraits. By Year 6, pupils have a reasonably fluent approach to using pencils and can show subtleties in shading, draw quickly from observation and pay attention to correct proportion. Pupils are developing a sound understanding of how to use and mix colour in order to express their ideas and feelings in painting. In Years 1 and 2, pupils mix, experiment with and use primary colours and these skills are built on progressively as pupils move through the school.

93. The work of well-known artists and art from other cultures are used effectively to stimulate ideas and improve pupils' work. A landscape by Van Gogh enabled pupils to be influenced by his strong use of line and tone to draw bold landscapes of their own. It also enabled them to focus on particular features of either foreground or background in their own work. A display of Caribbean art and artists provided a good focus for pupils' work earlier in the term and the study pupils made of pattern from Indian and African art and design enabled pupils to produce designs that led to particularly good quality batik work.

94. The teaching is good overall. In one of the three lessons seen, the teaching was very good. Pupils are very involved with their work and are encouraged to work at a good pace. All teachers follow the scheme of work and this ensures skills are taught systematically and well. All pupils have sketch books, though these are used more effectively in some classes than others. An art week towards the end of last summer term, when pupils were able to engage in and experience a rich range of media and techniques, including mural painting, weaving, batik, glass painting, marbling, wood sculpture, origami and mosaic, raised the profile of art across the school. It also provided a good opportunity for pupils to demonstrate and explain their achievements to their parents. The co-ordinator monitors teachers' planning and has a clear view of what is taught. A weekly art club enhances the work in art and design and enables those involved to undertake a long-term project. The club is currently working on a large mural. The work in art and design was not mentioned in the last inspection report so it is not possible to determine if improvements have been made.

DESIGN AND TECHNOLOGY

95. The small amount of work seen in design and technology and discussion with pupils indicates that standards by Year 6 are in line with those expected. There is insufficient evidence of work in the infant phase at this stage in the school year to judge standards by the end of Year 2.

96. Pupils, in Year 4, have successfully designed and made their own money containers using an appropriate range of materials. The written evaluations indicate that pupils were able to reflect on and improve their designs as they carried out this work. Pupils in Year 3 are currently in the early stages of planning and making a creature that has a moving part controlled by pneumatics. Most pupils, at all levels of attainment, already show a sound understanding of how a simple pneumatic system can cause an object, for example, the lid of a box to move. Pupils in Year 6, have constructed working models of fairground rides. These demonstrate that the pupils have been able to build well on their understanding of electric circuits in science, successfully harnessing the rotation produced by a motor to drive each fairground ride. Their constructions show a sound

understanding of how gears, belts and pulleys can be used. A selected group of the pupils were able to explain the design process and how some modifications were needed. They were also able to explain that the next step is to link the rides to computer control.

97. Few lessons were taught during the time of the inspection although in the lessons seen the teaching was good or better. The pupils are managed very well, are assessed well for understanding before the lesson moves on and are challenged effectively to resolve problems as they arise. In one lesson, a very clear and effective explanation, and demonstration of pneumatics, ensured that pupils were enthusiastic about trying it for themselves and were eventually successful in their attempts. Working effectively in pairs they were able to demonstrate what worked and why. They recorded this and could use the information gained to resolve problems as they arose, and to explain difficulties to the class.

98. All teachers follow a scheme of work, though there are some differences in the way teachers approach the planning and teaching of design and technology. In some cases it is taught as a separate subject in blocks of time during the year. The alternative approach is to link it with other subjects such as science, art and history. Where it is taught with other subjects, teachers need to be sure it is not at the expense of the amount of time spent on developing design and technology. It can also at times be difficult to identify the key learning objectives for design and technology. This leads to a lack of clarity in the progress pupils make in some aspects of the curriculum in some year groups, for example, in the selection and use of tools and techniques. There are also variations in the expectations teachers have of the quality of presentation when pupils produce a plan or design.

99. Pupils' attitudes to the subject are good. They listen carefully to instructions, are keen to work at practical tasks and concentrate well.

GEOGRAPHY

100. Standards in geography are in line with those expected for pupils in Year 2 and Year 6 and pupils make good progress. This is because of the well-planned lessons and the thorough teaching of particular topics. The quality of teaching is generally good. Teachers plan effectively using a published scheme that is adapted to meet the needs of the school. All teachers are good at putting the subject into context and where possible providing real life situations. This motivates the pupils and they work hard at presenting different points of view. For instance, in Year 6, pupils looked at a planning proposal in their local area and discussed the effects this would have on different interest groups. Very good use was made of debate and discussion to develop arguments for and against the planning proposal. Teachers highlight important vocabulary but do not always ensure that pupils use it in full answers to questions. This sometimes limits pupils' abilities to write detailed reports using geographical language. Displays enhance the learning environment and work is generally well presented. This is less so in pupils' books where presentation is often untidy and there appears to be little emphasis or consistency in how pupils lay out their work. Teachers make good use of the local area. In Year 1, pupils investigated the parking controls around the school and carried out traffic surveys. Teachers encourage pupils to make judgements about their findings. For instance, pupils decided that the road outside their school was very busy and included large vehicles as well as cars.

101. The curriculum is broad and relevant to the cultures of all the pupils. Current affairs are a starting point to discussions and the World Cup provided many opportunities to identify places on the world map. Teachers make effective links between subjects, such as mathematics, to reinforce pupils' learning. For instance, pupils present their data about temperature differences throughout the year in line graphs and interpret their findings. Literacy skills develop well through independent research and book making and pupils have many opportunities for note taking. The use of computers for research and producing data is limited at present, but developing. It has yet to make an impact on pupils' skills in ICT or geography. Pupils are enthusiastic about the subject and teachers encourage them to ask questions about what they want to know. This means pupils build

securely on what they already understand. Geography projects are often set as homework and this enables pupils to develop their work by building on their own interests and ability. The co-ordinator is very enthusiastic and has identified the need for assessment in the subject. She is currently trying a new assessment procedure that is both manageable and informative. Its presentation gives teachers good guidance on assessing pupils' National Curriculum achievements. Improvement since the previous inspection is good.

HISTORY

102. Standards in history are in line with those expected for pupils in Year 2 and Year 6 and pupils make good progress. This is because of the good teaching that develops pupils' skills of research and encourages them to think about the topics they are studying. Teachers present the subject with enthusiasm and regularly begin lessons by putting the subject into a meaningful context. For example, in a Year 3 class, pupils learned about timelines by plotting their school day, then plotting a child's life and finally identifying periods in history between 50 BC and 1066 AD. This helped pupils build very effectively on their understanding and they were motivated well to continue with their investigations. Teachers encourage pupils to begin new research by assessing for themselves what they already know. This gives them a good knowledge of their own learning and they build successfully on previous knowledge and experiences. Pupils enjoy finding information in books, on CD-ROM's and using picture clues to find out about people in history and their lifestyles. However, they have less opportunity to use real artefacts, although some are available through the local authority loan project. This limits the opportunities pupils have to make deductions from first hand sources.

103. A published programme of work is adapted to meet the curriculum needs of the school. Black history is an integral part of the scheme of work making it culturally relevant to many of the pupils. This helps to raise their self-esteem and interest as they learn about famous people from a range of cultural backgrounds. Consequently pupils have very positive attitudes to the subject and are motivated to learn about other people and periods of history. Teachers link other subjects successfully to history. Literacy skills develop through opportunities for note taking, writing reports about characters in history and looking at Greek alphabets. This broadens pupils' general knowledge and increases their interest. Using their knowledge of newspaper reports learned in literacy sessions, pupils in Year 5 acted as journalists reporting on the story of the Trojan horse. Although the work is presented well in displays, it is often not as good in pupils' books. There is insufficient emphasis on the presentation and layout of pupils' work, and a lack of consistency throughout the school to ensure pupils improve the speed of their work while maintaining the quality. The subject provides good development of pupils' social skills. They learn to work closely together researching information and sharing ideas, but also gain a good understanding of the lives of others in comparison with their own. Reports on the life of a Victorian maid show how pupils begin to have a view on the quality of their own lives.

104. The co-ordinator is very enthusiastic and has looked for ways to improve the subject. Pupils' attainment is assessed effectively and this gives teachers good guidance in identifying pupils' achievement against National Curriculum levels. The co-ordinator does not monitor the quality of teaching in lessons, but pupils' books and displays provide good information on the strength of the subject. She has clearly identified her own training needs and the needs of the subject. The subject has made good improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards in information and communication technology (ICT) remain below those expected at the end of Year 2 but are similar to those found in schools nationally by the end of Year 6. This represents a good improvement since the last inspection when the attainment of pupils at the end of Year 6 was judged to be lower than other schools nationally. Great improvements to the provision have been made this term and the school has firm plans to improve the provision even more in the future. Recent developments include the setting up of a small computer suite and the

installation of an interactive whiteboard so that skills can be taught more effectively. At present the use of the suite is patchy, as not all classes have used it regularly. It is too small for whole class teaching, which raises staffing implications as only half a class can be sensibly accommodated at a time. The school is considering a number of options to solve this problem, so that all pupils can gain maximum benefit from the provision. In the past, the school has taught ICT mainly on class based computers and found that progress was slow as pupils had to wait, sometimes for days, for their turn on the equipment to practise a new skill. These classroom computers are still in place and their effective use is another area the school is currently investigating.

106. Pupils at the end of Year 2 have limited ICT skills. They are able to create a picture on the screen using the mouse and a range of tools available on a graphics program. Pupils also write text and the majority know how to change some aspects of the font, such as its size. Other aspects of ICT, such as making a floor robot move and making graphs, are not well developed and pupils' skills overall are below those expected for their age. The main reason for the low attainment is the lack of access the pupils have had to ICT equipment. Year 6 pupils have well developed keyboard and mouse skills although many of them are slow at typing text. This frustrates them and limits their output in the allocated time. They use the Internet confidently to help them in their work in other subjects. In geography, for example, they found out about the island of St. Lucia and researched 'mountains around the world'. They use a digital camera to take pictures for their work and know how ICT can be used to control external events. At present, they are finding out how best to use a programmable control box to operate the powered fairground models they made in design and technology lessons. Their multimedia presentations are of a very good quality and are thoughtfully put together with a script to further explain the content to the audience. This provides a useful link to English work, as the scripts have to be very carefully written to match the timing of the visual section. This also helps improve speaking skills when the finished work is presented. The pupils are justifiably proud of their efforts and are eager to share their work with others. Pupils of all ages understand the use and impact of ICT on their lives and in the wider world. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates as they are well supported by teachers and other pupils.

107. The quality of teaching is predominantly good with no unsatisfactory teaching seen and some being very good. Teachers have a good understanding of the subject and their own skills are well developed. This enables them to teach ICT confidently and demonstrate to pupils the correct procedures. The interactive whiteboard is used very effectively in lessons to show pupils exactly what to do and introduce new skills to the class. Pupils are well managed and respond positively to the opportunities offered to them. They handle equipment with care and share it sensibly when working with a partner. Teachers plan work carefully to help pupils develop their skills in a systematic way. Pupils respond well to the good teaching, behave well in lessons and are eager to learn more. This was clearly seen in a good Year 3 lesson about changing the size, style and colour of text. The teacher's enthusiastic approach and good subject knowledge held the pupils' attention and they behaved very well, spontaneously applauding the teacher when the text changed.

108. The school has clearly identified the main areas of concern in ICT and has plans to address these through more training and improved accommodation and resources. Assessments of exactly what pupils can do and know, including pupils' own assessments, have yet to be developed to help teachers plan suitable work more closely matched to pupils' prior attainment. At present, pupils save their work on individual discs and this builds up a useful record of what they have done in some lessons. However, this work is not matched to National Curriculum levels and the information does not cover all aspects of the subject.

MUSIC

109. Standards in music are similar to those found nationally for pupils at the end of Years 2 and 6. All aspects of the subject are successfully taught throughout the school including performing, composing and appraising music. As the school has no musicians on the staff at present, to ensure a consistent approach and improve standards, the school is using the Local

Authority's scheme of work written to help non-specialist teachers in the delivery of the subject. This is working well and helping pupils to make satisfactory progress as they move through the school, with pupils in years 5 and 6 making very good progress due to the high quality teaching they receive. There is also the opportunity for pupils to have instrumental lessons in flute, violin or clarinet with visiting specialists. Some of these pupils are more able and reach high standards in their performing and understanding of music including reading standard notation.

110. Pupils of all ages sing tunefully and with due regard for phrasing and rhythm. Singing takes place in class lessons, assemblies and rehearsals for performances. Most of the singing is accompanied by tracks on CDs that often have the vocal part on them and this causes the pupils to sing very quietly as they tend to let the vocalist carry the song. When they sing to just a backing track the quality of the performance improves dramatically and they sing with much greater enthusiasm and enjoyment. Pupils play instruments from an early age to accompany songs and to compose their own music. In a Year 2 lesson, the pupils were able to follow symbols to play rhythmic patterns on a variety of untuned percussion instruments. Pupils in Year 6, work diligently in groups and use a very good range of tuned and untuned instruments to create their own pieces of music. These are then played in rondo form, with one group repeatedly playing their piece after each group plays theirs. They record their compositions using symbols that they follow closely for the performance. Pupils listen to music regularly in assemblies and class lessons. The music chosen is from a very wide range of composers from different lands and periods of time. This makes a good contribution to the pupils' cultural development.

111. The quality of teaching is good overall with some teaching of the very highest quality. Good relationships are a strong feature of the lessons and pupils listen carefully to their teachers and to each others' compositions. One Year 6 lesson seen was excellent and the pupils sat open-mouthed as their teacher left the room to reappear dressed as Joseph Haydn and then proceeded to explain to them how he composed his symphony No. 83, often called the 'Hen Symphony'. All the pupils were fully involved and learnt about the structure of a symphony in an imaginative, entertaining and totally absorbing way. Lessons are carefully planned according to the scheme of work and this ensures that pupils are taught music at levels matched to their age and ability.

112. Pupils perform with great confidence in concerts that are very popular with parents and carers who show their appreciation enthusiastically. The performance of 'Bugsy' by Year 5 pupils was of a very high quality and the pupils were obviously extremely proud of their efforts. The use of information and communication technology to support learning in music is not yet fully developed although the recording of pupils' work on the videos that were seen and audio tapes is very useful for showing the progress pupils make as they move through the school. It also helps them evaluate their work to suggest ways for further improvements.

PHYSICAL EDUCATION

113. Standards attained in physical education are as expected nationally for pupils at the end of Years 2 and 6. This is an improvement since the last inspection, when the work in physical education was judged to be weak with too many pupils not developing their skills year on year. The main reason for the improvement is the much better teaching that pupils now receive. Three out of five lessons observed were good or better. Games, gymnastics and dance lessons were observed during the inspection, but it is clear from teachers' planning and talking to pupils that all aspects, including athletics, swimming and outdoor activities, are taught over time. The wide range of sports clubs for pupils to attend, some of which are organised and run by the Year 6 pupils, gives all pupils further opportunities to develop their skills. More able pupils are coached well in games such as basketball and football and reach standards well above those expected for their age. Pupils, including those with special educational needs and those with English as an additional language, make the same good progress as their classmates as they move through the school.

114. Pupils in Year 2 understand the need for a correct warm up at the start of each lesson. They know that exercise is beneficial to their health and that it raises the heart rate. In games

lessons, they throw and catch large balls successfully. More able pupils throw a ball accurately through a hoop to a partner. The progress made in games skills is very evident by the time they are in Year 6. All are confident in handling a basketball and about a quarter of the pupils can play a game with very good skills and understanding of rules and tactics. The school basketball team has enjoyed tremendous success in inter-school competitions in recent years. In dance lessons, the pupils move well to the mood of the music and develop successfully their own dance sequences. Pupils have swimming lessons in Years 3 and 4 and the majority can swim the required 25 metres. The annual residential trip to Sussex gives Year 6 pupils the opportunity to take part in outdoor and adventurous activities that are very difficult to arrange locally. Pupils try out such activities as abseiling, orienteering and going round an assault course enthusiastically.

115. The quality of teaching is always at least satisfactory and some teaching is very good. Teachers manage their pupils well. This results in time being used effectively to help progress in learning new skills. Pupils are attentive to their teachers, concentrate and behave well in lessons. Lessons generally move along at a brisk pace with all pupils kept active and fully involved. Occasionally pupils, instead of moving freely around the apparatus, are made to queue for their turn. This results in them having less time in which to practise their skills. The good subject knowledge of many teachers enables them to set suitable tasks and make pertinent teaching points to help pupils improve their levels of performance. Good use is made of demonstrations by individuals and groups of pupils to share ideas and show good practice. Teachers address all health and safety aspects fully.

116. The very good range of clubs for pupils makes a very significant contribution to the standards they achieve. There are clubs for football, basketball, hockey, skipping, tennis and gymnastics. The last three of these are run for younger pupils by Year 6 pupils at lunchtime with a member of staff present for safety purposes. This is a particularly effective way of helping the Year 6 pupils learn to take responsibility and to use their initiative as well as improving the overall provision in the subject. The many successes in competitive games help to raise the profile of the subject in the school and the local community and the pupils are immensely proud of their record. At present, the school is forging useful links with a local secondary school to involve girls more in competitive games such as netball and hockey as well as improving the provision for all pupils in athletics and cricket. The school's good outdoor facilities and quality resources are used well by teachers to help pupils learn effectively.

RELIGIOUS EDUCATION

117. Standards in religious education by Year 2 and Year 6 meet the expectations of the Locally Agreed Syllabus. The previous report, although it did not refer to standards, identified that religious education was 'reasonably well catered for'. The school has consolidated and improved this position and an effective curriculum is now in place. The new scheme of work sets out clear objectives for learning and the skills required in each year group.

118. In Year 1 this term, pupils have learned about the life of Jesus and his disciples and have learned about the Hindu faith. In addition, pupils have considered how different faith groups reflect the values of kindness and support to each other. This has continued in Year 2, where pupils have developed satisfactorily their knowledge of Hinduism and, as one faith group, how Hindus care for the world. Older pupils develop well their knowledge and understanding of the main faiths. This is reflected in pupils' writing which demonstrates sound coverage of the curriculum, though the presentation of writing could be better in some classes. As well as learning about religions, there are also sufficient opportunities for pupils to learn from religion. Year 6 pupils for example have addressed questions about puzzling aspects of life and moral and religious issues. They have grasped such issues as thoughtfulness, forgiveness and repentance and how we remove barriers between people. They talk with confidence of the issues surrounding the barriers of jealousy, stereo-typing and race and how role play has helped them to understand these.

119. Pupils' attitudes to religious education are good. Behaviour is very good and pupils are keen to contribute. They show considerable thoughtfulness; in one lesson, younger pupils reflected well on kindness towards each other.

120. The teaching ranges from satisfactory to good and is good overall. Lessons are prepared and planned well and have clear objectives. Pupils are managed well. Artefacts of different faiths are used very well to illustrate and reinforce key issues of the faith concerned. In one lesson, for example, Muslim prayer beads were used to good effect to help focus discussion on Muslim belief. Teachers' questioning challenges pupils well, though on occasion, there is not sufficient challenge to pupils when they respond. Answers are sometimes too brief.

121. The subject co-ordinator is familiar with the quality and standards in religious education by monitoring pupils' books throughout the school. Visits to local places of worship and visitors to the school enrich the curriculum.