

INSPECTION REPORT

OAKLANDS PRIMARY SCHOOL

Hanwell

LEA area: Ealing

Unique reference number: 101905

Headteacher: Simon Prebble

Reporting inspector: David Tytler
8990

Dates of inspection: 10th - 13th March 2003

Inspection number: 246162

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Oaklands Road
Hanwell
London

Postcode: W7 2DP

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Appropriate authority: Governing Body

Name of chair of governors: Maurice Jordan

Date of previous inspection: 19th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	David Tytler	Registered inspector		How high are standards? How well are pupils taught? How well is the school led and managed?
1165	Peter Dannheisser	Lay inspector		Pupils' attitudes and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
10270	Sandra Teacher	Team inspector	Foundation Stage, pupils with special educational needs, geography and music.	
20951	Philip Littlejohn	Team inspector	Educational inclusion, mathematics, information and communication technology, and design and technology.	
15023	Ali Haouas	Team inspector	English as an additional language, English, and history.	
1963	Sibani Raychaudhuri	Team inspector	Science, art and design, religious education	How good are the learning opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oaklands Primary School is in two Edwardian buildings near the centre of Hanwell in Ealing, West London. With 417 pupils on roll, it is larger than most primary schools and has a nursery class with 58 children attending part-time in the morning or afternoon and 55 full-time pupils in reception. About half of the pupils come from ethnic minority backgrounds, predominantly from the Indian sub-continent, the Caribbean or Africa. The percentage of pupils known to be eligible for free school meals is above the national average and 101 pupils speak English as an additional language, including 12 refugees. The main languages are Somali, Urdu, Punjabi and Arabic. The percentage of pupils having special educational needs is below the national average, with 26 pupils either having a Statement of Special Educational Needs or receiving support through School Action Plus under the SEN Code of Practice. The proportion having a Statement of Special Educational Needs is below the national average. The school is also affected by the significant number of pupils who join or leave the school other than the usual time and a period of instability in staffing and in the management of the school, which led to deficiencies in teaching over time. Children join the school with a broad range of attainment but overall their attainment on entry matches that expected nationally for children of their age, although a significant minority have communication difficulties in English.

HOW GOOD THE SCHOOL IS

Oaklands Primary School provides a good education for all its pupils and is valued by parents. Year 6 standards in mathematics and science have improved since the national tests in 2002 when they were well below average. The school is very well led and managed by the headteacher, who joined the school in September 2001. Teaching is satisfactory in Years 1 and 2 and is good in Years 3 to 6, with examples of good teaching across the school. Better use could be made of assessment information to guide planning. The personal development of pupils is very good and their very positive attitudes and consistently good behaviour contribute to the progress they make. When account is taken of all these factors, the school provides good value for money.

What the school does well

- The headteacher provides outstanding leadership, which has already resulted in a range of improvements, including higher standards in Year 6.
- Teaching is consistently good or better in Year 6, which enables pupils to make rapid gains in their learning.
- The very good provision for spiritual, moral, social and cultural development, and the very good relationships throughout the school, result in pupils having very positive attitudes to their work. Pupils show a very good level of respect for the views and feelings of others, responding very well to the very good arrangements for promoting good behaviour.
- The school provides very good pastoral care for all its pupils, which enables them to take full advantage of the broad range of learning opportunities available, including the excellent range of high quality out-of-school activities.
- Art and design is a strength of the school and much high quality work can be seen as part of the very good displays throughout the school. Pupils attain well above average standards in Year 6.
- The information provided to parents is very good.

What could be improved

- The achievement of pupils, particularly in English in Years 1 and 2.
- The use that teachers make of information about what pupils know and can do to plan for the needs of specific groups and individual pupils.
- The monitoring of teaching and learning in all subjects to ensure that the good and very good practice within the school is spread to all year groups.
- The quality of the curriculum in the nursery and reception, and accommodation in the reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was inspected in May 1997, particularly in Years 3 to 6. The school has successfully addressed the key issues raised in the report and has been especially successful in improving the quality of teaching, notably in Years 3 to 6. Standards in mathematics in Year 6 are higher than they were and are now good. Standards in English and science remain average in Year 6. In Year 2, standards remain at the average in mathematics but have declined from average to below average in English. The underlying trend has been below the average since the last inspection, but standards throughout the school have improved significantly in this academic year. The school is on course to meet its targets.

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	B	E	C	B	well above A average
Mathematics	E	E	E	E	above average B average C
Science	E	E	E	E	below average D well below E average

The school sets challenging targets for the percentage of pupils to achieve the expected Level 4 in English and mathematics. In 2002, it exceeded them in English and just missed them in mathematics. In the current Year 6, standards in mathematics are good; they are average in English and science. The decline in standards in recent years has been largely due to a significant percentage of pupils in past years having special educational needs and instability in the staffing, which

disrupted pupils' learning. The large number of pupils who enter and leave the school other than at the usual times also adversely affects standards. In addition, many pupils enter Year 2 with low levels of literacy. Taken together, these factors reduce the number reaching the higher levels.

In the National Curriculum tests for Year 2 pupils in 2002 results were well below average in reading, writing and mathematics. When compared with similar schools their performance was also well below in all three subjects. Teacher assessments in science show that 84 per cent of pupils in Year 2 reached the expected Level 2 or above, which was slightly below the national average. The work pupils were doing during the inspection showed that in the current Year 2, standards in English are below average but average in mathematics and science. The trend has been below the national average in recent years but standards are improving in this academic year because of good teaching by a stable staff.

During the inspection timetabling arrangements meant that it was not possible to make judgements about physical education in Year 2 or Year 6. Standards at the end of Years 2 and 6 in all other subjects are average, except in art, where they are good in Year 2 and very good in Year 6. Standards in religious education exceed the expectations of the locally agreed syllabus in Years 2 and 6. All pupils make satisfactory progress in their learning in Years 1 and 2 and good progress in Years 3 to 6. Children make satisfactory progress in the nursery and reception classes, and attain average standards in most areas of learning by the end of reception, except in some aspects of their language, creative and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic learners and their very positive attitudes make an important contribution to the standards they achieve.
Behaviour, in and out of classrooms	Very good. Pupils respond very well to teachers' good management of behaviour. It is very good in classrooms, assemblies, around the school and in the playground.
Personal development and relationships	Very good. The very good relationships which exist throughout the school underpin everything that the school does.
Attendance	Unsatisfactory. Below the national average for primary schools.

TEACHING AND LEARNING

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

Quality of teaching	Satisfactory	Satisfactory	Good
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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 sound teaching in the nursery and reception classes and in Years 1 and 2 leads to all pupils making satisfactory gains in their learning. The good, often very good, and sometimes excellent teaching in Years 3 – 6 enables pupils to achieve well. Examples of good teaching were seen in all year groups and in nearly all subjects, and a number of very good lessons and some excellent teaching were observed. Only one of the 77 lessons seen was unsatisfactory. The teaching of English, mathematics, literacy and numeracy is good and pupils use their literacy and numeracy skills well in other subjects. Teaching in information and communication technology is sound and pupils make good use of the skills they learn. The good and very good teaching in art and design has led to high standards of work, which support other aspects of the curriculum.

The good and better lessons were underpinned by teachers' good knowledge and understanding of the subject and characterised by a brisk pace, a good range of activities that engaged and held the interest of pupils and work that was built on what pupils already know and can do. As a result, they made good and often very good gains in their learning. In lessons judged to be satisfactory, the pace of work was slow, leading to a lack of concentration. In the unsatisfactory lesson, the work was not matched to pupils' prior attainment and as a result they made very little progress in their learning. The school does not make enough use of the information on what pupils know and can do to plan for the needs of specific groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The learning experiences of pupils are broadened through an excellent programme of out-of-school activities, including a wide range of visits and visitors and good links with the community. The curriculum for children in the nursery and reception classes is unsatisfactory.
Provision for pupils with special educational needs	Good. They make good progress in line with their individual education plans.
Provision for pupils with English as an additional language	Good. They make good progress in English, mathematics and science but would achieve more in other subjects if their needs were more clearly identified.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils.	Well. Good procedures, including those for child protection, ensure pupils' health and welfare. The information gathered on what pupils know and can do is not yet used sufficiently to plan for the individual needs

	of all pupils.
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The school works hard and generally successfully to create an effective partnership with parents. Most parents value its work but a significant minority is yet to be involved fully in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher's leadership is excellent and he provides the vision for the development of the school. He is very well supported by senior staff, who carry out their responsibilities well.
How well the governors fulfil their responsibilities	Well. With the exception of a collective act of worship and some aspects of the curriculum in the nursery and reception classes, governors ensure that statutory requirements are met. Key governors have a clear understanding of the school and the governing body as a whole is beginning to use its knowledge to plan for the school's future.
The school's evaluation of its performance	Good overall. A regular review of the school's performance ensures prompt action is taken to resolve any concerns. Regular monitoring of teaching and learning by the headteacher and other senior staff has led to improvements in teaching. Not all subject leaders, however, have sufficient time to observe lessons and monitor learning in their subjects.
The strategic use of resources	Good use is made of all the resources available to the school, which satisfactorily applies the principles of best value in all aspects of its work.

The school has an adequate number of teachers and support staff for all subjects of the National Curriculum and religious education. Resources for learning are sufficient in all subjects other than information and communication technology (ICT) where they are good. There is no outdoor space for children in the reception classes and their classrooms are cramped, which impedes their learning. In other respects the accommodation is satisfactory.

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 enjoy coming to school • The teaching is good and the school expects their children to work hard • Their children make good progress 	<ul style="list-style-type: none"> • The quantity of homework • The amount of information on how well their children are doing • The range of out-of-school activities

<p>and they behave well</p> <ul style="list-style-type: none"> • They feel comfortable in approaching the school • Their children are helped to become mature and responsible 	<ul style="list-style-type: none"> • The partnership with parents • The surface in the playground
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Inspectors agree with the positive views of most parents. Inspection evidence, however, shows that there is an excellent range of high quality extra-curricular activities, particularly for pupils in Years 3 – 6, that homework is used appropriately, that the school works hard to establish an effective partnership with parents and that the quality of information provided to them is good. Inspectors agree with parents' concerns about the playground, which are being addressed by the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is broadly average, although some pupils have communication difficulties in English. Due to the sound teaching, children's achievements are satisfactory as they move through the nursery and reception classes, consolidating and building on their skills. As a result, they meet most of the Early Learning Goals by the time they leave reception. Some aspects of their language, physical and creative development, however, are below average. These weaknesses are linked to weakness in their spoken English and the lack of an outdoor area for the reception classes, which are also cramped and hamper the teaching of some aspects of creative development. All pupils could do better if the curriculum followed the recommendations of the Foundation Stage guidance. Pupils who speak English as an additional language would achieve more if they were given more targeted support.
2. Results in the National Curriculum tests taken by pupils at the end of Year 2 in 2002 were well below the national average in reading, writing and mathematics. The proportion of pupils reaching the higher Level 3 was well below the national average in reading and mathematics; no pupils achieved the higher level in writing. When compared with similar schools their performance was also well below the average in all three subjects. Teacher assessments in science show that the proportion of pupils who reached the nationally expected level was only slightly below the average.
3. In the National Curriculum tests taken by pupils at the end of Year 6 in 2002, attainment matched the national average in English, but was well below in mathematics and science. In comparison with similar schools, results were above the average in English but well below in mathematics and science. The school set challenging targets for the percentage of pupils to achieve the expected Level 4 in English and mathematics. It exceeded them in English and only narrowly missed them in mathematics.
4. Whilst the performance of pupils attaining the expected Level 4 in 2002 was below the national average in English, the percentage attaining the higher Level 5 was above the average. In mathematics the proportion of pupils gaining either Level 4 or 5 was well below the average; in science, the percentage gaining Level 4 was above the national average but well below the average for the proportion of pupils gaining Level 5.
5. The sound teaching in Years 1 and 2 ensures that children's achievements are satisfactory. Due to the good, often very good, teaching in Years 3 to 6, pupils achieve well.
6. Results in English have fluctuated over time but have been below the national trend of improvement, as has the performance of pupils in mathematics and science.
7. Inspection evidence shows that standards in the current Year 2 are below average in English, but average in mathematics and science, a considerable improvement since 2002. In Year 6, standards remain average in English, although a significant number of pupils are working above the national average. Standards in mathematics have improved considerably and are now above the

average; the improvement in science standards has brought them up to the average.

8. A number of significant factors explain the lower attainment and inconsistencies in progress over time. The decline in recent years has largely been due to the relatively high number of pupils having special educational needs and the inconsistent teaching they received because of a large number of staff changes. The high number of pupils who join and leave the school other than at the normal times also affects standards. The rising standards seen during the inspection reflect the good teaching by an established staff.
9. Since his appointment, the headteacher has undertaken a root and branch review of all aspects of the school's work. The resultant changes and the impact of a stable staff since September have been successful in raising standards throughout the school, but particularly in Year 6, which still has a significant number of pupils with special educational needs. Standards are likely to rise further as the school improves the use of information on what pupils know and can do in planning for the needs of individual pupils and specific groups. Assessment information is used to set pupils in English in Years 5 and 6 and in mathematics in Years 4, 5 and 6. These arrangements are having a positive impact on raising standards.
10. Pupils make good use of their literacy and numeracy skills in other subjects. Good examples were seen of pupils using their literacy skills in mathematics, science, art and design, design and technology, history and religious education. They also made good use of their speaking and listening skills, particularly in geography, history and religious education. Pupils made good use of their numeracy skills in science, design and technology and in geography. The school's provision for information and communication technology has been much improved since the last inspection and pupils use their ICT skills in other subjects, such as English, mathematics, science, design and technology, geography and history.
11. The school's timetabling arrangements during the inspection meant that it was not possible to make judgments on overall standards in physical education. Standards in all other subjects are average at the end of Years 2 and 6, except in art and design, where they are above average at the end of Year 2 and well above by the end of Year 6, and in religious education where they exceed the expectations of the locally agreed syllabus as a result of the quality of teaching. This represents an improvement since the last inspection in art and design. Standards in the other subjects have been maintained.
12. Pupils with special educational needs achieve well in relation to their independent education plans. They make good progress, largely thanks to the skilled support given by teaching assistants both in classes and in small withdrawal groups. Pupils who speak English as an additional language achieve well against their prior attainment. Pupils achieve best when there is additional support by the specialist teacher and when pupils are specifically targeted. On occasions, however, usually in subjects other than English, science and mathematics, the needs of these pupils are neither specifically identified in

planning nor consistently addressed. The needs of gifted and talented pupils are well met in art and design.

Pupils' attitudes, values and personal development

13. The attitudes and behaviour of pupils are great strengths of the school, as they were at the time of the last inspection. The pupils' very good attitudes make a positive contribution to their readiness to learn and their ability to think and act well for themselves. Pupils say that they like their school; that they know their teachers will give help whenever it is needed. In the great majority of lessons pupils of all abilities show interest. Their attention is held, they want to participate and they behave very well. Outside the classroom, behaviour is very good and their positive attitudes and natural enthusiasm can be seen as they take part in playground games and in the many school clubs. Their behaviour in assemblies is exemplary.
14. Pupils are friendly, open and respectful, without in any way being regimented. Pupils of both sexes have a very good attitude to each other, their teachers and to their work in school. Discussions with pupils revealed that they considered the school to be a very safe environment, free from any racial harassment, bullying or hostile behaviour. They were clear on strategies they would use if they or anyone else felt threatened. They were also clear on procedures to make pupils new to the school feel welcome and included.
15. Pupils are happy to come to school and the older ones look back on their earlier school days with pleasure. So many Year 6 pupils volunteered to take part in the first training session for the school's Friendship Group to look after younger children, that a classroom was full to overflowing during the first training session. They showed great understanding, learning how to support younger pupils in the playground, and at the same time thinking carefully about their own attitudes and behaviour. They applied for the role and were interviewed to ensure that they were suitable for the role.
16. Pupils of all ages enjoy the school and know and understand the school's system of rewards and sanctions. They show obvious enjoyment when they are rewarded as individuals or as a class. Pupils settle quickly when lessons start, and this is helped by the 'brain gym' – which involves a brief session of physical movements which help to prepare pupils for the tasks ahead. Pupils develop good levels of independence. Whilst enjoying themselves, they share, take turns and act with self-restraint, working quietly in small groups and collaborating well in pairs. They understand their class routines well and know what is expected of them. Pupils also develop a capacity to understand and respect the feelings of others as they respond well to the school's very good provision for multicultural development.
17. In the vast majority of lessons seen during the inspection, pupils' attitudes and behaviour were good or better, and in many they were very good; they were satisfactory in all others. The support for pupils with special educational needs and for those from homes in which English is not the main language ensures they have positive attitudes to learning. They respond well to the extra help

given by teachers, classroom assistants and support staff. The teaching takes place both within the classroom and in groups outside the classroom. During these sessions, pupils are well motivated and very well behaved.

18. The youngest children have learned to participate and concentrate as they respond well to the skilled staff, who understand how to help them learn. In one nursery class, pupils were learning the sounds with which objects' names begin. The teacher used a glove puppet as a ventriloquist and attempted to say the names as the children pulled the objects out of a bag. They took great delight in correcting the puppet's efforts. They were relaxed, having fun and all learning fast. In a religious education lesson Year 6 pupils showed excellent attitudes and sensitivity and were keen to participate in the balanced discussion.
19. Lunchtime behaviour in the hall is good. This is the case around the school and in the playground where a variety of games and equipment are available, the latter being looked after by older pupils. Midday staff, many of whom also work as support staff in lessons, have had training in behaviour management and are aware of child protection issues. There was very little temporary exclusion in the previous school year and no permanent exclusions.
20. Older pupils are given jobs and there are rotas of monitors in classrooms. The school council gives pupils the opportunity to take an active role in formulating school policy with two representatives elected from each year group. As yet the council members do not run their own meetings, but this will be introduced as they become more experienced.
21. Pupils who speak English as an additional language, including refugees, mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they work in small groups. This contributes significantly to the progress they make. Pupils whose special educational needs include behavioural difficulties show good attitudes to their work and respond well to their teachers. They are well integrated into the life of the school and supported by their peers. For example, in a Year 6 singing lesson, the more able singers helped the less able to keep in tune.
22. Whilst attendance has improved since the last inspection, it is a little lower than the national average levels for primary schools and is therefore unsatisfactory. There is no significant difference between the attendance of boys, girls or different ethnic minority groups.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching has improved significantly since the last inspection, particularly in Years 3 - 6. Teaching overall is satisfactory in Years 1 and 2, but there were also examples of good and better teaching. As a result pupils make satisfactory progress in Years 1 and 2 and pupils' achievement is satisfactory by the end of Year 2. The good and better teaching in Years 3 to 6 enables pupils to make good progress and achieve well, particularly in mathematics. Examples of good teaching were seen in all year groups and in most subjects, with a number of very good lessons and some excellent teaching for older pupils. Out of the 77 lessons seen only one was judged to be unsatisfactory.

24. The quality of teaching and learning for children in the nursery and reception classes is sound and as a result children's achievement is satisfactory. Children are well motivated to learn through challenging, well-paced, imaginative and lively activities such as number games, snakes and ladders and darts or skittles, recording their scores on a chalkboard. The main strength lies in teachers' and nursery nurses' secure understanding of the active way that young children learn and the need to provide a range of practical and relevant activities.
25. Planning is satisfactory and the teaching areas inside are well organised. There is, however, limited planning for outside play. The nursery outdoor environment is insufficiently used and the children in the reception classes have to wait to go outside for their break after the older pupils. Tasks are suitably challenging overall, and expectations for children's behaviour are high. Through careful observation, teachers and teaching assistants know the children well and use this knowledge well to plan the next steps in learning. Teamwork is good and the trained nursery nurses make a valuable contribution to children's learning. However, the distance between the nursery and the reception classes makes working together difficult.
26. Daily opportunities for parents to talk to teachers and the use of a home/school contact book promote harmonious links between home and school; greater involvement, particularly of parents from different ethnic minority groups, could enrich the learning even more. Older pupils are learning to care for the younger ones and they read to them during book week.
27. Teaching was judged to be good overall in English, art and design, geography, physical education and religious education. Teaching was satisfactory in information and communication technology. In Years 1 and 2 all aspects of teaching in all subjects were at least satisfactory, and the teaching of basic skills was good. The management of pupils and the teaching of basic skills are generally good. The use of marking and regular questioning to check pupils' progress and achievement are satisfactory, although some marking does not always indicate to pupils how they could improve their work. On a few occasions the final review session was not always used to review and reinforce what pupils had learnt, referring instead to what had been covered.
28. The work for younger pupils generally built on what they already knew and could do and they make satisfactory progress in their lessons. In the unsatisfactory lesson, however, the work set was too difficult and as a result pupils made too little progress and did not achieve as well as they should have done.
29. Teaching in Years 3 – 6 is also good overall in mathematics and science. Teachers' management of pupils is very good. Excellent lessons were seen in Year 6 in English and religious education. In the English lesson on how to plan a balanced argument, the teacher quickly engaged the pupils' interest and used a range of activities that challenged the pupils to think for themselves. As a result they tackled the task enthusiastically and thoughtfully. In the religious education lesson, the teacher was very skilful in enabling pupils, including those with special educational needs and those who speak English as an additional language, to discuss feelings and emotions without embarrassment. She was sufficiently confident in the pupils to discuss her own experiences, knowing that they would respond sensibly, as they did.
30. The teaching of English and mathematics is generally good throughout the school and pupils make good use of their literacy and numeracy skills in all other subjects. Teaching in information and communication technology is sound and pupils make good use of the many opportunities provided to use the skills they have learnt in other subjects, such as English, mathematics, science and history.

31. The good and better lessons were underpinned by teachers' good knowledge and understanding of the subjects being taught and work that built on what pupils already knew and could do. Pupils in these lessons made good gains in their learning. In a good Year 2 mathematics lesson the brisk pace and clear explanations enabled the pupils to develop repeated additions into simple multiplication. The lesson planning took careful account of the needs of pupils having special educational needs, or having English as an additional language. In other lessons, however, the work was not carefully matched to prior attainment. This either led to confusion amongst pupils who were not clear how to tackle the task or resulted in too little challenge for higher attainers. Consequently, pupils' progress in these lessons was slower than it could have been.
32. Teachers' good management of behaviour makes an important contribution to pupils' attainment and is frequently linked to the high expectations teachers have of what pupils can achieve. In a very good Year 4 history lesson, pupils responded very well to the teacher's demands and they remained enthusiastic learners throughout. In other lessons, particularly for younger pupils, teachers' expectations were not always as high and as a result some pupils lost interest and did not make as much progress as might have been expected.
33. Teachers use homework appropriately to build on what is taught and learnt in the classroom. Where this is well used, it enables pupils to become involved in their own learning. Many teachers were adept at ensuring all pupils were actively involved in their learning during lessons, frequently using them to make teaching points. In a few other lessons, however, this was not always the case and pupils were left to their own devices, resulting in a loss of pace and concentration.
34. Pupils with special educational needs are well supported by a strong team of learning support assistants, either in the classroom or in small withdrawal groups. All staff have been trained in the revised Code of Practice for special needs and clear targets are laid down in the pupils' individual education plans. These are well used in lessons to support learning and enable pupils to make good progress.
35. The support provided by the specialist teacher for English as an additional language is very good and she works closely with class teachers to ensure that there is careful team planning. She also provides effective support in withdrawal groups for those pupils in the early stages of learning English and for new arrivals, including refugees. In these sessions, emphasis is put on developing pupils' vocabulary in meaningful contexts through, for example, reading well chosen stories or playing games focused on learning key aspects of English grammar and sentence patterns.
36. Good use is made of initial assessment to pitch the demands of the activities to individual needs and pupils benefit from working in small groups, where they all have frequent opportunities to speak and listen. The teacher uses questioning effectively to prompt and support pupils' responses, and vocabulary is effectively explained and demonstrated by using mime. For younger pupils, much use is made of visual prompts to ensure that key vocabulary is understood. The specialist teacher works equally well when working in the classroom, constantly and discreetly offering support during whole-class teaching.
37. Good examples were also seen of class teachers supporting pupils who speak English as an additional language during the week of the inspection. On other occasions, however, pupils' needs were not consistently and explicitly addressed, especially with respect to the range of methods used to support them in coping with the language demands of the subject.

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

38. The curriculum has improved since the last inspection. The quality and range of learning opportunities provided are now good overall for Years 1 to 6 and promote the aims of the school well. The curriculum is broad and balanced across all subjects, including religious education, which is well planned in accordance with the locally agreed syllabus. The school has successfully tackled the shortcomings in information and communication technology (ICT), which were identified in the previous report. The curriculum meets all statutory requirements and offers pupils a good range of learning opportunities. This represents significant progress since the last inspection. National recommendations are not yet, however, followed in the nursery and reception classes. Provision for the pupils' personal development is good and, as a result, pupils develop as caring young people, certain of their own value and accountable for their own actions – a concept that is deeply embedded in the ethos of the school.
39. The curriculum for the children in the nursery and reception classes is unsatisfactory, as it is not planned with the aid of the national guidance for this age group. This is recognised by the school and is being addressed. Some aspects of physical development are below average because the children in the reception classes do not have regular access to an outdoor play area with suitable equipment.
40. Appropriate policies and schemes of work are in place in the rest of the school for all subjects, and each receives an appropriate amount of teaching time. The national strategies for literacy and numeracy have been effectively implemented and have been instrumental in raising standards. Whilst literacy and numeracy skills are well used to raise standards across the curriculum, the use of information and communication technology (ICT) is not yet strong enough although good examples were seen. Provision for personal, social and health education (PSHE) is good and is timetabled for every class. The school is in the process of producing a detailed scheme of work. The provision for sex and drugs education meets statutory requirements. The whole-school approach to the Healthy School Initiative has proved very successful. Pupils are provided with accurate information and the development of a positive attitude to a healthy life style is encouraged. For example, everybody took part in an exercise during the healthy heart week and pupils produced a graph showing the effect of exercise on the heart. The school council contributes to an awareness of the needs of others and members of the council have sat in at a borough council meeting.
41. There is good equality of access and opportunity for boys and girls, those having special educational needs, English as an additional language and those from a diverse range of ethnic backgrounds, including refugees. Effective steps are taken to ensure that pupils new to the school quickly settle into their learning. The good focus on individual pupils and their needs results in all pupils being included in the life of the school, which enables them to benefit from the many social and learning opportunities provided. The school has identified some high attaining pupils in literacy, numeracy, science and the arts, and has made appropriate arrangements for extending these pupils. Talented pupils have also had opportunities to take part in additional art activities.

42. Curricular provision for pupils with special educational needs, including those with a statement of special educational needs, is good. This makes a significant contribution to their progress in lessons and enables them to achieve well over time. The school is effectively implementing the new Code of Practice, thus ensuring that it meets the needs of pupils with special educational needs. All pupils having special educational needs follow the National Curriculum but there are times when they are withdrawn regularly from lessons to receive additional support. Every week in geography for example, pupils in Year 5 receive help with their spellings in line with the school's focus on raising standards in literacy. This does, however, have an inverse impact on their learning in geography.
43. The provision for pupils who speak English as an additional language is good overall. In the nursery and reception classes, however, the needs of these pupils are not systematically identified. In Years 1 to 6, teachers' weekly planning in English, mathematics and science identifies where activities might be adapted to provide access to the curriculum. This is, however, not always consistent or extended to other subjects. In order to improve provision, the school needs to identify the language demands of different subjects in order to develop and extend language skills across the curriculum. The school has a positive ethos and effective strategies are being planned to audit the curriculum to strengthen it further and draw on pupils' diverse cultural backgrounds.
44. A significant number of parents consider that the school does not provide a wide range of activities outside lessons. Inspectors disagree with them and judge this provision to be excellent. This is a significant improvement since the last inspection. There is a wide range of activities outside lessons. These activities are giving a positive experience to pupils and include computer, art, French, gardening and breakfast clubs, booster classes, jogging, keep fit, and many more. Girls and boys have equal opportunities to participate in all activities, which are well supported. The clubs provide pupils with a greater range of experiences, enrich the quality of the curriculum and successfully promote their personal and social development. Pupils are able to take part in a variety of activities, such as music and art workshops provided by outside specialists. Visits to museums, galleries and places of interest enrich the curriculum considerably. Pupils also benefit from the experiences of a wide range of visitors to the school.
45. The good links with the community make a positive contribution to the pupils' learning experiences. Members of different faith communities, for example, contribute to assemblies. The school has established links with the Education Business Partnership, which runs workshops for Year 6 pupils. Good links with local secondary schools make a smooth transition from Year 6 to Year 7 and initial teacher training institutions regularly send students for teaching practice.

Personal development, including spiritual, moral, social and cultural development

46. The provision for spiritual, moral, social and cultural development is uniformly very good, an improvement since the last inspection. There are opportunities for

reflection offered to pupils during assemblies and they are encouraged to express their feelings and responses to life and nature through creative writing, music and art. The school does not, however, provide a daily act of collective worship. Nevertheless, pupils are encouraged to explore religious beliefs and their impact on pupils' lives. In a religious education lesson in Year 6, for example, pupils explored what it was like to be a Muslim. The teacher involved Muslim pupils in explaining their faith. In a Year 2 religious education lesson, led by a parent, pupils followed an act of Hindu worship with much enjoyment and respect.

47. The school's very good provision for spiritual development is enabling pupils to flourish and blossom in a climate of diversity. They are encouraged to be considerate to the needs of others by, for example, raising money for various charities. Pupils are also beginning to develop their own values and beliefs as well as an awareness of the values of other people. They develop an understanding of different religious beliefs and a respect for environmental issues. Displays celebrate pupils' work and weekly achievement assemblies encourage pupils to reflect on their success and worth.
48. Provision for moral and social development is very good. Personal, social and health education lessons, circle times and assemblies all contribute positively to pupils' moral development. Assemblies have a strong moral and social theme and pupils are encouraged to participate in the resulting discussions. The pupils are becoming morally aware and this can be seen in the good behaviour in lessons, and is also reflected in the very good relationships throughout the school. Teachers ensure that pupils work together in pairs and small groups. All adults provide very good role models and help pupils to understand that they have rights and responsibilities. Pupils enter the school from a wide range of cultures and backgrounds. The school nurtures them very effectively and they work in harmony.
49. Successful strategies are in place to reward good behaviour not just for individuals, but also for team efforts in class. Pupils are very keen to win the weekly *ready for learning* certificate. Trips and visits, including residential journeys for Years 3 and 6, make a very positive contribution to the pupils' social development, and, for many, they are the high point of the year. The many high quality clubs organised by the school also offer pupils the chance to develop socially and to become confident pupils with good attitudes to learning.
50. The school prepares its pupils very effectively for an ethnically and culturally diverse community. The overall provision for cultural development is very good with opportunities for pupils to experience and take part in a range of cultural events within music, art and literature. Pupils have taken part in music workshops and performed musicals such as *Oliver*. There are very good opportunities for working with visiting artists and sculptors. A sculptor from Uganda worked with Years 2 and 3 pupils to produce clay masks. Theatre groups are regular visitors; this year, a group presented extracts from Shakespeare. The school celebrates World Book Day when pupils dress up as a character from a book. In addition, all members of the school community, their values, customs and diversity are valued and used to enrich the pupils' experiences. Pupils celebrate a variety of different festivals of the major world religions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school's arrangements for the support, care and guidance provided for pupils are now good, an improvement since the last inspection when they were described as satisfactory. All members of staff are aware of child protection procedures and the headteacher works closely with the appropriate authorities. A good level of awareness is maintained through regular staff meetings and the distribution of relevant literature. The school actively monitors and plans for the education of children who do not live with their immediate families. The school also provides and runs a successful after school club.
52. The systems that the school uses to assess pupils' attainment and progress are satisfactory overall. Procedures have been extended and improved since the last inspection, which identified them as an area for improvement. There are now satisfactory procedures for assessing pupils' attainment and progress in English, mathematics and science through national tests results at the end of Year 2 and Year 6 together with the results of optional tests in other years. Assessment arrangements in other subjects are in need of improvement. The school is aware that better use could be made of assessment information and is taking steps to improve its use in all areas of the curriculum.
53. Children in the nursery and reception classes are assessed satisfactorily. These early test results and the results of annual tests are starting to be used to track pupils' progress as they move through the school. Test results are used to make predictions of the standards that groups and individual pupils will reach by the end of Year 6. As yet, however, the school has not developed target setting for pupils throughout the school.
54. The school uses several national schemes of work and guidance but in some subjects these need to be adapted to meet the needs of all pupils. Overall, the information gained from assessment is not being used effectively to guide planning, with the result that teachers do not always match work well to the different needs of their pupils.
55. The assessment co-ordinator has worked hard to begin the process of collecting and analysing data. Consequently, the results of optional tests and statutory tests are used to identify groups of pupils requiring additional support in, for example, mathematics and spelling. The information is also used to organise pupils into sets for English and mathematics in Years 5 and 6. However, the information gathered is not yet used to set National Curriculum level targets for individual pupils for the end of each school year so that teachers, pupils and parents have a clear view of what they should be aiming for.
56. The assessment and tracking of the progress of pupils' with special educational needs has improved since the last inspection and is now good. Information is used to produce satisfactory individual education plans and pupil progress is monitored on a regular basis. A start has been made in analysing the response of pupils to different tasks and test questions to identify the strengths and weaknesses in their learning. As a result, each pupil has learning targets to improve their numeracy and literacy skills. This process needs to be applied to other areas of learning to ensure that all pupils are given work that is well matched to their attainment and that enables them to make suitable progress. Similarly, teachers' weekly or daily planning needs to

show that through marking and appropriate strategies such as questioning and observations during lessons, assessment is being used to track progress and guide planning.

57. Assessment procedures for pupils who speak English as an additional language have also improved since the last inspection. The initial assessment is carried out effectively by the specialist teacher, who prepares profiles that carefully document salient background information, and includes guidance for teachers on how to work with them. Pupils' needs are carefully diagnosed and decisions are taken about whether pupils might benefit from intensive support in withdrawal groups or within the classroom. This information, together with learning targets identified by the specialist teacher, is, however, not always readily available in classes or used consistently to inform teachers' planning. The school has effective induction procedures for pupils who speak English as an additional language, including refugees and those joining the school at various stages in their education. As a result, these pupils are settled quickly and are fully integrated into the life of the school. This clearly contributes to the progress they make.
58. Pupils' personal development and arrangements for their care are good overall. There are satisfactory arrangements, supported by several members of the staff who have been trained in first aid, for helping sick children and those who have had mishaps. Some older pupils, however, would appreciate a greater degree of privacy in the medical room.
59. There are well-established health and safety procedures with regular professional checks of fire prevention and physical education equipment. Following training, the caretaker regularly checks the safety of portable electrical appliances. The findings of regular audits of the school premises by staff and governors are formally recorded, but there is no regular health and safety item on the minutes of the governors' sites and finance committee. The local authority recently undertook a comprehensive safety audit and the school is diligently addressing the points identified in this inspection. Since then the school has undertaken a risk assessment to recognise and evaluate all possible risks that might be encountered. A few minor points were raised during this inspection, which are now being addressed. A new fire alarm system is shortly to be installed which will improve communications between the two main blocks. In addition the school is aware of problems associated with the poor state of the playground surface and is currently seeking an economical solution to the problem.
60. Pupils' own awareness of health and safety issues and their attitudes and relationships to others are fostered through weekly personal and social education lessons and informal gatherings during circle time. Pupils are able to raise their own issues and some use an anonymous *feelings box* to raise issues. Awareness has also been fostered through the healthy schools policy, which, for example, has encouraged healthy fruit snacks and water in classrooms.
61. Whilst attendance remains below the national average for primary schools, it has improved significantly recently as a result of the school's very good arrangements for monitoring and promoting attendance. Punctuality is good. Office staff record the few latecomers but follow up unexplained absences only after a couple of days. The educational welfare officer visits twice a term to review patterns of absence and the school uses a computer system that facilitates detailed analyses. There is a very well thought out reward system in which pupils are recognised for any improvement on their previous attendance records.
62. Pupils' behaviour is very well promoted through a behaviour policy that they understand well. Success is recorded and rewarded and pupils and their families kept informed. There is an emphasis on encouraging good behaviour, as opposed to sanctioning minor misdemeanours. Teachers manage behaviour very well. Individual and class successes are recognised at achievement assemblies. Pupils' pleasure and pride in their own and their class's success are evident.
63. Class teachers and support staff set good examples for pupils through their own behaviour, spirit, and warm relationships, and these underpin all that the school does. Teachers monitor and assess personal development, and those pupils with difficulties who regularly have to use the school's 'time out' system are supported and tracked. Information about their progress is given to their families.

64. Pupils report no significant level of bullying, but any incidents are treated seriously and are investigated. All parties are involved in dealing with the problems; incidents are logged and parents consulted. During the inspection, there were plenty of play materials to keep pupils engaged in the playground and many clubs which involve pupils, before, during and after the school day. At break time some pupils were distributing the school newspaper, which they had helped to write, while others were handing out fruit – part of the healthy school initiative. Pupils are given further responsibilities as they move up the school. They all enjoy numerous out-of-school trips and a residential visit that is made available to all in Years 3 and 6. Some pupils are elected to the school council that has just decided to start a suggestion box as well as consulting their classes before each meeting. Year 6 pupils have volunteered and are being trained to take part in a Friendship Group to help younger pupils at playtime. This very good provision helps develop pupils' confidence, self-esteem and maturity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The school provides very good information to parents, as it did at the last inspection, and parents' involvement with the school is satisfactory. Replies to the inspection survey show that parents from all the communities it serves are generally supportive of the school. A significant minority, however, do not think that the school sets the right amount of homework or provides adequate extra activities for their children. Inspection evidence showed that the amount of homework was appropriate and that the range of extra-curricular activities was excellent, particularly for pupils in Years 3 to 6.
66. Almost all parents who responded to the pre-inspection questionnaire and all those spoken to during the inspection, agree that their children are happy at school. The great majority of parents are positive about the school and consider it to be helping their children to become mature and responsible. Almost all feel it is open and all say that they are welcome to speak to staff at any time. Parents recognise that due to staff turnover the school has been through difficult times, but they are now optimistic about the future. Inspection findings confirm these positive views.
67. The information provided by the school is very good. Reports on their children's progress give parents a very good picture of how they are doing and arrangements are made for parents and teachers to discuss the targets set for improvement. Weekly newsletters from the school are informative, useful and strike a good tone. An unusual and valued addition is an extra report that parents of newcomers to the school receive, describing how their children are settling in. The school takes care to ensure that translations of important information are made for those parents who would like them. Reading diaries and homework books are good means of communication between parents and teachers and parents say teachers respond to their comments. Whilst the school makes every effort to build a partnership with parents, a significant minority are yet to be fully involved in their children's learning.
68. Parents of children with special educational needs or who speak English as an additional language are fully involved in discussing their individual education plans. The school ensures that they are kept fully informed of their children's progress and of any concerns that arise.
69. The staff are actively involved in the school's friends' association, which raises useful funds, supports school events and contributes to the school's sense of community. The Acorn group helps to maintain and improve the school grounds, planting an oak tree during this inspection with the help of pupils in the gardening club.
70. Almost all parents complete the home/school agreement when they attend the termly parents' evenings. There are limited occasions in which parents may attend events such as festival assemblies. A growing number of parents and other volunteers come in and give valuable help to the pupils. The school is setting up a parents' forum in which representatives of each year group can share information and communicate to others. The school has created a pleasant area where parents can meet.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The headteacher's outstanding leadership is the driving force behind the school's determination to raise standards and provide a high quality of education for all its pupils, who come from a wide range of different backgrounds and have many different needs. In a relatively short period, he has established a stable staff after a period of uncertainty and has introduced a number of much needed changes, which have already resulted in raising standards. He also understands very well what remains to be done.
72. The headteacher has the enthusiastic support of the deputy head, teachers and key governors, all of whom share his undoubted commitment to improvement. As a result, the overall leadership and management of the school are very good. The consistency of approach can be seen in all aspects of the school's work, which is underpinned by a clear set of specific aims designed to promote the academic and personal development of pupils, which it is very largely meeting. The school's commitment to social inclusion includes a clear stance on ensuring racial equality.
73. The school's success in meeting its targets for improvement depends to a large extent on the work done by all the staff, particularly the deputy head, in carrying out their responsibilities for the leadership and management of subjects and other areas of its provision. The leadership and management of most subjects are good: they are satisfactory in all others.
74. With the exception of providing a daily act of collective worship, the governing body carries out its legal responsibilities and key governors have a good understanding of the school's strengths and weaknesses. They use this knowledge well in planning future developments. The governing body as a whole is having an increasing involvement in planning the school's future.
75. On his appointment the headteacher had to make a number of swift decisions. He, the deputy and local authority advisers monitored teaching and learning in English and mathematics. He has also introduced an effective system of peer observations, but the regularly monitoring of teaching and learning in all subjects is yet to be put in place. The monitoring that has taken place has been very effective in raising the quality of teaching throughout the school. The headteacher has taken steps to ensure that the school makes the best use of its talented teachers.
76. Arrangements for performance management are well established and feed into staff development and the school improvement plan. This identifies all the necessary priorities for development, which set a clear and direct path to meet the school's targets. The plan could be further improved if the success criteria were more specific and measurable.
77. The school is also successful in raising extra resources from a number of different sources. All the monies available are used very well to meet the appropriate and well-framed educational priorities. The school and governors

carefully monitor the budget to ensure that it meets these priorities. The expected surplus in 2002-2003 is to be used to maintain staffing levels. The school took effective action to meet the targets it set for the percentage of pupils to achieve the expected Level 4 or above in last year's Year 6 national tests in English and mathematics.

78. Newly qualified teachers and staff new to the school are given good support. The school has good arrangements with teacher training institutions and regularly offers places to students on their teaching practice. The school has a good match of staff to the needs of the curriculum, benefiting from the high number of skilled learning assistants, who work closely with teachers to support the learning of individuals and groups of pupils.
79. There is good provision for pupils with special educational needs and the co-ordinator provides good management. Paper work is up-to-date, easily accessible and well known to all. The staff know the pupils in this large school well and meet their individual needs successfully. The funds available to support pupils with special educational needs are well used.
80. The Ethnic Minority Achievement Grant is well used to provide specialist staffing. The school action plan for pupils who speak English as an additional language is detailed and focuses on strengthening the partnership between the specialist teacher and her classroom colleagues, which is already a strength of the school. More recent targets to strengthen cultural diversity were the result of consultations with governors, staff and pupils. Resources are clearly targeted on pupils' specific needs and are being constantly updated. Senior managers, and the headteacher in particular, have good knowledge and understanding of providing for pupils who speak English as an additional language; this is having a positive impact on the quality of provision and particularly on pupils' achievement.
81. The building is dated and presents the school with considerable maintenance challenges. Despite this, the interior is bright, welcoming and well maintained by the caretaker and cleaning staff. The displays are particularly imaginative, and entertaining. They enhance the quality of the environment whilst providing stimulation and boosting the self-esteem of pupils. The exterior of the buildings is in need of a great deal of work, especially to window frames, the playground surface and some of the wire fencing.
82. There have been significant improvements to the décor in the recent past, which are recognised by pupils and parents. The environmental area needs some further work and there is no area of grass in the main school or useable grassed space for children in the nursery. In addition the accommodation for reception children is cramped and there is no outdoor play area, which limits the school's ability to cover the recommended early learning goal for physical development.
83. The information technology suite is a significant improvement to the accommodation since the previous inspection, although there remains a need to reduce the glare on screens. The school makes good use of information and

communication technology to support pupils' learning and in the administration and management of the school. The library area is good, but not easily accessible for younger pupils whose classrooms are in other parts of the building. Resources generally are satisfactory. Whilst the lack of grassed areas affects the teaching of games, the school has forged good relations with other local schools and pupils are able to use their facilities. Activities for reception children are limited by the lack of equipment such as large wheeled vehicles and dressing-up materials.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. Improve achievement, particularly in English in Years 1 and 2*, by:

- ensuring that all pupils with special educational needs and with English as an additional language have clearly identified targets for English within their individual educational plans, and that teachers integrate these targets into their planning of lessons in all subjects to meet the specific needs of these pupils;
- improving pupils' skills in spelling;
- improving pupils' speaking skills by planning speaking and listening opportunities more systematically to use their speech in other subjects;
- increasing the use of ICT for drafting to improve writing.

Paragraphs: 7, 92, 93, 95, 98.

2. Improve the use of assessment information* by:

- analysing national test results to establish pupils' strengths and weaknesses;
- setting individual targets that are specific to pupils' individual learning needs and reviewing them regularly;
- compiling a portfolio of annotated work in the subjects other than English, mathematics and science, which can be used to ensure consistent assessment criteria;
- analysing data to identify specific groups of pupils and monitor their progress, and taking action to raise the standards of any group that is not achieving highly enough.

Paragraphs: 9,52, 54-56, 103, 115, 118, 139, 158, 164, 172.

3. Improve the monitoring of teaching and learning by ensuring that all subject leaders have sufficient time to observe lessons and monitor work in all subjects on a regular basis. *

Paragraphs: 75, 118, 143, 150, 164, 180

4. Improve the Foundation Stage curriculum* by:

- following the recommendations of the Foundations Stage curriculum guidance;
- providing an outdoor play area with appropriate resources for reception classes;
- improving the accommodation of the reception classes to allow all areas of learning to be taught;
- providing additional support for pupils with English as an additional language.

Paragraphs: 39, 83, 84, 90.

The governors should also consider:

- Ensuring that there is a daily act of collective worship suitable to the needs of the pupils;
Paragraphs 46, 73
- Ensuring that success criteria in the school improvement plan focus clearly on raising standards and are easily measurable.
Paragraphs: 76, 150
- Ensuring that the marking of pupils' work is consistent and includes clear guidance on how pupils might improve.
Paragraphs: 27, 56, 102, 113, 143

**The school has already identified these as areas for improvement.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	18	31	25	1	0	0
Percentage	3	23	40	32	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	417
Number of full-time pupils known to be eligible for free school meals	0	101

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	83

English as an additional language	No of pupils
Number of pupils with English as an additional language	130

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	26	25	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	13	19
	Girls	19	21	20
	Total	37	34	39
Percentage of pupils at NC level 2 or above	School	73 (80)	67 (75)	76 (77)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	18	22
	Girls	20	20	21
	Total	41	38	43
Percentage of pupils at NC level 2 or above	School	80 (80)	75 (77)	84 (82)
	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	30	27	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	14	21
	Girls	21	14	20
	Total	40	28	41
Percentage of pupils at NC level 4 or above	School	70 (58)	49 (55)	72 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	19
	Girls	15	15	16
	Total	29	34	35
Percentage of pupils at NC level 4 or above	School	51 (42)	60 (53)	61 (54)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
167	2	0
3	0	0
30	0	0
8	0	0
0	0	0
5	0	0
13	0	0
20	0	0
20	0	0
2	0	0
33	3	0
22	0	0
44	0	0
0	0	0
1	0	0
6	0	0
0	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)	12.7
Number of pupils per qualified teacher	35.5:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	286.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29:1
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	9.6:1

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	1141130
Total expenditure	1141067
Expenditure per pupil	25971
Balance brought forward from previous year	63000
Balance carried forward to next year	43000

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	403
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	1	1	1
My child is making good progress in school.	45	50	2	2	1
Behaviour in the school is good.	36	57	5	1	0
My child gets the right amount of work to do at home.	31	40	19	4	55
The teaching is good.	48	48	2	0	1
I am kept well informed about how my child is getting on.	32	44	18	4	2
I would feel comfortable about approaching the school with questions or a problem.	54	41	1	2	2
The school expects my child to work hard and achieve his or her best.	35	57	5	1	2
The school works closely with parents.	35	46	11	2	5
The school is well led and managed.	48	41	3	2	5
The school is helping my child become mature and responsible.	43	50	5	1	1
The school provides an interesting range of activities outside lessons.	33	42	14	2	9

Other issues raised by parents

A number of parents raised concerns about the unsatisfactory state of the surface of the playground.

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

(Provision for early years learning at the Foundation Stage (nursery and reception classes) covers six areas of learning. To prepare for work within the National Curriculum, children are expected to progress through three steps and achieve early learning goals in each area of this learning by the end of the reception year. Guidance for this stage expects learning to be a balance between focused work in groups and structured play with a purpose.)

84. All staff in the Foundation Stage have given the children a good start to their life in school and the overall provision is satisfactory, as it was at the last inspection. Children enter the nursery class in the term following their third birthday. They attend part-time either in the morning or afternoon. They transfer to the reception classes in the September in the year of their fifth birthday. Most children enter Reception with average levels of attainment, although their English language communication skills are slightly below. They have good experience of books, and of using pencils and other writing implements. A few are identified as having the potential to attain highly. Children are making satisfactory progress in their learning, as they did at the time of the last inspection, but their progress is limited as the curriculum does not follow the recommendations of the Foundation Stage guidance. Almost all children are likely to reach most of the goals set nationally for the end of the reception year in personal, social and emotional development, mathematical development, knowledge and understanding of the world, and some aspects of physical and creative development. Their English language communication skills, including those of pupils with special educational needs and those for whom English is an additional language, are still slightly below average and it is unlikely that all children will meet the early learning goal. The school has been working on a speech and language project to address this issue, but children with English as an additional language are not given sufficient targeted support. Some aspects of physical development are also below average because the children in the reception classes do not have regular access to an outdoor play area with suitable equipment. Aspects of creative development also suffer because of the cramped accommodation.

Personal, social and emotional development

85. Teaching in this area of learning is satisfactory, enabling children to settle happily and become familiar with new routines away from home. Many children are likely to reach most of the early learning goals. Teachers and nursery nurses are caring and deal with the children in a friendly, warm and sympathetic way, valuing their comments and contributions. As a result, children approach staff with ease. They are confident enough to choose their own activities and to move about the teaching areas. They enjoy the activities on offer and are keen to participate, sometimes staying for lengthy periods at one task. Most children behave well, through regular, kindly but firm reminders, for example about *good sitting*, *good listening*. Many children take turns and are learning to share.

Children make reasonable attempts to take off and put on a coat and to wash their hands. Reception children change independently for physical education and fold their clothes neatly onto their chairs. Reception children's involvement in assemblies, play and lunch with the older pupils is making a significant contribution in this area of learning.

Communication, language and literacy

86. Teaching is satisfactory and most children are likely to meet the early learning goals in the basic skills of reading and writing. Their speaking in English and their use of language for thinking is less well developed, particularly for children who speak English as an additional language. There is good early identification of children with special needs and they make good progress from low starting points. Teachers place a high priority on talk through skilful questioning and sensitive encouragement. Children are keen to talk, albeit in a very limited way, offering generally relevant comments about stories or talking to each other in their play. Teachers and nursery nurses speak clearly and work hard to extend the children's vocabulary, introducing such words as *over*, *under* and *across*, when children are engaged in using physical education equipment. Children in the nursery and reception 'write' freely in their play, and in *The Bears' House* or *Oaklands Hospital*. Through regular and focused writing activities and good access to writing materials, many four-year-olds are beginning to make letter-like shapes in their writing. Many are starting to spell out simple words, such as *cat*, *mat*, *fat*. They write them carefully in their books. They know a good range of letter sounds making good use of the staff's frequent reinforcement of sounds and letters. Most four-year-olds make reasonable attempts to write their names.
87. Children handle books with care. They enjoy stories and listen attentively. Some three-year-olds are beginning to recognise their name and some four-year-olds know their reading book by heart. They are becoming familiar with some letter names and sounds and are at the early stages of building up new words. With intensive additional support, children are beginning to recognise a good range of familiar words.

Mathematical development

88. Teaching in this area is satisfactory and children are likely to reach the early learning goals. The best teaching challenges children effectively, as with the practical beginnings of adding numbers together. It stimulates them well so that they continue their mathematical learning in their play. Many children count accurately to six, and some to ten and beyond. They make reasonable attempts to record numbers. They know the names of some simple geometric shapes and some can make a simple repeating pattern. Teachers in the nursery and reception classes promote mathematical learning effectively through daily focused activities. They use number rhymes to good effect to reinforce children's counting and simple computing skills. They make good use of other activities to reinforce and extend children's mathematical thinking, for example in cooking or role-play, counting the ingredients needed for a *Red Nose* cake in the nursery or, in reception, counting the teddies invited to their picnic.

Mathematical opportunities are also exploited during routines such as registration or snack time.

Knowledge and understanding of the world

89. Teaching in this area is satisfactory and most children are on course to achieve most of the early learning goals. In scientific aspects, teachers encourage children to be curious and to observe carefully, as when gathering autumn leaves, flying kites on a windy day, in the nursery or when on a nature walk in reception. Teachers provide a suitable range of construction activities and children enjoy building from big blocks, making things from interlocking bricks and cutting and sticking. Children play freely with sand and water, pouring, building, and learning how to use and measure them. They mould modelling material into different shapes and talk about what they are doing. In cooking activities they observe how ingredients change. Reception children are gaining a good awareness of other places, such as when discussing the snow in a picture postcard from France. Nursery children are finding out about direction and draw maps based on their stories. They learn about flowers and growth in their delightful garden. They watch the foxes and birds. Through direct teaching and frequent access, children approach computers with confidence and many in reception manage simple games independently. The use of the computer suite enables the reception children to reach easily the expected standards in this area, although there are few programmable toys to extend their learning even further.

Physical development

90. Teaching in this area is satisfactory and most children are likely to achieve the early learning goals in the aspects which involve fine motor control. Teachers in the nursery and reception classes provide a wide range of activities to encourage strong hand and finger muscles. Children roll, poke and press modelling material. They work effectively with small things such as interlocking bricks and pasta shapes. Some children use scissors successfully and most are learning to have an effective grip with pencils and crayons. Gross motor skills are less well developed because of the limited access to the outside area where children can run, climb, ride tricycles, and play with wheeled vehicles. In more structured physical sessions in the hall or nursery, children use the space appropriately and balance on a beam.

Creative development

91. Teaching in this area is satisfactory, although at times, there is only a limited range of creative activities on offer, because of the cramped accommodation in the reception classes. Children are likely to reach most of the early learning goals, although the resources to be used for imaginative role-play, painting and dressing up are insufficient. This has a negative impact on some aspects of their creative development. Teachers and teaching assistants join in the play in role, for example, creating a bear hunt. Children's own imaginative ideas develop when they play independently with the *small world airport*, driving the car, checking in at the terminal and boarding the flight. Teachers encourage

children's musical development effectively through frequent songs and rhymes, direct teaching and also access to instruments for free experimentation. Consequently, children know an increasing repertoire of songs and rhymes. Those in the reception classes are learning how to play correctly simple percussion instruments, such as drums and tambourines. They make good attempts at tapping the rhythmic pattern of their names. Children draw and paint boldly in nursery, enjoying making marks and applying colour. In reception, their paintings and drawings are becoming more representational.

ENGLISH

92. Inspection evidence shows that standards are below average in Year 2 and average in Year 6 with some good attainment. This represents a fall in Year 2 standards since the last inspection, but there are a number of reasons for this: a significant minority entering Year 2 with some shortcomings in their language skills; the number of pupils having English as an additional language who are in the early stages of learning English; and those who enter or leave the school at other than the usual time. Pupils' achievement is satisfactory in Year 2 and good in Year 6.
93. Standards in speaking and listening are below average in Year 2 and average in Year 6. In Year 2, higher attaining pupils listen and speak confidently in response to teachers' questions and at the end of lessons when they talk about their work to the rest of the class. Whilst the majority of pupils listen well, a significant proportion are more tentative when attempting to speak and need a lot of help when responding to shared texts. Pupils, including those who speak English as an additional language, achieve satisfactorily. The majority of pupils develop a good capacity to concentrate with the higher attainers showing willingness to ask questions and engage in discussion when given the opportunity. Pupils with special educational needs achieve well because they are well targeted and effectively supported.
94. In Year 6, higher attaining pupils engage well in speaking and listening activities. A good example of this was seen in a literacy lesson, where pupils responded spontaneously to the teachers' questioning and engaged well in brainstorming activities. They collaborated effectively, listened to each other's points of view, expressing their opinions clearly. There were good examples in a number of subjects such as science, art and mathematics, where emphasis was put on subject vocabulary. There are, however, insufficient planned opportunities for pupils to talk for a range of purposes and to present work to different audiences, particularly in Years 1 and 2. In addition, speaking and listening are not assessed and teachers are not, therefore, in a position to identify where improvements are needed. By the end of Year 6, pupils including those with special educational needs and those who speak English as an additional language, achieve appropriately. This is due in part to the quality of teaching and the methods used to promote discussion in Year 6.
95. Standards in reading are below average by the end of Year 2 and average by the end of Year 6. In Year 2, higher attaining pupils enjoy reading and are able to talk about the plot. They read with confidence and with good expression. The majority of pupils are familiar with the layout of non-fiction books and use the content and index pages to find information. Some pupils of average and below average attainment read many words accurately but need help with unfamiliar words. They are not forthcoming when invited to comment on the book they are reading and do not use what they have read to predict what might happen. Given their starting points, pupils of all attainment levels and those having English as an additional language achieve appropriately because the work is matched to their needs and greater attention is being given to hearing pupils read and assessing their progress.
96. By the end of Year 6, the majority of pupils read fluently and accurately and use a range of strategies to help them in their reading. Higher attainers predict what might happen using their knowledge of the plot and characters and justify their predictions. They recall with some detail the range of books they have read. Pupils have developed skills in using books to retrieve information. Reading is well managed, with younger pupils keeping a record of their reading.

Teachers enter comments and keep informative records containing good diagnostic comments. Assessment is effectively used to identify where extra support is needed.

97. Library facilities have improved since the last inspection and are used frequently by pupils to borrow books and develop their research skills. Pupils achieve well in reading over time. Younger pupils develop their recognition of sound and letter patterns well, gradually moving on to focus on meaning and to using more than one strategy to make sense of what they read.
98. Standards in writing are below average by the end of Year 2 and average in Year 6. In Year 2, higher attainers develop their ideas in sequence, use capital letters with most words correctly spelt, and begin to use joined-up writing. They produce a range of writing, with good examples of instructional writing, story openings, poetry and book reviews. However, whilst many pupils manage to communicate meaning, a high proportion do not write in sentences, sustain ideas or develop them sufficiently. Again, this is due to their limited spoken expression. Handwriting is mostly satisfactory.
99. In Year 6, the majority of pupils write in a wide range of styles including play scripts, letters, diaries and newspaper reports and with a range of audiences in mind. They write using paragraphs and manage to capture the voice of characters when they write from another point of view. Most pupils spell accurately and write in a legible joined-up script. Evidence from the analysis of work shows that pupils achieve well over time, making gains in the use of punctuation and the organisation and range of their writing. Handwriting is legible, fluent and mostly joined. The presentation of work is at least satisfactory and often good.
100. Pupils' overall achievement is enhanced because they have positive attitudes to learning. They are keen, highly motivated and engage well with activities. They are attentive listeners and many work collaboratively when given the opportunity. The quality of teaching and learning is good overall and occasionally very good or excellent. This represents an improvement since the last inspection when it was judged to be satisfactory to good. In the majority of lessons, learning objectives are thoroughly rehearsed with the pupils to focus their attention and effectively used at the end of lessons to assess pupils' learning. Effective questioning is used to consolidate understanding of text features, when, for instance, pupils are enabled to identify the features of instructional writing. In Year 3, the teacher carefully explained them, using effective exemplification and visual aids with different elements thoroughly explained before pupils started their writing task.
101. In most lessons work is suitably matched to different prior attainment and teaching assistants or the specialist teacher for English as an additional language effectively support pupils having English as an additional language or with special educational needs. Very good use is made of mini whiteboards on which pupils often draft their first thoughts and enable the teachers to respond quickly and assess understanding at a glance. These were used to good effect in a Year 6 literacy lesson where pupils developed their writing to argue for or against a point of view.
102. Marking of written work is satisfactory overall, with the best examples in Years 3 to 6 where strengths and weaknesses are identified. Insufficient guidance, however, is given to help pupils improve their work. Where teaching is less effective, this is due to the tendency of the teacher not to target pupils who do not willingly participate in oral sessions or where the work is not motivating or effectively matched to the needs of lower attaining pupils.
103. The school uses the National Literacy Strategy well and has modified it in the light of practice, for instance by increasing the emphasis on extended writing and in the recent emphasis on improving the teaching of guided reading. Assessment arrangements are satisfactory and a sound start is being made in tracking pupils' progress. Assessment information is used well to group pupils and to identify those who need extra support. The analysis of information, however, does not extend to identifying the performance of different groups of pupils.
104. The co-ordinator has good subject knowledge and is a good role model for her colleagues. She has devoted a great deal of time to monitoring pupils' work and to the use of guided reading, enabling teachers to observe each other, and this is having a positive impact on pupils' achievement. Appropriate priorities have been identified to develop the subject but the criteria used to assess the extent to which targets have been achieved are not sufficiently linked to their

impact on pupils' achievement. There are good examples of the use of literacy skills in other subjects and this is mainly reflected in the identification and teaching of subject vocabulary. Good examples of using history and geography topics in writing within literacy need to be extended to using the subjects themselves as opportunities to develop and consolidate literacy skills. Information and communication technology is often planned to link with literacy lessons but is not being sufficiently used for drafting and redrafting.

MATHEMATICS

105. Standards in mathematics in Year 2 are average. Pupils make satisfactory progress and their achievement is sound. Standards in mathematics in Year 6 are above average. Taking account of standards on entry into Year 3, pupils achieve well and make good progress over time. Overall, the school has made a good improvement in mathematics since the last inspection.
106. The standard of work observed in lessons and seen in the pupils' books showed pupils are making satisfactory and often good progress. Pupils in Years 1 and 2 are achieving standards similar to national expectations. Many pupils in Year 3 and the top sets in Years 5 and 6 are working at levels above the national average for their age. There is no significant difference in the attainment of boys and girls.
107. By the time they leave the school, the majority of pupils are confident in using a range of number operations, such as the sequence to be followed in the use of brackets. Pupils have a good understanding of fractions, decimals and percentages and know how these are related. They can also estimate their answers effectively and know how to round up or down to the nearest whole number. Most pupils recognise patterns and relationships in numbers and this helps in both their computation and investigative work. Pupils' numeracy skills are good and they use these effectively in a range of subjects such as geography and science. In their work with shape, space and measures most pupils measure accurately and know how to use a formula, when, for example, calculating a perimeter or area. Standards in this aspect are in line with expectations.
108. Pupils have a good understanding of different ways in which data is represented and appreciate the importance of recording accurately. Most pupils can construct line and block graphs or pie charts of a good standard from given data and do so as part of their investigative work in mathematics and science. From the time they enter the school, pupils are aware that teachers have high expectations of the standards to be achieved. When given the opportunity to do so, pupils enjoy applying their mathematical knowledge in problem solving activities, testing different ideas and recording their results clearly. More opportunities, however, could be provided for applying mathematics in other subjects and to practical contexts in order to raise standards in this aspect further.
109. The quality of teaching and learning in Year 1 and Year 2 lessons is generally satisfactory, although there was one unsatisfactory lesson. In a good Year 1 lesson pupils were able to count in fives with confidence and, as a result of good teaching, were able to predict numbers in a pattern. In a good Year 2 lesson pupils showed the ability to count on and back to 100 in tens and use the numbers 2, 5 and 10 in the addition of money. In the unsatisfactory Year 2 lesson, the work was not matched to pupils' prior attainment and as a result they made little progress in their learning.
110. The quality of the teaching and learning in Years 3 to Year 6 ranged from satisfactory to very good and was good overall. In Years 5 and 6 teaching was good or very good. In a very good Year 3 lesson the teacher used a variety of strategies including signalling of numbers through

movement to reinforce pupil understanding of concepts. Pupils showed a good understanding of intervals of time in both analogue and digital notation.

111. In a very good Year 4 lesson pupils used the appropriate number operations to solve problems, having first made an approximation to predict their answer. In a good Year 5 lesson, the lower set of two reached average standards in their understanding of acute and obtuse angles and the calculation of angles in a straight line. Pupils with special educational needs received good language support from learning support assistants in this lesson. In a very good Year 6 lesson with the top set of two, pupils reached good standards in understanding the sequence of operations in questions involving brackets. Pupils had the confidence to question incorrect answers demonstrated by the teacher and explain the strategies they use to solve problems.
112. Teachers have good subject knowledge and a good understanding of the National Numeracy Strategy, which has a positive effect on pupils' learning and helps them to make good progress. In the good and very good lessons, teachers began at a brisk pace, continually challenged pupils throughout the lesson and kept them focused on the lessons' objectives. Teachers clearly explained the purpose of tasks, making it very clear what was expected of the pupils and used effective questioning to probe and extend pupils' understanding. Pupils were encouraged to explain their methods and thinking. This helped deepen the pupils' understanding of their own learning. Where the quality of learning is good or very good, this is a result of good class organisation and pupil management together with teachers having high expectations of their pupils.
113. The quality of teachers' planning is good, showing that work is planned to meet the needs of pupils of differing abilities. Learning support assistants are effectively deployed and have a clearly defined role, checking pupils' work and reinforcing the lesson objective. This helps to ensure that all pupils, whatever their ability, are included well in learning. This has a positive effect on pupils' learning and consequently they make good progress. Marking is satisfactory overall. When it is good, teachers write comments that help pupils' learning by describing what has been successful and giving guidance on what could be improved. On occasions, however, work is marked with no more than a tick or cross. The use of homework to reinforce recent teaching by asking pupils to practise or revise skills and understanding, or as an extension activity, is satisfactory.
114. Pupils' attitudes in mathematics lessons are at least good and, in the best lessons, are very good. The use of positive behaviour rewards and well-established procedures for answering questions helps the quality of learning. Pupils' relationships with their teachers and with each other are very good. They are keen to answer questions and enjoy explaining the various strategies they have used. The organisation of pupils into ability groups, together with the setting of pupils in Years 4, 5 and 6, is meeting the differing needs of pupils and providing them with suitable challenges. All pupils are fully involved in lessons by the use of techniques such as number fans, or whiteboards on which every

pupil writes an answer, giving the teacher an assessment of each pupil's understanding.

115. Assessment in mathematics is satisfactory. During the course of the lessons, teachers observe pupils and question them to assess their understanding, knowledge and skills. This information is used to intervene and support pupils and inform future planning. Praise and acknowledgement of pupils' efforts, positive attitudes and understanding are used to motivate and inspire them. Statutory and non-statutory tests are used to establish the attainment and progress of pupils. Further analysis of test results, however, is required to identify individual pupils' strengths and areas for development, together with the use of this information to guide the planning of work and the setting of individual targets. This has been identified as an initiative in the current school improvement plan.
116. The curriculum, based on the National Numeracy Strategy, is good. Weekly and daily planning promotes learning that builds on what has gone before. The quality of planning for most pupils, including both the lower and higher attaining groups, is good overall. The use of information and communication technology is good and is effectively related to the learning objectives of the lesson. This was demonstrated well in a very good Year 4 lesson where pupils worked in pairs at a multiplication programme at speed.
117. A weekly after-school mathematics club is held for able pupils, alongside a booster group for pupils who, it is hoped, will reach the national average by the end of Year 6.
118. Leadership and management of the subject are good. The co-ordinator has a very good understanding of the strengths and areas of development for the subject. The establishment of systems for the tracking of pupil progress, together with the good monitoring of teaching, has led to a raising of standards in pupils' performance in mathematics. Assessment information, however, is not always analysed rigorously enough to be of the most benefit. The school is satisfactorily equipped with learning resources in mathematics, which are effectively used to support learning. The co-ordinator has identified the need for further monitoring of teaching and learning and the development of assessment to guide planning in mathematics as part of the shared commitment that all staff have for improvement.

SCIENCE

119. Standards in science are improving and by the time pupils reach the end of Year 2 and Year 6, attainment is broadly in line with the national average. At the time of the last inspection attainment was below the average in Year 2 and average in Year 6. Results in the National Curriculum tests and assessments in 2002 were well below the national average both at Year 2 and Year 6. The improvement in this academic year is the result of good teaching by a stable staff and an emphasis on developing investigative skills and scientific vocabulary. Pupils in all year groups achieve well in relation to their previous attainment. This represents a good improvement since the last inspection for Years 1 and 2 and satisfactory improvement for Years 3 to 6.
120. In Years 1 and 2 pupils are taught to make careful observations and to describe and record their work with increasing independence. Good foundations are laid

for work in Years 3 to 6. Pupils are encouraged to record their work in books and consequently become confident in presenting their findings in various ways. In most lessons, teachers have high expectations of pupils' ability to conduct investigations and to record the findings. Many pupils in Year 2, for example, were able to work independently and record their findings on a chart when investigating what happens to objects when force is applied to them. Pupils in Year 1 investigated the sounds of a car, whistle, scooter and aeroplane to find out which makes the loudest sound. Similarly, Year 2 pupils carried out an investigation into the relationship between the height of a ramp and how far the car travelled. From Year 1 onwards, teachers encourage pupils to use scientific vocabulary. Pupils in Year 2 confidently sort materials into groups using words such as natural and manufactured.

121. Teachers are clear about what pupils are to learn and each lesson builds securely on previous work. As pupils move through Years 3 to 6 their knowledge and skills are systematically developed as they build on earlier learning. While Year 2 pupils, for example, recognise different types of materials and their simple properties, which are represented pictorially, pupils in Year 6 apply their more advanced knowledge of materials in finding out that some materials are better thermal insulators or electrical conductors and some are magnetic. They present their work in clear diagrams using appropriate scientific terms.
122. All pupils, including those learning English as an additional language, benefit from the fact that all work continues to be underpinned by practical investigations. Pupils understand how to plan and prepare for practical work. Teachers generally manage practical lessons very well and intervene at suitable moments to move learning forward when guidance is needed. In a Year 6 lesson, for example, a very well timed intervention ensured that pupils made a number of observations of upward force of water on a submerged object before arriving at a conclusion. Pupils also learnt about anomalous results, which do not fit into an emerging pattern. Pupils are encouraged to explain their ideas, as well as using tables and graphs. During a very skilfully led lesson in Year 5, the teacher involved all pupils in sharing their ideas as they investigated how sounds were made by vibrations of objects.
123. There was insufficient evidence to make judgements about teaching and learning in Years 1 and 2. The quality of teaching and learning is consistently good in Years 3 to 6. Teachers have at least satisfactory and often good subject knowledge. It was evident in a Year 4 lesson where the teacher gave a very good whole-class explanation of the task, testing a violin to see which parts of it were insulators or conductors. The teacher used challenging questions to ensure that pupils had a good understanding of scientific vocabulary. A strong feature of every lesson is that correct subject vocabulary is carefully introduced, explained and frequently repeated. Pupils are encouraged to use words in the correct context. As a result many pupils are confident in using them. At the start of a Year 6 lesson, a number of pupils confidently explained mass and weight on earth, on the moon and in space, using technical language correctly. Pupils' skills in recording investigative work are at least satisfactory. Teachers have good expectations in terms of presentation and most work is neat. Pupils are

taught to measure accurately using a suitable range of instruments and to record their work in suitable ways but there is scope for using information technology in data handling rather than using worksheets.

124. Teachers establish good links with other subjects, such as mathematics, geography and design and technology, making learning coherent and relevant. Data handling skills are encouraged as pupils learn to present their work in charts and block graphs. Year 5 pupils learned to plot their findings about the effect of exercise on pulse rate in a line graph, with the teachers appropriately linking work in science with that in mathematics. The pupils had a good basic understanding of the process of blood circulation and of the need to repeat experiments to check results for accuracy.
125. There is some evidence, from Year 2 onwards, of pupils being taught to draw general conclusions from their experiments where relevant. Most teachers have good presentational skills and they are successful in motivating and interesting the pupils. Lessons generally move at a brisk pace and restless behaviour is managed effectively so that the pace of learning is not disrupted. Practical activities are usually managed very well, in spite of the constraints of the small classrooms.
126. Pupils with special educational needs or having English as an additional language are supported well and they make good progress in relation to their prior attainment. Teachers are skilful in asking questions at a variety of levels to ensure that all pupils move forward in their thinking.
127. The good management of the subject has contributed significantly to the good improvement in the subject since the last inspection. There has been a substantial improvement in the teaching of investigative skills and scientific vocabulary through the introduction of a new scheme of work linked to the national guidance. Science is included in the school improvement plan, focusing on literacy and numeracy aspects of science. Further improvement is required to enable the pupils to use information and communication technology to monitor and record physical data.

ART AND DESIGN

128. Standards have improved significantly since the last inspection from above average to well above average by the end of Year 6, with above average standards being maintained in Year 2. Art and design is a strength of the school and pupils' high quality work can be seen in the many exemplary displays around the school, which support other areas of the curriculum. These very attractive displays celebrate achievement and add significantly to the learning environment and pupils' self-esteem.
129. Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6. By the end of Year 2 pupils have worked with colour, form and texture, and a wide range of media and techniques. The teaching encourages them to explore these materials and their creative abilities. Pupils in Year 2, for example, explore

ideas and images from natural objects such as fruit, flowers, leaves and branches. They study the work of famous artists such as William Morris and Matisse, using the styles of these artists in their own work. Pupils produce repetitive patterns using images of natural objects following William Morris or collages with layers of paper following Matisse. Their work shows accurate observational skills when sketching and drawing flowers, branches and twigs. Their pastels of a bowl of fruit are of high quality. Pupils in Year 1 make animal masks using felt and tissue paper and produce illustrations of *Once upon a time* stories such as Peter Pan and Rapunzel.

130. The good quality is maintained in Year 2 and is further improved in Years 3 to 6. Much of the work in art is very effectively linked to other subjects of the curriculum. Year 3 pupils illustrate Aesop's fables with animal masks. They are very creative in their choice of themes and the use of different techniques and materials. Pupils' skills in drawing and sketching continue to improve in Year 5 as they learn to sketch Victorian miniatures in black and white using charcoal. By the end of Year 6, pupils have not only developed very effective skills in sketching and painting but have also learnt to draw different kinds of movement as portrayed in photographs and paintings such as *The Football Players* by Henry Rousseau.
131. Pupils are able to apply what they know about the styles of particular artists and techniques to their own compositions. They have, for example, drawn and painted chairs in the style of Van Gogh. Art and craftwork from different times and cultures are used effectively to help pupils to reflect other cultures and styles. A sculptor from Uganda worked with Years 2 and 3 pupils, to produce clay masks. Gifted and talented pupils have been identified in art. They make good progress in specialist lessons in the subject.
132. Pupils have drawn people from different angles, depicting shadow, lightness and darkness. Across the school, pupils produce masks, paintings and patterns following ideas and images from different cultural and historical contexts, such as the Tudor portraits of Henry VIII and his wives in Year 5. Year 4 pupils made collages of their journeys to school in geography and their art and design skills underpin their work in design and technology.
133. Provision for art is very good. Standards have improved because of the school's strong commitment to the subject. Whilst only a small number of lessons was observed during the inspection, the quality of teaching seen was at least good, an improvement since the last inspection. The very secure subject knowledge of teachers and teaching assistants helps pupils to develop a keen interest in art. The strong features of the teaching include very effective planning of lessons with clear learning outcomes, stimulating activities and a range of resources that enable pupils to achieve their best. Teachers have very high expectations of pupils' work and behaviour. Learning opportunities, including visits and visitors, are very rich, varied and enjoyable. Pupils respond positively by showing interest and enthusiasm for the subject. Teaching builds effectively on previous learning; pupils recall their knowledge about colour, pattern, tones and texture and apply it to their new work. In the lessons observed teachers put a strong emphasis on extending pupils' language, speaking and listening skills

through discussion and art appreciation. Pupils with English as an additional language participated very well through support and encouragement. Pupils with special educational needs, including those with hearing impairment, are fully included in art lessons through specialist support. The depth and quality of teaching and learning makes a significant contribution to the spiritual, social and cultural development of pupils.

134. The subject is well led and managed and the subject leader has a clear vision of how to integrate the subject with other subjects of the curriculum. There is scope for improvement in art by making more use of information and communication technology to enrich pupils' experience.

DESIGN AND TECHNOLOGY

135. Standards are average in Years 2 and 6, as they were at the time of the last inspection. Pupils achieve well throughout the school. Across the school, pupils learn to plan and design before making models, basing their ideas on information they collect from different sources. They consider the properties of the materials to be used and select appropriate materials and tools. Pupils use paper and colour well, as could be seen in the very good displays in most classrooms, which were often linked to work in other subjects. Pupils discuss design specifications effectively, considering carefully who they are designing for together with the safety aspect of their products. They then adapt their designs to suit the intended use of the products. As a result, some innovative and imaginative designs are produced.
136. Due to timetabling arrangements it was only possible to see teaching in one class in Year 3 and two classes in Year 6. On that evidence teaching is good and often very good. In a good Year 3 lesson on food technology, the teacher made good use of terms such as the criteria for success, which not only developed pupils' vocabulary but also focused pupils on the importance of taste and appearance when designing a sandwich for a party. Suitable emphasis was placed on healthy eating considerations. A parent volunteer made a valuable contribution to the lesson, helping pupils who were experiencing difficulties. In the two very good Year 6 lessons, pupils used their skills in designing and making to create their own footwear, discussing and evaluating their own designs before putting these into practice in stitching a prototype. Very good use of questioning enabled pupils to understand that an important reason for evaluating designs was to consider whether they were functional or not.
137. A scrutiny of work and classroom displays showed that pupils in Year 1 had designed swings for the play ground, Pupils in Year 2 had designed a coat of many colours for Joseph, linking with their studies in religious education. They had also designed and made a Mexican wall hanging. Year 3 pupils have produced their own paper and recorded their work with a digital camera. They have also made their own freestanding photograph frames. Pupils in Year 4 developed their techniques for cutting and joining in designing model chairs. Year 5 pupils had constructed musical instruments using scrap materials, although these required more attention to the quality of the finished product.
138. Teachers plan carefully to ensure that pupils experience a wide range of design and model making activities, building on pupils' interests and systematically introducing the correct terminology. Teachers' subject knowledge and class management are good. Good questioning allows pupils to think about their work and to consider how they can refine and improve their designs. Pupils with special educational needs and those who speak English as an additional language are supported well and they make good progress. All pupils enjoy the practical activities.
139. The subject is managed satisfactorily. Suitable schemes of work are based on national guidance, but more use needs to be made of assessment procedures to chart pupils' progress over time in order to plan work to meet the needs of all pupils. Resources are satisfactory and help to promote learning.

GEOGRAPHY

140. Pupils reach average standards by the end of Year 2 and Year 6, as they did at the time of the last inspection. There has been good improvement in the teaching and curricular coverage, which has enabled pupils to make good

progress and achieve well. Pupils with special educational needs and those who speak English as an additional language make good progress.

141. The quality of teaching and learning is good. Pupils in Year 1 have undertaken a study of the local park and are in the process of making decisions about how to keep the children's area safe. In Year 2 pupils have considered the idea of an island as a home, when learning about the fictional Isle of Struay. Work on the local environment progresses as pupils in Years 3 and 4 look at their school and discuss ways to tackle broken gates and fences, graffiti or blocked drains. Good use is made of the digital camera to verify their findings. Pupils develop a good understanding about the environment and their responsibility for it, which makes a good contribution to their moral development.
142. Pupils in Years 5 and 6 develop their mapping skills as they study settlements and weather patterns. They compare towns in Ireland and the Scottish Highlands to their local area and are able to give valid reasons for making choices about settlement and employment. Overseas localities are studied and pupils have carefully considered the impact of mountains and rivers on local communities. They confidently find out more information by searching the Internet. Work on display is of high quality and enriches the learning. Information and communication technology is being used increasingly to support pupils' learning, particularly for research, which is an improvement from the previous inspection.
143. Marking of work is inconsistent. Where it is good, teachers add constructive comments and ask questions to develop pupils' understanding but some work is only marked superficially with no guidance to pupils. Local walks and a residential visit enhance learning but too little use is made of the school grounds for fieldwork. Leadership and management of the subject are satisfactory but the subject leader has had relatively little opportunity to monitor the teaching of the subject. Resources, including books in the library, are satisfactory but there is a limited stock of photographs and computer software.

HISTORY

144. The school's timetabling arrangements meant that only one lesson was seen during the inspection. Evidence from the scrutiny of work, a review of teachers' planning and discussions with the subject leader and pupils show that they achieve appropriately and reach average standards by the end of Years 2 and 6, as they did at the time of the last inspection.
145. Pupils in Year 2 know and understand key features of the Great Fire of London as they match pictures of the period with descriptions, showing good knowledge of the cause of the fire and how it spread. In their study of Florence Nightingale, they made good use of their visit to a local museum to identify and describe in simple terms her achievements and the conditions in hospitals of the period.
146. Year 4 pupils have a sound understanding and knowledge of ancient Egypt when, for example, they describe farming and eating habits of the rich and poor. In their study of the Tudors, they identify and summarise key aspects in the life of Henry the Eighth and offer reasons why he divorced Catherine of Aragon. Year 5 pupils write satisfactorily about Queen Victoria and child labour and compare how schooling then was different from today.

147. By the end of Year 6, pupils have built effectively on their previous knowledge and skills, showing good factual knowledge of the ancient Greeks, using a timeline to chart key events. They are able to write about a number of themes, including the differences between Sparta and Athens, and can describe key features of the Greeks as fighters. Much of this work builds on research, which develops and consolidates pupils' information retrieval and literacy skills.
148. The majority of pupils, including those with special educational needs, achieve appropriately as they increasingly use historical evidence from different sources to support and record their findings. The achievement of pupils having English as an additional language is not as high as it could be because work is not always carefully matched to their needs. Discussion with pupils and analysis of their work indicate that the majority have positive attitudes to the subject.
149. Whilst it is not possible to make an overall judgment on the quality of teaching, pupils' work and teachers' planning show that it is at least satisfactory. In the lesson seen, good use was made of the pupils' visit to the museum where they enjoyed an interactive workshop on Florence Nightingale and dressed as soldiers. This, together with the use of a range of photographs of the pupils at the museum, helped them to show good recall of facts about her trip to Scutari hospital, the poor conditions in which she had to work and what she did. A stimulating discussion about what they had discovered prepared pupils well for writing what it would have been like to come to Scutari as nurses. Higher attainers showed some real flair in their writing.
150. The history curriculum is effectively enhanced through visits to museums and places of interest. Work in history is effectively used to promote pupils' research skills. Some good examples were seen in English of older pupils using their historical knowledge when writing biographies of historical figures such as Hitler or making diary entries by different ancient Greek men, women and slaves. Appropriate use is made of information and communication technology, particularly the Internet, to enhance learning. Procedures to assess pupils' attainment and the use of that information to inform planning have improved since the last inspection. Leadership and management of the subject are satisfactory. The subject leader has good subject knowledge and provides good guidance for her colleagues, but has not been in post long enough to have had any opportunity to monitor teaching and learning. Priorities for improvement have been identified but they are not yet sufficiently linked to clear success criteria.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

151. Pupils make good progress as they move through the school. By the end of Year 2 and Year 6, pupils attain standards that are in line with national expectations. This is a good improvement since the previous inspection when the unsatisfactory standards were a key issue for action. The lack of control, modelling and monitoring in ICT has also been effectively addressed.
152. A computer suite has been installed. All pupils use the suite regularly and this has resulted in them becoming familiar with computers and their uses. Use of the suite has also enabled teachers to demonstrate computing skills and the uses to which computers can be put to whole-class groups. There are, however, still problems when teachers use the master screen for demonstrations because of the excess light in the room, which limits pupils' understanding of instructions. The provision of effective technical support would have a significant impact on the use of resources and consequently on pupils' learning.
153. Taking into account the major changes in ICT since the last inspection, improvement in the subject has been good. The teaching of numeracy and literacy and other subjects is being effectively supported by the use of ICT. Year 3 pupils in a science lesson, for example, used a program to sort living and non-living things. Pupils in Year 4 worked in pairs to improve their spelling and used a CD-ROM in a science investigation to research conductors and insulators.

Pupils in Year 5 used a web site to extend their learning on angles in mathematics, while in a Year 5 literacy lesson two pupils browsed the web to find favourite poems to include in a class anthology.

154. The teaching of ICT was satisfactory in all lessons observed. Teachers' subject knowledge is secure and learning activities are appropriately challenging, suitably organised and paced. Teachers have high expectations of pupils, which are conveyed through clear learning objectives. In a Year 2 lesson linking ICT with literacy, pupils showed the ability to access information from an index using the function keys and the mouse. Two higher attaining pupils accessed information on Florence Nightingale to aid their study in history. Year 3 pupils showed the ability to extract information from a database, while pupils in Year 4 sorted and classified information on pond life in a branching database.
155. Year 6 pupils used spreadsheets to collate data. Pupils were encouraged to find solutions to the problems they encountered and those with good ICT skills were encouraged to demonstrate the possibilities of the program to others. As a result pupils produced work of a standard of which they were proud. Discussion with Year 6 pupils showed that they understood how information and ideas could be shared with others in a variety of ways, including using e-mail. Year 6 pupils have also used ICT to present information in a variety of forms including *PowerPoint* presentations.
156. Pupils are highly motivated and show a willingness and enthusiasm to succeed. They make satisfactory progress during lessons building on previously learned skills. Not all pupils have the opportunities to develop these skills at home, which makes the school's provision all the more important. The school runs an after-school computer club, which is currently open to all pupils in Years 3 and 4. The club is extremely well attended and pupils were seen experiencing a range of work, including the use of floor turtles for control technology.
157. Pupils work well individually or in pairs, supporting each other's learning. No difference in the attainment of boys or girls was seen. Pupils with special educational needs or with English as an additional language make good progress due to the effective support they receive.
158. Planning of work, which is based on nationally recognised guidelines, is satisfactory. A programme of training and support from the subject leader has increased teachers' confidence. Informal assessment is helping teachers to plan the next stage of learning. The use of assessment information to help guide future planning and to track pupil progress is an area for development, which the subject leader has identified.
159. The leadership and management of the subject are good. The co-ordinator is knowledgeable and enthusiastic and has correctly identified the strengths of the subject and the areas for development. She recognises that staff knowledge, skills and confidence, although satisfactory at present, are areas for improvement. The overall quality and quantity of computers has improved greatly since the last inspection. During the time the co-ordinator has been in post, she has used her expertise to give advice and guidance to other staff. She

has a very clear idea of what now needs to be done. All staff share her enthusiasm for the subject and commitment to its improvement.

MUSIC

160. Standards in music by the end of Years 2 and 6 are average, as they were at the time of the last inspection. Pupils enjoy their music making, especially when singing together. Pupils with special educational needs and those for whom English is an additional language achieve appropriately and take a full part in all musical activities. The quality of teaching and learning is satisfactory overall in all classes. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. Most teachers help pupils to be aware of what they are expected to learn and they accomplish this by sharing the learning objectives with pupils at the start and end of lessons.
161. By the end of Year 2, pupils sing a variety of songs tunefully, with good control, and enjoy using appropriate movement. Pupils in Year 1 have a satisfactory level of understanding about instruments and how to play them. Good links are made with literacy as pupils use the words, rhythm and pulse and express their feelings of joy through dancing the conga. Teachers work hard to interest and engage pupils and help them to be successful.
162. In Years 3 to 6, pupils have a good understanding of rhythm and basic musical structure. In class lessons, teachers use a variety of methods. Pupils use and understand the phrase *ostinato* sing as a backing vocal and in a two-part round. In groups, they successfully created their own rap compositions. There are good cross-curricular links with art when, for example, pupils compare the music of Stravinsky to the abstract painting of Kandinsky. They visualise the music and explain how a piece by Beethoven makes them feel both happy and sad.
163. Pupils learn to play string and woodwind instruments during peripatetic music lessons and can play ensemble. Pupils' cultural development was supported during assemblies when they listened carefully to the musical theme for the week by Elgar and later sang a Hebrew song for peace accompanied by the violin.
164. The management of music is satisfactory. The subject leader confidently leads the subject, although some staff would benefit from further training. Most year groups use a commercial scheme of work but there is room to ensure that this is followed more closely in all classes. Assessment and recording of pupils' progress are at an early stage of development. The use of multicultural resources and whole-school displays about the music of the week would further enhance provision. More opportunities for the subject leader to monitor teaching and learning would also help to raise standards. The pupils would benefit from having more books about composers in the library and the use of information and communication technology is underdeveloped.
165. All pupils have opportunities to join the choir, which sings for the elderly. All pupils take part in the musical productions at Christmas. Pupils in Years 6 take part in the yearly major productions, which are a great success and well supported by parents. Visiting musicians, such as those who demonstrated musical instruments from around the world, enrich the music curriculum. Music makes a good contribution to pupils' spiritual, moral, social and cultural development when, for example, they make and reflect on music together, share instruments and take part in musical productions.

PHYSICAL EDUCATION

166. The school's timetabling arrangements meant that it was not possible to see lessons in Years 2 and 6, so it is not possible to make an overall judgment about standards. A review of teachers' records and planning indicate, however, that the majority of pupils reach at least average standards, as they did at the time of the last inspection. Pupils of all abilities and ethnic groups, including

pupils having English as an additional language, achieve satisfactorily, mainly as a result of teaching which is at least satisfactory and sometimes good, the effective focus on skills development and strategies to evaluate and improve pupils' performance.

167. In Year 1 in gymnastics, most pupils begin to show control and a fair degree of co-ordination when using different parts of the body to travel at different speeds, using all the floor space. Many pupils show skills in balancing and know how to transfer their body weight. In Year 3, pupils are adept at using space. A good proportion know what happens to the body after exercise but some need prompting. The majority show satisfactory skills in balancing on feet and hands and in keeping their balance. Whilst many produce a sequence of balancing movements, a few are uncertain because the teacher does not demonstrate what is required, leaving the pupils to improvise. Their performance, however, does improve after they have collaborated well, practising in groups.
168. In Year 5, pupils show good understanding of how to warm up when preparing to bowl and bat in a cricket game. The teacher's good knowledge of the game enabled them to learn how to shift their weight and balance. Most pupils in this lesson showed good skills and were beginning to have good control and co-ordination when batting or bowling. Pupils work very well in small groups and the majority collaborate well.
169. Pupils' attitudes to learning in physical education are positive. They are motivated, keen to participate in lessons and understand the importance of listening and following instructions especially those related to safety. They work well individually and with a partner and help willingly when asked to carry equipment at the end of sessions.
170. Overall, the quality of teaching seen was good. In the best teaching, clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in the games lesson in Year 5 where the good knowledge of the teacher was clearly reflected in the pupils' own work. The teacher used effective questioning and demonstration to enable pupils to apply skills and intervened to support individuals. In all lessons seen, teachers' management skills resulted in well-behaved pupils who responded well to instructions. In some lessons, pupils were not given opportunities to evaluate their own work or that of others.
171. The provision for extra-curricular activities has improved since the last inspection. The curriculum is now enhanced through a number of sporting activities, such as jogging, keep fit, football and tennis. Positive links are made with the local high school, which specialises in sport. Oaklands is also part of a family of local schools, which is actively involved in promoting sports and enables pupils to take part in a number of events and fixtures. Good provision is made for pupils to swim, with the majority achieving well.
172. The quality of management and leadership is good. In a short time, the subject leader has explored links with other schools and has made positive contacts

with key people to give the subject a higher profile and pupils a higher participation rate. Assessment arrangements in the subject are underdeveloped. The school is aware of this and intends to use a scheme that includes assessment.

RELIGIOUS EDUCATION

173. By the end of Years 2 and 6 pupils achieve well and standards are above those expected in the locally agreed syllabus, as they were at the time of the last inspection. Year 2 pupils retell the story of Rama and Sita, and link it to the celebration of Diwali. They know about different places of worship and some of the celebrations linked to major religions of the world. Year 2 pupils know the stories that Jesus told and record them in words and pictures. Pupils in Year 1 learn about different kinds of celebrations and festivals, such as birthdays, weddings, the Chinese New Year, Christmas and Eid.
174. Throughout Years 3 to 6 pupils develop an understanding of different religions, their signs, symbols and practices, particularly of Christianity. Year 3 pupils have a good understanding of the use of symbols in religions and their meanings. Within their study of Christianity, pupils are beginning to associate an understanding of emotions linked to many biblical stories. For example, in examining the significance of the Last Supper, Year 4 pupils were able to define the key word betrayal as “breaking someone’s trust”, supporting their ideas with examples from the story. Pupils throughout the school learn about the significance of Christmas and Easter.
175. In Year 5, pupils study the story of creation and Muslim beliefs and practice in depth. In learning about the Five Pillars they realise the importance of Hajj. By Year 6, pupils understand worship in a variety of religions and the importance of prayers in different religions. They also know significant features of the Islamic faith traditions and Islamic ways of worship and prayer and can name places of worship and holy books associated with the main world religions. Pupils are learning to understand the meaning of the term *sacred* and write sacred stories for younger children.
176. The quality of teaching is good overall throughout the school. Good use is made of religious artefacts, books and authentic materials. In Year 2, teachers use parents and staff from the school community to contribute to pupils’ understanding of different faiths. In one lesson, the teacher invited a parent to explain how Hindus worship in the temple. Good planning and effective use of artefacts held pupils’ interest and enthusiasm. In a Year 3 lesson the teacher used the Gospels to find out what Jesus was like. The pupils worked well in groups to discuss and record their findings. Good use of questioning, pictures and artefacts help all pupils, including the pupils with special educational needs and those with English as an additional language, to make good progress.
177. In an outstanding Year 6 lesson on the Qur’an and its teachings about God, pupils from a Muslim background were frequently asked by the teacher to tell the class what they knew. Two pupils very movingly recited Muslim prayers. The teacher, also from a Muslim background, further enlivened the lesson by discussing her own experiences.

178. There were no major issues in the last inspection but the school has improved provision by adopting national guidelines linked to the locally agreed syllabus. This ensures that pupils are able to build on what they already know and can do as they move through the school. The subject leader is good in identifying priorities for development such as assessment. Much useful work has taken place in the careful selection of books and resources to meet the expectations in the schemes of work currently used. Religious education makes a very important contribution to developing pupils' understanding of other ways of life, both in other parts of the world and within multi-cultural Britain.
179. In Year 3, pupils have the chance to compare festivals in different faiths, discussing what happens, and which religion celebrates each festival. Displays showing artefacts concerned with the Chinese New Year contributed to the effectiveness of this discussion. Members of the class were happy to talk about their forthcoming celebration of Eid-al-Fitr and what happens. This was a significant feature of the carefully thought-out lesson and pupils were able to design their own Eid card.
180. Leadership and management are good. The subject leader has included the suggested topics from the locally agreed syllabus within the curriculum map, indicating satisfactory improvement from the last inspection. Often, however, there are long gaps between topics due to the nature of the humanities curriculum. The subject leader has identified the need to look more carefully at festivals from different faiths and to build this into long-term planning. There is little formal monitoring and assessment of teaching, and there is little opportunity to share good practice. Resources are neither well organised nor readily available. The introduction of clear mid-term planning and ensuring that religious education is taught as a separate subject in all classes has led to an improvement in the subject; monitoring work and insisting on higher standards of presentation will assist in further development of the subject.