

INSPECTION REPORT

ST JOHN FISHER RC PRIMARY SCHOOL

Perivale

LEA area: Ealing

Unique reference number: 101921

Headteacher: Mrs Renata Cooke

Reporting inspector: Mrs Clare Lorenz
9282

Dates of inspection: 4th - 7th November 2002

Inspection number: 246166

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Thirlmere Avenue
Perivale
Greenford
Middlessex

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Appropriate authority: Governing body

Name of chair of governors: Mrs Marian Elliott

Date of previous inspection: 21 – 22 June 2000

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9282	Clare Lorenz	Registered inspector		Characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning The curriculum Leadership and management
1311	Barry Wood	Lay inspector		Pupils' attitudes, values and personal development Pupils' care and welfare Partnership with parents
8316	Jozefa O'Hare	Team inspector	Foundation Stage Art and design Design and technology	
31029	Peter Thrussell	Team inspector	Provision for pupils with special educational needs Science Music	
20963	Judy Keiner	Team inspector	English as an additional language Information and communication technology	
15023	Ali Haouas	Team inspector	English Geography History	

18370	Kevin Johnson	Team inspector	Educational inclusion Mathematics Physical education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John Fisher is a Catholic mixed primary school, on two sites in Perivale, for pupils aged 3 to 11 years. The school is larger than similar schools, with 351 pupils on roll and 50 part time places in the nursery. The majority of pupils are Catholic. One pupil in twelve, below the national average, is on the special educational needs register. Four pupils have a Statement of Special Educational Needs, which is a lower proportion than the national average. One hundred and forty four pupils come from ethnic minority backgrounds and speak English as an additional language. In recent years Arabic and Polish-speaking pupils at an early stage of learning English have joined the school. Nine percent of pupils, below the national average, receive free school meals. Attainment on entry to the nursery is below average and is average on entry to reception classes.

HOW GOOD THE SCHOOL IS

Overall the school provides a good standard of education. The school's excellent ethos results in very good relationships and pupils' good behaviour. The very good leadership and good management of the school promote high expectations. Achievement is good because of strengths in the teaching of English, mathematics and science, which has been the school's focus over the last two years. Teaching and learning are satisfactory overall but very good in the nursery and reception and good in Years 1 and 2. The school, given its excellent ethos, very good leadership, good management, and good achievement in English, mathematics and science, gives good value for money.

What the school does well

- The leadership of the headteacher and deputy is very good.
- Pupils achieve well in English, mathematics and science.
- Teaching and learning are very good in the nursery and reception.
- The school lives its Catholic mission statement and its ethos is excellent.
- Pupils' behaviour is good and they have very good attitudes towards their work. Their personal development and the relationship between adults and pupils are very good.
- The overall provision for pupils' spiritual, moral, social and cultural development is very good.
- The governing body works very effectively to help the school meet its aims.

What could be improved

The school is aware that improvement is needed in the following areas:

- Standards in information and communication technology.
- Support for pupils who learn English as an additional language.
- Raising standards in foundation subjects through improving the quality of teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 2000 when it came out of special measures. Since then, there has been good improvement. Standards in 2002 were well above average in mathematics, above average in English and average in science. The trend over the last few years, despite the impact of an increase in pupils at an early stage of learning English, has been for overall standards to be above average. The quality of teaching has improved slightly overall and is good in English, mathematics and science because of the school's focus on these subjects. The school met its 2002 targets and is on course to meet them in 2003. Assessment is now used consistently across the school and there are full schemes of work for each subject. Financial resources are now clearly targeted and managed very well. Standards in information and communication technology, however, remain below average.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	B
mathematics	A	A	A	A
science	C	C	C	C

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

Standards in the nursery and reception are above average and children achieve well. By the end of reception children are likely to exceed all areas of the early learning goals.

Results of the 2002 national tests and similar school comparisons for pupils in Year 2 show that writing standards are well above average and those in reading and mathematics are average. Teachers' assessments show that standards in science are above average. Work seen during inspection shows that standards at the end of Year 2 in English match the national test results. They are above average in mathematics and science as a result of good teaching. Pupils achieve satisfactorily in English and well in mathematics and science.

Standards for pupils in Year 6 are above average in English, well above average in mathematics and average in science. These subjects receive the majority of teaching time each week. Average standards have been maintained in other subjects with the exception of information and communication technology, where they are below the national average. Pupils' achievements are good in English, mathematics and science and satisfactory in other subjects except information and communication technology, in which they are unsatisfactory. There are no significant differences between boys' and girls' achievements. Pupils with English as an additional language make only satisfactory progress because their needs have not been clearly identified. Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic and very keen to learn.
Behaviour, in and out of classrooms	Behaviour is good. In a few lessons some pupils became restless when not offered challenging work. Pupils of all racial backgrounds get on well.
Personal development and relationships	Very good. Pupils work very well together, share ideas and listen carefully to each other. They respond very well to opportunities to take responsibility and show excellent sensitivity and respect for people different from themselves.
Attendance	Good. Attendance is above the national average.

TEACHING AND LEARNING

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

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

Teaching and learning are satisfactory overall but very good in the nursery and reception and good in Years 1 and 2. Teaching is good in English, mathematics and science. In the nursery and reception all areas of learning are taught very well. The management of pupils by most teachers is good and they harness pupils' eagerness to learn well. In the small percentage of unsatisfactory lessons, teaching was unchallenging, teachers lacked confidence in specialised subject areas such as ICT, and their management of pupils was unsatisfactory. Assessment is used well and teachers' predictions of what pupils are expected to achieve are high. Pupils with special educational needs receive good support and they learn well. Pupils with English as an additional language learn as well as their abilities allow in mathematics and science. In English, the support they receive is not focused on their particular needs. As a result many pupils learn satisfactorily but some may not reflect their true ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Very good in the nursery and reception. There is a good programme of personal, social and health education and there are good extra-curricular activities for older pupils. The priority given to English and mathematics has been effective in raising standards in those subjects.
Provision for pupils with special educational needs	Good overall and very good in the nursery and reception. Individual education plans are well related to needs and targets are clear. Progress is very good in the nursery and reception and good elsewhere.
Provision for pupils with English as an additional language	Satisfactory overall. Expectations of what pupils with English as an additional language can achieve are as high as for any other group and support is provided in class. However, pupils are not assessed on entry to the school and as a result support is not tightly focused on their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual, moral and social development is very good and provision for cultural development is good.
How well the school cares for its pupils	Good. The school looks after its pupils well. It gives good educational and personal guidance to pupils and monitors their academic and personal development very well.

The partnership with parents works very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The very good leadership of the headteacher and deputy gives very clear educational direction to staff. They have set high standards in English, mathematics and science as the school's priority. The school's mission statement is reflected extremely well in the life and work of the school. There is good, shared commitment to improvement amongst staff and a good capacity to succeed.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well. It understands the strengths and weaknesses of the school very well and has worked very hard and very effectively, with great success, to improve the school. Priorities such as an increase in classes and improvements in the buildings are supported very well through careful financial planning.
The school's evaluation of its performance	Good. There has been good monitoring and evaluation of classroom practice and as a result a rise in standards. The school follows the principles of best value well. It compares its performance with local schools, and seeks value for money quotations for purchases and appropriate assistance from a range of secondary schools in order to raise standards.
The strategic use of resources	Very good overall. The difficulties of managing a split site are successfully overcome. Day-to-day running of the school is very good. There is a satisfactory match of staff to the requirements of the curriculum. Resources for teaching are satisfactory and grants are used well. The quality and quantity of accommodation is satisfactory and is improving with the current building programme.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and are expected to work hard The school is well led and managed and teaching is good. 	<ul style="list-style-type: none"> Activities outside lessons Regular homework

Inspectors agree with what pleases parents most. They found that the school is led and managed very well and that homework is set regularly throughout the school. A wide range of activities outside lessons is available for older pupils but not for those in the infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is below average. Nursery staff work hard to make sure that pupils work and get on well together. They achieve well in the nursery. By the end of the reception year most children achieve well and are likely to, as at the last inspection, reach or exceed the Early learning Goals.
2. Standards in Year 1 and 2 have dropped slightly since the last inspection two years ago. Nonetheless, the school met its Year 2 targets in 2002. Reading standards were above average and are now average. Writing standards have remained well above average and mathematics standards have dropped from above average to average. Teachers' assessments showed science results to be above average. The school's intake has changed in the last two years. Approximately one third of pupils now come from backgrounds where English is not the home language and overall pupils' speaking and listening skills are below average. In both national and similar school comparisons test results are the same.
3. Prior to the 2000 inspection, standards were below the national average in English and science and average in mathematics (the core subjects). Standards for Year 6 pupils have remained above average overall since the last inspection two years ago and the school has met its targets. Mathematics standards have remained well above average and science standards have remained average. English standards have dropped from well above average to above average in 2002 as a result of insufficient support for the recently-arrived Arabic-speaking pupils. In both national and similar school comparisons, test results are the same.
4. The school's above average standards in the core subjects are reflected in its position within the local authority's primary school rankings. In national tests in 2002 it came first out of 65 schools in science, second in mathematics and eighth in English.
5. The school has predictions of what it expects pupils in Years 3 to 6 to attain in 2003 based on reading, mathematics and science tests taken throughout the year. Expectations of all pupils are challengingly high. Booster and additional literacy classes, as well as extra lessons for the higher-attaining mathematicians in Year 6, are some of the planned strategies to raise standards even higher. Other strategies, such as directed classroom support and targets in English and mathematics, are in place to ensure that pupils achieve as highly as they can. However, targets, other than for pupils with special educational needs, tend to be generalized for the whole class rather than specific to each individual. There is currently no regular assessment of language skills for pupils entering the school with English as an additional language. Expectations are as high for pupils with special educational needs and those with English as an additional language as for any other pupil, but the support offered to those at an early stage of language acquisition is not precise enough to ensure that all move forward as rapidly as their abilities allow. This has an effect in particular on the standards of Year 2 pupils in English. Support for pupils with special educational needs helps them raise their standards and achieve well. On occasion, higher-attaining pupils do not receive sufficiently challenging work and therefore are not achieving as well as they might. For example, in an English lesson in Year 4 the higher-attaining group of pupils coasted through the same task as others when asked to add adverbs to verbs describing how a person walked or smiled.
6. By the end of Year 6 attainment in English, because of the good English teaching and learning, is above average and pupils achieve well. By the end of Year 2 pupils' attainment in English is average and they achieve satisfactorily.
7. Pupils' attainment in speaking and listening in Year 2 is in line with the national average and they achieve satisfactorily. Higher attaining pupils showed their use of a wide and relevant vocabulary in a brainstorming session prior to writing a story. Two years ago there was a larger group of pupils

whose first language was English in the school and reading standards were above average. Now pupils' attainment in reading in Year 2 is average overall but pupils achieve well. Higher-attaining pupils read with good expression. Pupils' standards in writing are above average, as at the last inspection. Twice as many pupils as the national average passed the writing test at Level 3. The majority of pupils write interestingly, accurately and fluently but standards in handwriting are variable and many pupils do not join letters. Spelling is usually accurate. Overall they achieve well.

8. In Year 6 pupils' attainment in English is above average and they achieve well. The majority of pupils listen and respond satisfactorily and their standards are in line with national expectations. They achieve satisfactorily. When comparing two versions of the same narrative they were clearly guided on how to develop critical faculties and produced good results. Overall, there is no systematic planning or setting of targets to extend pupils' skills of speaking and listening. Nonetheless, pupils are encouraged to discuss relevant issues in subjects other than English, such as mathematics. The attainment in reading is above average for Year 6 pupils and they achieve well. Pupils are highly motivated, confident and read extensively. They have use of a well-maintained library and well-stocked class libraries. Attainment in writing is above the national average and pupils achieve well. Writing is well organised with correct use of paragraphs and complex sentences and covers a range of styles, such as journalism and autobiography.
9. Overall, attainment in mathematics, because of the good teaching, is above average and pupils achieve well in Years 2 and 6. This is a good improvement since the last inspection. Sixty per cent of this year's pupils in Year 6 are predicted to get Level 5 in 2003 and inspection findings would suggest this to be an accurate prediction. By the end of Year 2 pupils are attaining at a level above the national average and are achieving well. The strong focus on mathematical mental skills is evident in the impressive speed at which pupils solve problems and explain their methods.
10. Pupils' attainment in science in Year 6 is above the national average. The school has a focus on increasing the number of higher-level passes in science and there is a careful assessment and revision programme prior to the national tests. As a result, the number of Level 5 passes is slowly increasing. Teachers' assessments in 2002 showed Year 2 pupils to be attaining above average standards. Inspection findings confirm this level of attainment for the current Year 2 pupils. Throughout the school pupils achieve well.
11. At the end of both Years 2 and 6, as at the last inspection, standards are average and achievement satisfactory, in art and design, design and technology, geography, history, music and physical education. Although teaching and learning are satisfactory, teachers are less good at teaching these subjects than the core subjects. They have not, in the last two years, received the main focus of time and effort that have gone in to raising and maintaining standards in externally tested core subjects. In information and communication technology pupils' standards are below average and achievement is unsatisfactory. Taught time is particularly low in information and communication technology. Also, the co-ordinator has not been well during the last year and has therefore not been consistently available to check on colleagues' teaching standards. The training programme that staff have adopted, but not all yet completed, has not had sufficient impact on pupils' standards.
12. Pupils who are at the early stages of learning English make satisfactory progress overall by Year 2 and Year 6. The recently-published national test results show that most do as well as their classmates in English, mathematics and science. However, the results show that some groups of these pupils do not do as well in English, particularly those from Portuguese and Arabic and other Middle Eastern language backgrounds. The school is at too early a stage of developing systems for analysing the progress made by these pupils to be able to pinpoint the reasons for this. The provision for pupils with special educational needs is good. They are generally provided with appropriate learning opportunities that enable them to make good progress, both against the targets on their individual education plans and within class lessons. Some, but not all, higher-attaining pupils' achievement is limited by some teachers failing to offer them sufficiently challenging work to match their ability. Although gifted and talented pupils have recently been identified, the school has not yet thought how it will cater for their needs.

13. Pupils are confident learners and virtually all have very good attitudes towards their work that help them to make good progress. The National Literacy Strategy is used appropriately and has been extended so that Year 6 pupils have extended periods of writing and timetabled sessions for spelling. Pupils' literacy skills are used satisfactorily but not always extended in subjects other than English. The National Numeracy strategy is used well and pupils use their numeracy skills satisfactorily in subjects other than mathematics, for example in science. Computers are not used sufficiently in a broad range of subjects.

Pupils' attitudes, values and personal development

14. The previous report indicated that pupils generally behaved well in class, showed good concentration and applied themselves diligently. They responded favourably to their teachers' efforts, and relationships throughout the school were good. In line with its aims, the school has improved the attitudes and personal development of all its pupils to a very good level, whilst behaviour remains at an overall good level. These areas of strength are consistently well supported by the very good relationships of all members of the school family. Parents are especially supportive of the school's efforts to sustain an all-pervasive culture of good behaviour, and bear witness to the improvement in this area of school life.
15. Many pupils in the nursery have had some previous playgroup experience. They quickly show independence, settle into the daily routines, and respond well to the guidance and high quality pastoral care of the empathetic staff. They gain confidence, listen well and are keen to enjoy both work and play. They rapidly gain good social skills, and establish very good relationships. The children's very good attitudes and learning habits are further promoted in the reception classes by very good teaching and stimulating activities, which engage the interest and imagination of all pupils. Pupils consistently display very good behaviour, and work hard with a high degree of involvement, even when language skills are limited. All pupils are gaining a very good foundation for their later school lives.
16. Pupils display a very high level of enthusiasm and pride in their work and school. They look smart in their uniforms. Their very good attitudes allow them to extract great benefit from the school's activities, both inside and outside the classroom. They want to succeed in their learning, and increasingly understand, as they progress through the school, that their hard work will produce good results. Pupils concentrate on tasks and are attentive and responsive to their teachers. However, in Year 3 classes, some pupils' attention wanders if the lesson is unchallenging and behaviour becomes unsatisfactory. For the majority, learning is thereby interrupted. Pupils require little prompting to answer questions and answer confidently. They work together to produce successful outcomes. Their co-operative attitudes ensure that most classrooms have a good learning atmosphere. The attitudes of special educational needs pupils and pupils with English as an additional language are consistently very good and allow them to increase their self-esteem through hard work and success and to be fully included in classroom activities.
17. Overall, the behaviour of the pupils in classes is good, and only occasionally is unsatisfactory behaviour observed. This is mostly associated with Year 3 classes, where pupils have been slow to adjust to the transition from the infant to junior school. Pupils accept the school's high expectations for behaviour and self-discipline, and without question clearly recognise the boundaries. Staff usually are able to guide pupils with a quiet word or allow pupils to confront their transgressions, which leads to a calm, respectful and happy work atmosphere. Behaviour around the school is often very good, and allows the school to operate smoothly and harmoniously. Neither bullying nor bad language were observed during the inspection, and these only appear to surface very occasionally, and are quickly resolved by astute staff intervention. The school has rarely been required to start the exclusion procedures in the last two years and no pupils have been excluded.
18. The school's very good relationships are a fundamental strength. Consistently using the example of Jesus, staff are very good role models, whom pupils trust. The whole school is bonded together well in a Christian ethos and mutual respect and harmonious relationships promote all aspects of school life. The quality of relationships is reinforced through assemblies, which explore Christian

themes and celebrate pupils' success, and in the celebration of Mass, often with all parts of the school family present. Although there are separate sites, older pupils have opportunities to interact with and guide younger pupils, or assist pupils less fortunate than themselves. In the classroom and assemblies, pupils are given many chances to present ideas or read from the Bible, and pupils' very good listening skills come to the fore. Pupils' abilities to display excellent respect for the feelings, values and beliefs of others allow the school to admit one in five non-Catholic pupils with complete harmony. Pupils work productively in groups and have success in teams but respect individuals' needs when undertaking independent work. Boys and girls eat amicably together at the very sociable lunchtimes. Courteousness, politeness and concern for others are distinctive features of all pupils, and they are exceptionally welcoming to visitors.

19. The personal development of the pupils is very good. From the early years onwards, pupils' efforts in the classroom are valued and consistently praised. This develops enhanced confidence and self-esteem for all pupils, and well-presented work. Pupils have a good understanding of their targets. The good personal, health and social education curriculum enables younger pupils to develop their listening and speaking skills and older pupils to understand concepts of citizenship. This is a very caring Christian society, as displayed in the spiritually enhancing assemblies. Pupils are encouraged to think about "how they might help others during that day" as well as gain an awareness of others less fortunate than themselves, through charity work. Pupils have "ownership" of the school through taking part in a school council and are perceptive in their points of view. Pupils are given a wide range of classroom routines that assist teachers and by Year 6 all pupils take part in a wide range of school duties. The school takes Year 6 pupils on a residential visit to stretch their spirit of adventure. Other pupils, to support their studies, make visits into the local community, or to places of interest further afield. Pupils look after the school well, as there is no litter, graffiti, or vandalism and the cloakrooms are tidy. The school has a good range of extra-curricular sports and drama activities, particularly for older pupils. Pupils enjoy considerable success when competing against other schools in tournaments.
20. Attendance has consistently improved since the last inspection and is now above average. Many classes have attendance rates well above the national average. However, a minority of pupils has a poor level of attendance which impedes progress. The incidence of family holidays taken during term time is high. Unauthorised absence has risen, but remains below the national norm. Computerised registers are completed in a statutory manner, and have allowed the school to analyse more effectively long-term trends in pupils' attendance. There are no indications of truancy. One in five pupils have been late to arrive in the present term, but classes start on time. Punctuality throughout the remainder of the school day is satisfactory. The school makes effective use of the education social worker in dealing with consistently poor attendance or punctuality.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Teaching and learning are satisfactory overall. The quality of teaching has improved since the last inspection, when one lesson in eleven was unsatisfactory. In this inspection teaching was good in half the lessons and satisfactory or better in more than nine out of ten lessons. One lesson in fourteen was unsatisfactory. Teaching was judged to be satisfactory overall, rather than good, as despite the teaching of English, mathematics and science being good in Years 2 and 6, the teaching of the foundation subjects – art and design, design technology, geography, history, music and physical education - was judged to be satisfactory. The school has firmly prioritised the teaching of English, mathematics and science with good results. Over half of teaching time is given to teaching English and mathematics and therefore the remaining subjects, which appropriately include a higher than average percentage of time for the teaching of religious education, have a lower than average taught time. In Years 1 to 6 teachers' knowledge and understanding of information communication and technology were judged to be insufficient and there is a low weekly time allocated to teaching it.
22. Teaching and learning are very good in the nursery and reception classes. All areas of learning - communication language and literacy, mathematics, personal and social education, knowledge and understanding of the world, creative development and physical development - are taught very well in both nursery and reception and as a result children have a very good start to their school

life and make good progress. Pupils' personal and social development is particularly well taught. The nursery nurses and classroom assistants have worked very hard since the last inspection, when teaching was also very good. Children know what is expected of them and are willing to learn. Staff have further improved their partnership with parents so that their young charges, particularly those with little spoken English or special educational needs, settle quickly and feel comfortable and ready to join the rest of the group. Teachers' expectations of what all children will learn are very high. As a result of children feeling secure and receiving consistently very good teaching in the nursery their natural curiosity flourishes and they make good progress by the time they enter reception.

23. In reception, the very good teaching and learning continue in all areas. For example, children are told stories which capture their imaginations. They are then quickly encouraged and taught to read. Children are pushed as far as they can manage in all areas of learning. For those with little English, teachers emphasise key words which the children need to understand. By the time they enter Year 1 children have, as a result of the high quality teaching, again progressed well and the majority enter Year 1 with above average standards, having exceeded the early learning goals.
24. Teaching and learning in Years 1 and 2 are good overall especially in English, mathematics and science in Year 2. Teaching is satisfactory in the foundation subjects with the exception of information and communication technology. In Year 1 both a very good English lesson and two unsatisfactory lessons - physical education and information and communication technology - were observed. In the very good lesson the pace was fast and expectations high. The expected learning outcomes were explained at the start and the teacher insisted on accuracy. For example, she corrected "I went Irish dancing" to "I went to Irish dancing". In the unsatisfactory lessons pupils became bored and misbehaved as a result of a lack of confidence and knowledge in teaching the subjects.
25. Teaching and learning in Years 3 to 6 are satisfactory overall. Three lessons were very good, six good and three were unsatisfactory. The very good lessons included English and mathematics in Year 6. In a very good mathematics lesson the teacher sustained pupils' interest by relating the problem to real life. Calculators were used to show that they are not always as accurate as mental calculations. The importance of accurate use of brackets in calculations was stressed. Pupils enjoyed testing this out for themselves. Teaching was good in science in Year 6. Despite a lack of heat due to a turned off radiator to prove that yeast, sugar, water and heat produce carbon dioxide, the teacher kept pupils' attention by ensuring that they knew the principles of fair testing. Pupils remained involved and learning was, despite the lack of scientific proof, secure. In Year 3 teaching was predominantly satisfactory. Unsatisfactory teaching was seen in three lessons, music and science in Year 3 and in information and communication technology in Year 5. In these lessons teachers' management of their pupils was unsatisfactory and they lost interest as too little was expected of them. As a result of subsequent unsatisfactory behaviour, insufficient learning took place.
26. Teachers reinforce literacy skills in history, science and mathematics well. However, this is not done in other subjects. Pupils in Years 1 and 2 are good listeners and are able to express themselves satisfactorily on most occasions. By Year 6 they are good, expressive speakers. Teachers' marking varies. It sometimes indicates how to improve standards but this is not always the case. Too many of the higher-attaining pupils are not encouraged to join up letters in Years 1 and 2. Numeracy is taught well and used in other subjects such as science. The teaching of information and communication technology is unsatisfactory because the challenge offered to pupils is too low. Some pupils have learnt keyboard skills at home and teachers do not build upon this knowledge. Teachers use lesson time productively and the pace is mainly satisfactory. Learning resources are good in mathematics and nursery and reception. They are satisfactory in other subjects but more is needed to help pupils with little spoken English.
27. Overall, pupils with English as an additional language learn satisfactorily in English and well in mathematics and science. The school, nonetheless, is aware that it needs to focus on teaching skills to ensure that pupils with English as an additional language make progress commensurate with their abilities. It has very recently drawn up guidance for teachers, which at the time of the

inspection had not been introduced to the teaching staff. Support in lessons for pupils at the early stages of learning English is currently unsatisfactory. Teachers rarely target the needs of these pupils in their lesson planning, even when the class includes pupils who are only just beginning to learn English. Although they know what home languages the pupils speak, they do not yet have accurate information on the pupils' stage of learning English, because the school has only just made a start on assessing this. Some classroom support staff, nevertheless, give good support to these pupils when they work directly with them in lessons, because they are skilled at giving simplified explanations and demonstrations. In other lessons, pupils make less progress than they should because they do not understand the instructions and explanations given by the teacher. The school's new guidance includes using other pupils as "buddies" to help those who are new to English. Pupils are not regularly offered more visual pictures or photographs to help them understand, and the keywords and phrases for each lesson are not always introduced and demonstrated to them. In addition, pupils do not have opportunities to use their home languages as well as English, for example through access to bilingual books, help sheets or web pages related to subjects they study, such as mathematical shapes in both languages.

28. Teachers set termly and sometimes half-termly targets for pupils, including those who are at the early stages of learning English, as part of their normal medium-term class planning. However, these targets are not designed, as they need to be, to meet the very different needs of individual pupils. In some classes, all pupils who learn English as an additional language are set the same target, regardless of the stage they are at; for example, to learn the names of objects in the class and school building. The lack of knowledge of how to assess pupils' progress results in inadequate recording of pupils' achievements and needs, with teachers resorting to such comments as "worked well", which does not offer enough guidance to support staff or colleagues on what the pupils need to do next.
29. Good opportunities are provided, mostly within lessons, for pupils with special educational needs (SEN) to meet their individual targets, particularly those related to literacy and numeracy. Class lessons generally take sufficient account of the learning needs of pupils with SEN; in most lessons teaching assistants carry out their support role well. However, in some lessons this support is less effective as they work with pupils individually rather than supporting a group as a whole, for example by discussing the learning objective further and modelling answers. Targets are reviewed termly, and teachers' files contain weekly comments on pupils' progress that inform these reviews.
30. Teachers' management of pupils is good overall and they use homework well to extend and reinforce learning. Day-to-day assessment from lessons is good and is fed into the week's planning and used to adjust teaching for the majority of pupils when required. Overall planning, because it omits plans for the third of pupils who have English as an additional language, is satisfactory rather than good. Teachers are, with the exception of information and communication technology, secure in their knowledge of the subjects they teach and they adopt satisfactory teaching methods. In some cases expectations of the higher-attaining pupils are not high enough. Teachers are starting to think about which pupils are gifted and talented but there is no specific provision for them at present. Many teachers use their support assistants well but others do not direct them sufficiently and in these cases their skill in supporting pupils' learning is wasted. Basic skills are taught well.

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

31. Since the last inspection the school curriculum has improved. It meets statutory requirements. The range and quality of learning opportunities is good and includes a wide range of activities for older pupils to participate in outside lessons such as drama, sports and instrumental music. There are few extra-curricular activities for younger pupils. The curriculum in the nursery and reception is very good. Nearly one third of the week's teaching time is given to English and a further quarter to mathematics. This high time allocation is justified in the good standards that have been achieved and maintained in these subjects over the last few years. However, the low curriculum time spent on subjects such as art and design, design and technology, music, geography and history means that standards in these subjects, although satisfactory, are not as high as for English, mathematics and science. In Information and communication technology, which has the lowest taught time, pupils' standards are below average.
32. Schemes of work and policies have been developed for every subject and the planning for each subject is thorough. This shows good improvement in the last two years. Planning is closely monitored but is let down by a lack of systematic analysis of how the needs of the high number of pupils with early language acquisition are to be met. Assessment in English, mathematics and science leads to challenging predictions and these lead to good subject lesson planning. The National Literacy and Numeracy strategies are firmly in place. Information and communication technology is insufficiently used to support other areas of the curriculum. The requirements for collective worship are met.
33. The provision made for pupils' personal, social and health education is good. Sex education and drugs awareness programmes are taught within science and religious education. The school has very good links with a range of secondary schools, such as Cardinal Wiseman, to which some of the pupils will transfer. These links are used to widen curriculum opportunities for pupils, for example in physical education, and to broaden teachers' skills.
34. The provision made for pupils with special educational needs is good. The support given within classes allows pupils with special educational needs full access to the range of learning opportunities provided. Provision for pupils at early stages of learning English is satisfactory. The school's recently-adopted policy and guidance for supporting these pupils include a commitment to check and ensure that the curriculum meets their needs, but has only just been drafted, and so has not yet had time to be implemented. For example, those pupils at the earliest stages of learning English are withdrawn for support work, which mainly focuses on developing their knowledge of English sounds and spelling patterns, but no check has yet been made to see whether this affects their achievement in aspects of literacy and other subjects from which they are withdrawn. Recently-acquired books in the library include some attractive stories and information books about pupils from different cultures. Boys and girls progress equally well but, as yet, those who have recently been identified as gifted and talented do not receive special provision in school.
35. There is a good contribution from the community to pupils' learning. There are excellent links with the parish church and the one in five pupils who are non-Catholic feel as included as those who are regular church attendees. The parish priest is a regular and welcome visitor to the school and leads school worship, as well as initiating links to other Catholic schools and institutions. Pupils visit a wide range of local museums and places of interest so as to enrich the curriculum and pupils' learning. The school welcomes local people who visit the school for the development of creative arts such as drama and theatre skills. Pupils contribute to the well-being of senior citizens in the community; for example, through the distribution of harvest festival foods.
36. The provision for pupils' personal development is very good. In line with its aims and mission statement, the school continues to successfully promote the spiritual, moral, social and cultural education of its pupils. They are now an undoubted strength and contribute strongly to the school ethos. Since the last inspection, the school has developed the spiritual, moral and social provision from good to very good, whilst the cultural provision has improved from satisfactory to good.

Subject co-ordinators have identified particular areas of the curriculum that may be used for opportunities for these aspects of pupils' learning. They are helping pupils to develop physically, intellectually, spiritually and emotionally, and cope with the challenging influences and distractions of an increasingly complex world. Pupils are being given a solid foundation for the next stage of education and, eventually, as good citizens. Parents are very appreciative of the impact of this area on the maturity of their children.

37. Pupils' spiritual development is promoted very well. The school takes many opportunities to instruct pupils in the teachings, doctrines and traditions of the Catholic faith and the Christian church, and in a manner that encourages an appreciation of these values in their daily lives. However, this is not to the exclusion of an appreciation of other faiths. In religious education lessons, there are many opportunities to reflect on the beliefs and faith of others, and celebrate the differences of those pupils of a non-Catholic faith. This is a very caring school and pupils are challenged by the headteacher "to tell me in your mind what you are going to do for others today." Most teachers are skilled in asking questions that explore pupils' feelings and emotions and members of the school council were able to give the inspector a perceptive analysis of their own self-evaluation of some problem areas in the school.
38. The provision for moral development is very good. This is effectively embodied in the all-pervasive culture of good behaviour, fairness and equality of opportunity for all in the school. Care for all pupils, including younger children, pupils with special educational needs and those with English as an additional language is evident throughout the school day. Adults represent very good role models and their commitment and respect are copied by most pupils. School and class rules have the agreement of pupils and are prominently displayed in classrooms and the school. There is a very good understanding of the boundaries of acceptable behaviour and older pupils are encouraged to promote self-discipline and tolerance in younger pupils. Teachers discuss moral issues, of a school, local, national or world dimension, in class with honesty and frankness. There is a very good range of reward systems that engage the hearts and minds of pupils and sanctions have been effective in eliminating oppressive behaviour.
39. The provision for social development is very good, despite the school existing on two sites. The school actively promotes social inclusion in every aspect of school life. The very good relationships within the school are a considerable strength. The school's strong sense of identity and community extends to excellent links with the parish and church. All parts of the school family have pride in the school, and recognize their mutual dependence. Pupils have pride in their house teams, named after saints, and in representing the school in outside tournaments. The many extra-curricular activities for older pupils enable them to socialise across year groups. Pupils want to accept responsibilities and carry out their duties diligently and co-operatively. Teachers seek opportunities to praise pupils and raise their self-esteem. Courtesy, politeness and maturity are distinctive qualities of most pupils, and they seem happy and content in each other's company. Pupils share resources well and work well together.
40. The provision for cultural and multicultural development is good. Pupils are well prepared for life in a diverse multicultural society. The school has a policy for race equality in place. Pupils are given a thorough understanding of their own local culture within the context of the parish and church. Older pupils are being given an understanding of concepts of citizenship. The school has a throughput of artists, musicians and local theatre groups to enliven the curriculum in the creative arts. Year 6 pupils were given links between "The White Cliffs of Dover" in music and their work on the Second World War. The school makes many visits to local places of interest such as local museums, London Zoo, and Windsor Castle to develop an awareness of European cultural heritage. Although the school has no formal multicultural policy, the school is developing an increasing expertise in its multicultural provision. The library and classrooms have a satisfactory provision of multicultural books but very few in ethnic home languages. The school has a multicultural week of dance, food, and speakers to enrich its agenda. The school is starting to develop the use of translators - including pupils and family members - for ethnic minority groups where required. All ethnic minority pupils are able to celebrate their differences, without fear of embarrassment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Overall, the quality of the school's support, guidance and welfare agenda is good. A high priority is placed on this aspect of school life, as part of living and fulfilling the Christian mission statement. The headteacher and staff have a very thorough knowledge of their pupils. They accept their pastoral role with total dedication and determination and display a diligence and enthusiasm that communicates well to parents and pupils alike. They, in turn, feel well supported by the parish and church, which have a reassuring and guiding presence in the school. Pastoral and welfare issues represent a significant part of the senior management team's time in school, and often involve parents. Pupils, irrespective of their faith or background, feel constantly supported by this secure Christian community. The school's caring culture and distinctive ethos consistently receive very good endorsement from parents. Parents realise that this culture contributes positively to the progress, development and personal happiness of their children.
42. The procedures for monitoring and supporting pupils' personal development are good. The class teachers are in the forefront of implementing these procedures, but they are well supported by the headteacher. The monitoring of personal development is particularly rigorous in the early years of the nursery and reception, where children make rapid gains in confidence and self-esteem. The monitoring and recording of personal development does not take place in the later school years as the school does not have formal written procedures, and relies more on staff observations and discussions. However, the school's good overview of each pupil allows it to involve professional agencies as required for pupils with special educational needs. The school has good special educational needs provision, promoted by good individual educational plans, which include attainable targets, and involve pupils and parents. Pupils are well integrated into lessons and make good progress. The school's provision for pupils with English as an additional language is satisfactory overall and pupils make satisfactory progress. Pupils who have very recently been identified by teachers as gifted and talented are not, at present, receiving special provision.
43. The school has a sufficient number of relevant and well-written support, guidance and welfare policies, which guide and underpin its actions. Policies are implemented consistently across the school and with a generally good understanding by well-established staff. However, new or temporary staff would benefit from their presentation and guidance in a comprehensive staff handbook. The school appreciates the help of outside agencies to support the pupils on a routine basis, or if there are specific problems. The school has been mostly self-sufficient in the area of health education, and has used the school nursing service only infrequently or informally. The school has shown that it is capable and willing in supporting pupils with complex needs, including physical disability.
44. Child protection procedures are good, and the school receives good support from social services and the education social worker, when required. The school shows that it has a sensitive concern and vigilance for the needs of its pupils, and very good relationships ensure that pupils confide in staff if there are problems. All staff have received appropriate on-site training in the last year and the headteacher has received sufficient refresher training so as to discharge her responsibilities capably.
45. The procedures for assessing pupils' attainment and progress are good and they are used well by teachers in their planning. They are particularly strong in English, mathematics and science where they are used to predict the standards pupils will reach at the end of the year. The headteacher and her deputy closely monitored assessment and as a result there is a consistency of use and high expectations across the whole school of what pupils can achieve. Assessment procedures in the nursery and reception are very good. Targets, set as a result of assessment, tend to be generalized and for most of the class rather than individualized. At present only two pupils with English as an additional language have had their level of fluency in English assessed. This, as the school admits, is inadequate, even though its expectations of what this group of pupils can achieve are as high as for any other group of pupils. It is an area in which the school is rapidly moving forward. Assessment procedures for pupils with special educational needs are good. The identification of pupils who are gifted and talented has, so far, been based on teacher nomination and includes some pupils who might be deemed higher-attaining rather than gifted or talented. The

school recognizes that it is at a very early stage of identification and provision for gifted and talented pupils and has yet to devise an assessment system for measuring their attainment and progress.

46. The procedures for monitoring and promoting behaviour are good. The behaviour policy indicates that the school gives a very high priority to its expectation of an all-pervasive culture of good behaviour, set in a Christian context. Most staff have a thorough understanding of the fundamentals of good behaviour techniques, and their very good relationships, based on strong mutual respect, control pupils well. However, there are times when newer teachers, and particularly teachers in Year 3, do not produce the expected outcomes and a few pupils' misbehaviour results in a loss of learning by the majority. Rules are consistently displayed throughout classrooms and around the school, and pupils participate well in their development. The school makes good use of praise and a wide range of rewards to promote good behaviour and raise self-esteem. Sanctions, including exclusions, are in place, and involve parents if necessary.
47. Attendance is above average and procedures and systems are good. It has improved over the last three years. The school clearly demonstrates to parents that it is well focused on attendance and punctuality issues. Unauthorised absence is below the national average. The incidence of parents requiring holidays within the term or extended overseas absence is significantly high, despite the school's determined efforts to discourage this.
48. Health and safety procedures are satisfactory and developing greater rigour under the guidance of the headteacher and an enthusiastic governor. The safety of all pupils is of paramount importance to the school, and it has maintained a safe environment for all pupils and staff at both sites during a period of building activity.. All staff take a good account of health and safety measures in lessons and activities, and they are very careful in the handover of children to parents and carers at the end of the school day. The school has a sufficient complement of certificated first aiders using satisfactory procedures and the school has provided dedicated on-site medical rooms at both sites. All pupil-based information systems are updated by the school secretaries, and are sufficiently focused and specific to support any medical emergency.
49. Induction procedures for parents are personalised, welcoming and sensitive to the parents' needs, and guarantee that pupils make a confident start to their school lives. Cardinal Wiseman secondary school, in particular, has close links with the school and parents receive very good support at transfer so that parents' and pupils' anxieties are minimised.
50. The school identifies pupils with special educational needs as early as possible from the nursery onwards. Observation sheets are used in the nursery to record any possible concerns. These are carefully monitored and individual education plans (IEPs) drawn up by the co-ordinator as the needs are clarified. Progress is reviewed termly and new targets set. Pupils, parents, teachers, teaching assistants and the co-ordinator are involved in these reviews. Teachers monitor IEPs closely, recording weekly comments on the progress being made; the co-ordinator, in turn, monitors these records to ensure that support is being given and is effective. Annual reviews of pupils with statements are carried out thoroughly; they receive their full entitlement of support. The school has very recently drafted a policy on how to identify pupils who are at the early stages of learning English as they join the school, and where needed, help them to settle in to school, by offering support in learning the English they need to find their way around the school and through the school day. The policy includes a commitment to assess the stage of language learning of each of these pupils as they enter the school, using the most recent nationally recommended assessment scales. However, at the time of the inspection, the policy was so new that only two pupils at the early stages of learning English who had recently joined Year 3 had been assessed, thus most pupils have not been satisfactorily assessed. The school recognises that a major priority is to assess all the existing pupils who are learning English as an additional language, so that teachers will have better information to help them plan lessons to meet their needs.
51. The school's existing arrangements for analysing the results of national tests, and additional useful analysis provided by the local education authority, have been helpful in enabling the school to identify the differences in attainment by some groups of pupils from amongst those who are at

the early stages of learning English. However, more remains to be done on analysis of why these differences occur, and on analysing the needs of pupils who are at the more advanced stages of learning English, but still need support in developing literacy skills across the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school greatly appreciates its parents and there is a strong bond of mutual respect and trust between all parts of the school family. Most parents are very supportive of the school and have a solid interest in their children's education. Very few parents are apathetic. The indications from an above average turnout of parents at the Ofsted meeting, a large return of the latest Ofsted questionnaire, and parents in the school playground, are that there is a very good level of satisfaction with the school. Parents appreciate many aspects of the school, especially its leadership, which has very high expectations, its approachability, and the development of confident and happy pupils by empathetic staff within a Catholic setting. A minority of parents highlight information on progress and homework as areas of concern. The inspection team does not agree with these parents' concerns as both areas are considered to be good. There is one area of significant dissatisfaction, as one in four parents is concerned by the lack of "an interesting range of activities outside lessons". After a thorough inspection of this issue it would appear to be a relevant criticism of activities for pupils in Years 1 and 2, but not for pupils in Years 3 to 6, for whom there is a good range of stimulating extra-curricular activities.
53. The school's mission statement and aims and policies indicate that it wants to bring together pupils, parents, staff and the parish together with a strong Christian vision. Many parents make significant journeys to bring their children to the school, and all parents, irrespective of their background or faith, feel well integrated into the school from the first day's very good induction. They soon realise that the school is very approachable and they are welcomed if they have a problem or wish to give regular help. Both the staff's links to parents and the parents' impact on the life of the school are very good. Some parents provide a valuable additional resource by supporting learning in the classroom either through paid or voluntary jobs. Many parents covenant to the school for the building fund. Parents attend the many school functions including Mass and assemblies. All parent governor posts have been filled through competitive elections, and they make significant contributions to the governing body. The Friends Association is run by an energetic committee and involves most parents in major fund-raising through a variety of events. It is an essential element in promoting and developing the distinctive community spirit and happy family ethos that pervades the school, and forging links with the parish.
54. Overall, the quality of information for parents is good. Both the prospectus and the annual governors' report to parents communicate the essential ethos of the school, and indicate that the school values its parents. However, both documents have minor statutory faults that have been fed back to the school for correction. The suite of handbooks for the parents of younger pupils is especially informative and interesting. The school's policies and procedures are relevant and well written, and parents could benefit from their greater access, and greater knowledge of their availability. Other written communications are good. Informal communications are good, so that problems do not grow, and staff are proactive in engaging parents in the school playground. Noticeboards are good in the infant school, but less informative in the junior school, where access is more difficult for parents. Parents are given a satisfactory view of the curriculum and children's targets, including early learning goals in reception, and have information on topic work through the termly newsletter. The school's annual report to parents is satisfactory. Statements are personalised by the teacher to give satisfactory quality feedback regarding pupils' performance in all subjects. However, the report does not relate performance to prior targets, but does specify future targets. There is little space for parents to add their own comments separately, and pupils are not given the opportunity to add their own self-appraisal.
55. The school has a high level of very supportive parents that play some role within the school. Although the school has not developed a policy for parents, most parents comply with the home-school agreement. Parents are invited into school to review their children's work three times a year and these evenings are very well attended. The school has run parent evenings for information on the National Curriculum, including literacy and numeracy and SATS. Over eight out of ten parents

are satisfied by the school's attitude to homework and feel that they have a good view of expected work. As a result of a minority of parents expressing concerns regarding homework, the school formed a joint school support team. This has extended into general education areas, now that the homework concern has been mostly resolved. To date, there has been a close collaboration with the parents of special educational needs pupils and English as an additional language, so that meaningful individual educational plans with targets have been set and communicated on a termly basis. Parents receive sufficient advice from the school at the time of transfer to secondary school, so that they can take enlightened decisions regarding their choices, and reduce their anxieties.

56. Parents of children with special educational needs are kept very well informed about the progress they are making both through formal and informal contact. They attend reviews and receive copies of individual education plans, which show them how they can help to support their children's needs out of school. The school has a policy of providing interpreters and translations for the families of pupils whose home language is not English. It has plans to involve the parents and their communities more closely in helping to produce resources in the pupils' languages to help their learning, but these plans are still at a very early stage.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher and deputy work very closely together and provide very good leadership. This is an improvement since the last inspection two years ago when leadership was good. Their job as managers is not made easy as the school is on two sites that are one and a half miles apart. The consolidation of management systems over the last two years has been very good. They have worked extremely hard and very effectively to ensure that whole-school management systems, such as admission arrangements and assessment policies or attendance procedures, are in place and working well. They run a timetable that divides their time equally between the two sites and ensures that school secretaries and staff know where they can be found. At the time of inspection the school has been out of special measures for two years and, as the school is growing, there were building programmes under way to relocate the infants' library and increase classroom capacity at the junior school.
58. Since her arrival three years ago, the headteacher has devised an excellent school mission statement and convinced everyone to continue to support it. It was developed with parish members, staff, governors, pupils and parents. It has proved to be exceptionally successful in uniting everyone who has a stake in the school and has resulted in an excellent ethos where the school's aims and values are closely reflected in its work. The school has maintained high standards since the last inspection two years ago in English, mathematics and science and met its challenging targets. Plans for the future direction of the school are very good. They include a focus on understanding and providing for the needs of the large and changing group of incoming pupils for whom English is not the home language as well as raising the quality of teaching in foundation subjects, including information and communication technology, in order to raise standards.
59. The management of teaching staff based at two different sites has been good. The high expectations that have been insisted upon – and realised - in the core subjects have been brought about through a well thought through series of consistently-applied management strategies across the school. The headteacher and deputy have ensured that all staff meet regularly to address whole-school issues, such as checking on the consistency of assessment systems or setting predictions for pupils' end of year attainment. They have a very effective "hands-on" approach to management which means that they are known well to their staff and greatly respected for their humane, supportive effectiveness. Although the school is fully staffed, one third of staff have changed since 2000 and maintaining high standards and whole-school consistency has been managed effectively. Some staff are young, or newly qualified, and their confidence and skills in the core subjects have been developed through effective training. Others, who have been at the school since its period in special measures, have slowly regained confidence in their teaching skills through the good leadership and management skills of the head and deputy. The transformation since the school entered special measures in 1998 to a school in 2002 with above national average trend results is remarkable. The management strategies include good behaviour

management so that pupils can learn, and a thorough analysis of weaker areas in test results. For example, the school, despite achieving a 100 percent pass rate at Level 4 in science in 2001, only achieved the national average overall. Analysis showed that too few pupils were achieving higher level passes and as a result teachers raised their expectations and improved their teaching quality. As a consequence, the number of passes at Level 5 in 2002 has begun to rise. The determined and successful concentration on standards in core subjects has meant that, while satisfactory, standards in most foundation subjects have not risen since 2000. The headteacher is aware of this and the school has planned in its improvement plan to move forward once it felt that new staff were secure in the core subjects. The below average standards in Years 1 to 6 in information and communication technology have not been successfully addressed due, in part in the last year, to over-reliance on the co-ordinator, who has been unwell. Nonetheless, information and communication technology standards in the nursery and reception are above average.

60. The governing body is very effective in fulfilling its responsibilities. It understands the school's strengths and weaknesses very well and has taken a very effective role in shaping the direction of the school. It has nearly completed the process of changing the school from one-and-a-half to two-form entry. The governing body has eliminated a large deficit in less than two years and in addition raised funds for the current building programmes. The current carry forward of approximately six per cent of the budget is carefully earmarked for the building programme. The strategic use of resources is good and grants are used very well for their designated purpose. The governing body monitors the curriculum and finances very efficiently and, in close collaboration with the headteacher, has helped to devise a good school improvement plan which incorporates the action plan from the last inspection and which continues to focus on raising standards. The governors have ensured that the majority of the key issues from the last inspection have been tackled well and this has resulted in good school improvement.
61. Day-to-day running of the school and its finances is very good. The two school secretaries, who are on different sites, have clearly delineated roles and work very closely together to ensure that the school runs smoothly. They are looking forward to closer contact via e-mail that will, for example, help them to streamline admissions systems. The school has made effective use of new technology in its administration, particularly in documenting and checking pupils' progress. Its use in lessons is unsatisfactory and teachers are expecting things to improve when the computer suite is ready later this term. Not enough has currently been done to ensure that the school meets its obligations to keep its computer facilities safe and secure, particularly where the Internet is used. The school's present external technical support contract covers only mechanical breakdown, and the co-ordinators are expected to carry out software installation and maintenance, when their time would be better spent helping colleagues improve pupils' standards. Once the school is fully networked, it may be beyond their technical expertise to carry out the regular preventive maintenance needed to ensure that the network, computer filing and e-mail systems work securely and effectively.
62. The monitoring and evaluation of the school's performance is good. Good strategies for appraisal and performance management are in place. The monitoring, evaluation and development of teaching are satisfactory overall. The strong emphasis on improving teaching quality to raise standards in the nationally tested subjects at the end of Years 2 and 6 has paid dividends. However, standards in foundation subjects have remained resolutely average by the end of Years 2 and 6, and there is an urgent need to raise standards in information and communication technology from Years 1 to 6. Good and thorough assessment systems across the whole school are in place and their use is closely monitored by the headteacher and deputy headteacher. They also monitor the predictions that are made by teachers of pupils' performance as a result of assessment and query expectations if they think them too low. The headteacher has insisted that, despite different starting points, teachers' expectations are equally ambitious for all groups of pupils. There are co-ordinators for Key Stages 1 and 2 (Years 1-2 and 3-6) within the senior management team. Teachers are, under the very good leadership of the headteacher, deputy head and Key Stage 1 co-ordinator, keen to expand their skills and there is a good, shared commitment to raising standards. There is good capacity for improvement in all subjects as the headteacher, deputy and key stage leaders closely monitor teaching, support the staff and offer training in areas of weakness. The headteacher is aware that standards in information and communication

technology (ICT) are too low and that the ICT staff training programme has not resulted in raised standards.

63. The contribution of staff with management responsibilities is satisfactory overall. The senior management team includes Key Stage 1 and Key Stage 2 co-ordinators. In the nursery and Key Stage 1 the leadership is particularly good. In Key Stage 2, where the leader, who also is ICT co-ordinator, has been unwell for periods last year, leadership is satisfactory. There are also subject co-ordinators, some of who are new to the job, whose leadership in English, mathematics and science is good. Foundation subjects are mainly led satisfactorily and involve close collaboration with the headteacher. The co-ordination of information and communication technology is unsatisfactory and has not led to a rise in standards throughout Years 1 to 6 over the last two years.
64. The special educational needs co-ordinator provides good leadership and management of special needs provision. She has a clear picture of all of the needs within the school and how they are being met. She is fully aware of the new Code of Practice; pupils with special educational needs are identified as early as possible and parents and pupils are fully involved in reviews and target-setting. Teaching assistants have regular informal contact with the co-ordinator where any immediate concerns can be discussed. They also have regular formal meetings, and take part in appropriate training.
65. A co-ordinator has recently been appointed for the school's support for pupils whose first language is not English. In the very short time he has been in post, he has drafted an appropriate policy for the school in English as an Additional Language, as well as a policy on the admission and settling in of those pupils who are at the very early stages of learning English. He has begun to make assessments of pupils to identify which stages of learning they are at, but recognises that much remains to be done, including introducing and training staff in implementing the policies, and ensuring that all the pupils are accurately assessed. However, he also recognises that he needs further training and opportunities to see the best practice in this field, which is new to him. He also recognises that better resources are needed to help pupils, including bilingual picture books and dictionaries, as well as computer facilities that can enable the school to produce dual language resources to help pupils who are at the early stages of learning English.
66. The school receives a significant grant to support pupils with English as an additional language. As yet this grant's use is largely determined by the school's senior management, and the co-ordinator does not yet have a strategic view of how the resources might most effectively be used. The grant has funded extra support staffing, and 28 hours of additional support are dedicated to supporting the pupils for who it is given. However, the support staff have not yet had specific training in how to support pupils at different stages of learning English as an Additional Language. Some support staff speak some of the pupils' first language, but there is as yet no effective system for identifying and making the most of their language expertise across the school. The school recognises that more thought needs to be given to ensuring that it also funds the full range of resources needed to assess the pupils and help their learning.
67. There is a satisfactory match of teachers and support staff to the needs of the curriculum and the induction of new staff and training of new teachers is good. The two newly-qualified teachers have a mentor and are given the required time to complete their studies. Classroom support assistants receive training and are, when directed by teachers, effective when used to support a group or individual. Resources are satisfactory overall. They are good in mathematics and English. The library in the junior school contains a good range of books. In the infants the library is currently being rebuilt but there is a good range of books in classrooms. The accommodation is adequate for teaching the curriculum. As a result of the building programme its quality has greatly improved at the junior school and is in the process of being improved at the infants' school. Both sites are well kept, clean and bright and cheerful inside. The surface of the infant playground, as the governors have noticed, is rough and needs attention.
68. The headteacher, governors and administrative staff are determinedly trying to apply the principles of best value to their decision-making and are doing well. They are helped by the local educational

authority and Cardinal Wiseman School in challenging themselves to greater excellence and efficiency. They have found it easier to compare their educational outcomes against other schools, than make comparisons for financial outcomes due to a lack of comparative data. In an effort to gain value for money the school ensures that sufficient quotations are received to have competitive tendering for major projects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of provision the governors, headteacher and staff should:

- (1) Raise standards in information and communication technology by:
 - providing training for teachers and classroom assistants to raise their skill and confidence
 - raising expectations of what pupils can achieve
 - providing more time for pupils to practise their skills
 - providing good quality software to support the use of information and communication technology across the curriculum
 - improving the effectiveness of the co-ordinator(paragraphs 11, 21, 25, 26, 31, 61-63, 65, 133- 137)

- (2) Improve the effectiveness of support for pupils who learn English as an additional language by:
 - providing training for the co-ordinator, teachers and classroom assistants
 - assessing the level of fluency of pupils' English and setting appropriate targets for them
 - increasing visual and home language resources(paragraphs 12, 27, 53, 61, 65, 66)

- (3) Raise standards in foundation subjects by:
 - increasing teachers' expectations in art and design, design and technology, geography, history, music and physical education
 - increasing time allocated to these subjects in the curriculum(paragraphs 11, 24, 31, 115, 119, 124, 130, 138, 142)

In addition the school should consider the following items for inclusion in its action plan:

- making provision for the needs of the identified gifted and talented pupils
(paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	26	25	5	-	-
Percentage	1	15	39	38	7	-	-

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)	25	351
Number of full-time pupils known to be eligible for free school meals	-	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	1	44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	144

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	24	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	29
	Girls	21	21	21
	Total	47	49	50
Percentage of pupils at NC level 2 or above	School	85 (93)	89 (98)	91 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	31
	Girls	21	21	23
	Total	48	51	54
Percentage of pupils at NC level 2 or above	School	87 (91)	93 (98)	98 (100)
	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	25	16	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	25
	Girls	14	16	16
	Total	37	40	41
Percentage of pupils at NC level 4 or above	School	90 (89)	98 (89)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	25
	Girls	14	16	16
	Total	37	41	41
Percentage of pupils at NC level 4 or above	School	90 (89)	100 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	120	-	-
White – Irish	45	-	-
White – any other White background	0	-	-
Mixed – White and Black Caribbean	0	-	-
Mixed – White and Black African	0	-	-
Mixed – White and Asian	0	-	-
Mixed – any other mixed background	0	-	-
Asian or Asian British - Indian	18	-	-
Asian or Asian British - Pakistani	2	-	-
Asian or Asian British – Bangladeshi	0	-	-
Asian or Asian British – any other Asian background	0	-	-
Black or Black British – Caribbean	17	-	-
Black or Black British – African	10	-	-
Black or Black British – any other Black background	11	-	-
Chinese	0	-	-
Any other ethnic group	57	-	-
No ethnic group recorded	0	-	-

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR-Y6

Total number of education support staff	11
Total aggregate hours worked per week	310

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	50

Financial information

Financial year	2001/02
	£
Total income	936 645
Total expenditure	892 761
Expenditure per pupil	2289
Balance brought forward from previous year	13 265
Balance carried forward to next year	57 149

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	385
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	-	-
My child is making good progress in school.	54	40	4	-	-
Behaviour in the school is good.	60	36	4	-	1
My child gets the right amount of work to do at home.	46	37	12	2	4
The teaching is good.	66	31	1	-	2
I am kept well informed about how my child is getting on.	44	41	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	31	1	-	1
The school expects my child to work hard and achieve his or her best.	66	31	1	-	2
The school works closely with parents.	50	43	6	-	1
The school is well led and managed.	70	28	1	-	1
The school is helping my child become mature and responsible.	65	32	2	1	1
The school provides an interesting range of activities outside lessons.	38	26	23	2	11

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

69. Children enter the nursery in the September before their fourth birthday. They attend part time, either every morning or every afternoon, and transfer into one of the reception classes in the following September, where they attend full time. At present there are 48 nursery children and 55 in reception. Before the inspection, the parents said how pleased they are with the provision in the Foundation Stage. Inspectors support these views and find that all the children benefit very well from the very good teaching and learning that take place. Although not all areas of learning were directly reported on in the last inspection, there has been overall improvement in the nursery provision and reception classes have maintained their high standards.
70. The children that begin the nursery have attainment slightly below average for their age in all areas of learning; a significant proportion start school at expected levels for their age. All children achieve very well, so that, by the time they enter the reception class, baseline assessment shows that they attain at the appropriate levels, with some attaining the higher levels. The children continue to achieve very well in the reception classes and, by the time they enter Year 1, the majority exceed the Early Learning Goals in all areas. In their personal, social and emotional development, the children's development is well above expectations. This is very good achievement over time and is a direct result of the consistently high quality of education provided by the teachers, nursery nurses and classroom assistants.
71. The children follow a well-structured and stimulating curriculum, with imaginatively-planned activities, routines and experiences that match their learning needs. The curriculum is underpinned by careful planning of children's spiritual, moral, social and cultural development. In addition, the close teamwork evident between all staff, results in very good achievement for these children. A strong feature in the nursery and in the reception classes is the positive environment in which these children are inspired to learn. Since the previous inspection, which judged teaching and learning to be very good, the picture now is even more positive.
72. There are very effective procedures for assessing children's attainment and progress. All adults know how well each child is doing and consequently, they can plan to extend children's development through the activities provided. The teachers, nursery nurses and classroom assistants have worked hard to improve the partnership that they have with the parents and have good plans for extending this even more. There is a very strong emphasis on valuing each child in accordance with the school's mission statement. This is a major factor in helping the children to feel included and to have a really positive start to their education.

Personal, social and emotional development

73. The children in both the nursery and reception reach well above average standards and achieve very well in their personal, social and emotional development. This area is very well taught and, as a result, the children's attainment far exceeds the early learning goals by the time they enter Year 1.
74. In the nursery, the children already understand what is expected of them and try hard to play and to co-operate with one another. For example, in the Greens Garden Centre, an area of the classroom, the children happily and imaginatively play with other children. They use the equipment set to buy and sell plants or watering cans. The children are confident when leaving their parents at the beginning of the sessions and enter the classroom eagerly, after hanging their coats on the designated pegs. There is an evident sense of belonging in this group.
75. In the reception classes, the teachers create a climate of welcome, respect and courtesy; they are also positive and praise the children often for what they do well. This makes every child feel valued and encourages self-esteem, so that they want to be involved and to learn. The children keenly participate and persevere with their chosen activities. For example, when using the

construction kits or playing in the doctor's surgery, children take turns and share equipment. During wet playtime and lunch breaks during the inspection children's behaviour was exemplary.

Communication, language and literacy

76. Children achieve well, as at the last inspection, in their communication, language and literacy skills over their time in the Foundation Stage. Their attainment is average in the nursery and above average in reception. Children's achievement is good in both. A significant proportion of children enter the nursery with limited communication skills, because they are learning through English as an additional language. The very good teaching they receive helps the children to develop their skills so that, by the time they enter Year 1, most children reach above the average attainment expected for their age in this area of learning.
77. In the nursery, the children are confident in communicating through words, facial expressions and eye contact. This is achieved through the nursery nurse and the teacher providing very good opportunities for children to play together where they are encouraged to talk. The staff are really skilled in encouraging speaking and listening. They both speak clearly to the children and give ample opportunities to consolidate and to increase children's range of vocabulary. To extend conversation, the teacher asks questions such as, 'What do you think?' She reads stories expressively, which immediately holds the children's attention. When teaching the sounds of letters, the teacher and the nursery nurse vary the activities to ensure children's interest. They ask questions and make suggestions that encourage the children to say more and to explain their ideas in greater detail. During the regular story and song sessions, the teacher draws children's attention to the words being used and expects them to recognise, for example, the words that make the title of the book. In addition, the children regularly take books home. These measures are effective in helping the children to recognise words and to begin to understand the process of reading. Writing is encouraged through daily activities, which involve using writing materials provided for them.
78. In the reception classes, these activities are extended further. The children confidently address the parents and the whole school, as observed in an outstanding assembly. Each child tells the audience in a sentence, something about themselves, celebrating their own special features or characteristics. Very good use is made of stories to motivate the children to read books for themselves. Words and sentences abound in the classrooms and books are invitingly displayed for children's enjoyment. Songs are very well used to improve children's vocabulary and knowledge. The teachers use a variety of strategies to teach reading. They are both skilled in teaching the children the letters and sounds needed to build their reading and writing skills.
79. The particular strength is the support given by the adults to groups of different abilities, to push them as far as they can manage. In addition, the teachers emphasise key words, which the children need to understand. This strategy is particularly beneficial to those children who are learning through English as an additional language. The children love reading their books and participate enthusiastically and with expression. The teachers aim to encourage the children to enjoy writing, through imaginatively planned activities. The children are well motivated, and increase the amount they write. The scrutiny of the previous year's work indicates that the children use their well developing literacy skills across other subjects. They write sentences about Henry VIII, or that "African elephants have big ears." The children start their sentences with capital letters and use a full stop correctly. Their letters are clearly shaped and well positioned.

Mathematical development

80. Children's attainment is average in the nursery and above average in reception. In both years children achieve well in their mathematical development and begin Year 1 with understanding and skills that exceed the expected level. Mathematical development is very well taught.
81. In the nursery, the children eagerly use the number fans to indicate their knowledge of numbers to five. They take pride in being able to count the number of owls or cats in numerous examples. The teacher and the nursery nurse plan and provide good practical activities to give the children hands-

on experience, which leads them to understand numbers in different contexts. The children recognise groups of one, two or three, for example, in the Greens Garden Centre; they count the number of plants or flowers, which the 'customers' buy. The staff stress the importance of correct vocabulary and provide opportunities for the children to learn concepts such as full and empty, short or long.

82. In the reception classes, the teachers build on children's learning successfully. They use a simplified form of the numeracy strategy to extend children's knowledge, skills and understanding of mathematics. For example, the children add two and three to a given number of spots on the leopard and calculate the total. They use mathematical language such as more, less, greater and smaller to compare two numbers. The teachers are very good at planning a variety of activities and resources to consolidate and extend children's mathematical understanding. The children use a programmable toy for estimating a number of steps or the direction that the toy needs to take to reach the target. They delight in being able to calculate the steps accurately. The practical activities that the teachers plan for this area of development result in the children's increased understanding of shape, size, weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

83. Children's attainment is average in the nursery and above average in reception. In both years children's achievement is good. They make very good progress in knowledge and understanding of the world. As a result, the children start Year 1 with levels that are above those expected for their age. The teaching is very good, and creates a lively learning environment, filled with exciting experiences to stimulate the children's curiosity.
84. The teachers plan to capture the children's interests throughout the Foundation Stage. In the nursery, for example, when the teacher boils water in a kettle for melting jelly, the children learn that it is steam and not smoke that escapes from the spout. From the emphasis that the staff put on food hygiene, the children understand the importance of hygiene when preparing food. They begin to know that changes take place, for example, when noodles are cooked.
85. In the reception classes, the children continue to build on their knowledge. The teachers, classroom assistants and the nursery nurse make a point of explaining the meanings of new words and always using the correct terms. In this way, the children come to learn about computers and are able, for example, to use the mouse and software to create and print colourful drawings for their alphabet washing line. They learn positional language such as left, right and opposite. This forms a good basis for children's acquisition of mapping skills.

Physical development

86. Children's attainment is average in the nursery and above average in reception. In both years children's achievement is good. Children develop their physical skills well and make very good progress over their time in the Foundation Stage, so that they begin Year 1 with physical development that is above the level expected for their age. This area of learning is very well taught and teachers provide a wide range of interesting activities that help to improve larger skills such as climbing and jumping, as well as fine skills such as using scissors and pencils.
87. In the nursery, the children enjoy playing outside with their cars, cycles and climbing equipment. They quickly learn to pedal and control their steering well, to avoid others using the area and to ensure that their wheeled toys do not run off the sloping ground. The children respond with gestures to music when singing nursery rhymes or number songs. In the hall, the children carefully fold their clothes in neat little piles within the hoops provided for the purpose. When moving, they adjust speed and direction to avoid others. The children cease movements immediately when the music stops. They imitate actions for 'This train goes into the park' or 'Pick up the daisies' carefully. The children are taught how to hold pencils, brushes and crayons, so that they can use these skills correctly and comfortably, when writing or painting.

88. In the reception classes, the children make use of the larger school playground and really enjoy using the attractive equipment. They share this area with pupils from Year 1 and 2 during breaks. They all play amicably, supervised by four adults. The teachers provide formal experiences for the children to extend this development. In the classroom, the children are encouraged to draw and control their pencils with increasing accuracy, as they write, paint or use scissors.

Creative development

89. Children's attainment is average in the nursery and above average in reception. In both years children's achievement is good in their creative development. This area of learning is very well taught and children enter Year 1 with skills that are above average.
90. In the nursery, the children draw and paint and use these skills to produce attractive pictures, which are carefully mounted and displayed for others to see. When choosing books, the children use their imagination to make up stories to the illustrations. In the Greens Garden Centre, the children undertake the roles of people who work there, ordering plants by phone, or suggesting which flowers to buy as suitable presents. When responding to the music, they imitate and improvise movements, such as soaring like an eagle.
91. In the reception classes, the children successfully build on their previous skills and understanding. With the teachers making links to their reading of 'Walking through the jungle' book, the children explore colours to illustrate their animals. They use computers to paint and to print pictures of jungle animals. In the Doctor's Surgery corner, the children imaginatively use their equipment available to them. They make appointments, using the phone, or collect a leaflet to see if they can help their sick baby. The children thoroughly enjoy their musical activities, such as singing 'The sun has got his hat on'. They delight in their successes, suggesting, for example, that the "sun came out, because we are singing so well".

ENGLISH

92. Results in the 2002 National Curriculum tests showed that standards attained at the end of Year 2 were in line with the national average in reading and above average in writing. When compared with similar schools, results were also average for reading and above average in writing. In Year 6 standards were above the national average and that of similar schools, having slightly declined in comparison with the two previous years. Evidence from the inspection confirms these results. The majority of pupils, including those with special educational needs, achieve well against their prior attainment by the time they finish Year 6. However, because the school does not systematically identify and target pupils with English as an additional language, it is not possible to tell whether their progress is as good as it potentially could be. There is no significant difference in the achievement of boys and girls.
93. Pupils' attainment in speaking and listening is in line with what is expected at the end of Year 2 and above average by the end of Year 6. They achieve satisfactorily in Year 2 and well by Year 6. In Year 2, higher-attaining pupils listen and speak confidently in a range of contexts and take an active part in discussions, for instance when brainstorming ideas and planning to write a story. During independent work pupils who need support benefit from small group discussions with other adults. Often, where teaching is good or very good, teachers' speech enables pupils to rehearse the language they need to help them with their independent work. In Year 6 the majority of pupils listen and engage well when invited to contribute their ideas in discussion. This was well exemplified in a Year 6 lesson where pupils responded well as they compared two versions of a narrative text. The teachers' methodology of projecting the two versions on the screen, her style of questioning and the highlighting of the text to exemplify where the description is effective enabled the pupils to develop their skills in looking at a piece of text and respond critically. The prompting by the teacher enabled those who are lower-attainers to contribute to the discussion and use this in their independent work. Outside the literacy hour, opportunities for speaking occur in a number of contexts, for instance in mathematics where in one case the teacher encouraged the pupils to discuss, in pairs, strategies for solving multiplication problems. However, these opportunities are

not systematically planned and no arrangements exist to monitor pupils' progress against clear objectives and set them specific targets for improvement.

94. Pupils' attainment in reading is average in Year 2 and above average in Year 6. Pupils of all ages achieve well. By the time they are in Year 2, pupils read a range of texts with a fair degree of fluency and accuracy with higher-attaining pupils showing good expression. They tackle words using phonics and read for meaning on the basis of contextual clues. Higher-attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences. The majority of pupils have some familiarity with the organisation of non-fiction books and the use of the content and index pages to find information. In Year 6, pupils are highly motivated, confident and read extensively in a range of genres. They cope well with demanding material, read independently and use non-fiction material for research purposes. Pupils with special educational needs make good progress in reading. Younger pupils keep a record of their reading in a home/school diary, which is used by teachers to evaluate progress. Library facilities are of good quality and are supplemented by well-maintained and well-stocked class libraries.
95. Pupils' attainment in writing in Years 2 and 6 is above the national average. Achievement in Year 2 is satisfactory and by Year 6 pupils' achievement in writing is good. By Year 2, the majority of pupils develop their ideas in sequence and use capital letters. They write accurately and fluently in both narrative and non-narrative forms with the higher-attaining pupils organising writing appropriately, extending ideas and showing increasing control of punctuation. Standards in handwriting are variable and many pupils do not join letters. Spelling is often accurate, except for that of lower-attaining pupils. By the end of Year 6 the higher-attaining pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is well organised with appropriate use of paragraphs and complex sentences, and it ranges over different types of writing including, for instance, newspaper reports, autobiographies and arguing a point of view. Evidence from analysis of work shows that pupils achieve well over time, showing gains in the use of punctuation and the length of pieces. Handwriting is generally legible, fluent and mostly joined.
96. The quality of teaching is good overall and occasionally very good. Teachers have a secure knowledge and understanding of English. In the majority of lessons, learning objectives are clearly identified and used to focus pupils' attention on what they should achieve. The teaching of sound and letter patterns to younger pupils is particularly effective, well planned and result in good application of the knowledge acquired. Where teaching is good or very good, continuous evaluation is used judiciously to inform planning; this was amply demonstrated in one Year 6 lesson. Writing is modelled effectively by teachers to enable pupils to rehearse language orally and see how a story is structured. This was clearly illustrated in a Year 2 lesson where the teacher drew judiciously on pupils' previous knowledge of the shared text to enable them to suggest ideas for the start and middle of the story. The writing of the ideas on the board helped to demonstrate how ideas are linked and provided a model for their own writing. In this instance, as in many others, teaching assistants were effectively deployed to provide support for pupils with special needs and lower attainment. When teaching was less effective, this was mainly due to the teacher not providing enough modelling of the writing and spending a long time in oral explanations without concrete exemplification to support pupils. Although there are some good examples of marking work where teachers identify pupils' strengths and weaknesses and suggestions as to how work might be improved, this is not consistent.
97. The school uses the literacy framework appropriately and has introduced modifications such as additional opportunities in Year 6 for extended writing and regular timetabled sessions for spelling. The leadership and management of the subject are good. The curriculum is kept under review, and both monitoring of teaching and learning, as well as the tracking of pupils' progress, are being used to target support. Literacy skills are effectively used in history and sometimes in science and mathematics. However, they are not sufficiently and systematically promoted in other subjects. Clear priorities have been identified to develop the subject, with appropriate emphasis on raising pupils' achievement. The subject leader has good subject knowledge and an overview of the subject's development. The use of information and communication technology is appropriate but could be extended, for instance for drafting and redrafting work. Progress since the last inspection is good because the school has been able to maintain and consolidate pupils' achievement.

MATHEMATICS

98. Pupils' attainment, as observed during inspection, in mathematics is above average for pupils in Year 2 and well above average in Year 6, and they achieve well. The high standards achieved mark a good improvement since the last inspection and reflect the sustained improvement indicated by recent National Curriculum test results. Pupils in Year 6 achieve very well in relation to those in similar schools. Although the 2002 National Curriculum test results show that pupils' achievement in Year 2 is average when compared with similar schools, they achieve well overall given their levels of attainment when they start school. There is no significant difference between girls' and boys' attainment. Pupils who learn English as an additional language (EAL) make similar progress to other groups. The majority reach the standards expected of most pupils.
99. Pupils who are on the school's register for special educational needs generally make good progress towards the individual targets set for them.
100. Pupils in Year 6 have a good understanding of the value of numbers. They use mental and written methods accurately to solve number problems involving decimals and percentages. They understand that the same quantity can be expressed in different ways such as 75%, .75, or $\frac{3}{4}$ and they apply their knowledge effectively, for example when using an inverse procedure to check a calculation. They use calculations efficiently to solve more complex problems and know how to tackle equations that include brackets. Pupils calculate perimeters and areas of shapes and measure accurately when constructing angles. They can interpret graphs and diagrams and justify their findings such as why a number occurs more frequently when rolling a pair of dice.
101. In Year 2 pupils have a very secure understanding of number to 100. They use mental recall of number facts to 20 when solving problems and count reliably in multiples of 2, 5, or 10. They know the names of two-dimensional and three-dimensional shapes and classify them according to the number of faces or edges. Pupils explore lines of symmetry in shapes and use standard units of length when measuring.
102. The school has embraced the National Numeracy Strategy well. Planning and teaching are securely embedded in the national framework. Teachers in Years 3 to 6 make good use of the most recent national guidance for planning and this is contributing well to pupils' good progress. The strong focus on mental and oral number skills throughout the school is evident in the impressive speed at which pupils solve problems mentally and in the way they explain the processes they use. A pupil in Year 6, for example, was able to solve $(12.4 - 8.4) \times (8.2 - 1.8)$ more quickly in her head than some of her peers could, using their calculators. Similarly, higher-attaining pupils in Year 6 use their mental skills to solve algebraic problems such as $3^3 - (2+3)^2$.
103. The quality of teaching and learning is good overall. Unsatisfactory teaching in the subject has been eliminated. This is an improvement since the last inspection. The good learning is underpinned by the strength of the good relationship that has been established between teachers and pupils.
104. Teachers make clear what they expect of pupils and respond to their needs equally and fairly. Consequently, pupils trust and respect their teachers and are confident that their contribution to the lesson is valued. Teachers use their good subject knowledge to plan lessons well and set challenging targets in order to maintain a good pace of learning. In one lesson for example, the teachers questioned pupils in Year 2 rigorously to get them to describe what they could not see when two shapes were overlapped. This was a good challenge to pupils' thinking skills. Good questioning also extended pupils in Year 5 leading to their better understanding of the practical use of number. When consolidating pupils' knowledge of decimal notation, the teacher challenged their understanding by asking them to express the same decimal number in terms of money, metres and centimetres, capacity (litres) and weight (kilograms). Teachers use resources well to help pupils learn. There was some effective use of overhead projectors in Years 5 and 6, which helped pupils to focus on the examples the teacher was using, because they could all see clearly.

Small apparatus such as counters and number cards are used well in Years 1 and 2 to add interest to activities and give visual support for their learning.

105. Although there are some good strengths in teaching there are some areas that need further development. Teachers do not always allow pupils to engage in practical investigative work when the opportunity arises, preventing them from developing independent learning skills. One example was in a lesson for pupils in Year 4 when calculating the areas of shapes. The activity was less meaningful because the pupils did not have the opportunity to find their own examples and compare their discoveries with others in the class. In a lesson for Year 5 pupils the data-gathering task was too directed by the teacher so pupils were not able to develop independent skills. Some less effective learning was seen in Year 3 lessons because the teachers did not motivate pupils sufficiently and management skills were not strong enough to prevent the resulting unacceptable behaviour. Consequently, pupils did not learn at the pace of which they were capable. Teaching and learning is not supported sufficiently by the use of information technology. Teachers' confidence is not secure enough to ensure that information communications technology (ICT) is a planned feature of lessons. Occasionally tasks for lower-attaining pupils are too challenging because not enough account is taken of their individual needs. Pupils' work is marked accurately and regularly. Although pupils' efforts are praised, marking does not always challenge pupils to improve. This is particularly the case for higher-attaining pupils.
106. The leadership and management of the subject are good. Infant and Junior co-ordinators work together effectively to maintain a clear overview of standards and the quality of pupils' work. Sensible priorities for development have been established which include a stronger focus on raising the levels of attainment for the higher-attaining pupils and increasing the range of pupils' mental skills. The school aims to establish stronger links with parents by providing mathematics workshops. The co-ordinator's role does not yet include the regular monitoring of teaching quality in order to maintain consistent standards.

SCIENCE

107. By the end of Year 2 pupils' attainment in science is above average. By the end of Year 6 pupils' attainment is average. Pupils achieve well in both years. This reflects the latest teacher assessments at the end of Year 2, where the majority of pupils achieved the expected level, with just over a third achieving the higher level, and the national test results at the end of Year 6, where all pupils achieved the expected level, with almost a third achieving the higher level. In the previous two years, since the last inspection, the results at the end of Year 6 have been boosted by a careful revision programme, introduced to cover inconsistencies in learning due to the lack of a fully implemented scheme of work. Pupils currently in Year 6 have benefited from a full scheme of work, linked to careful assessment procedures, that has been followed through, resulting now in further improved standards, particularly at the higher level. The majority of pupils, including those with special educational needs, achieve well throughout the school. Some lack of organised support for pupils at an early stage of English acquisition reduces the progress they are able to make. The introduction and implementation of a full scheme of work, with growing attention to experimental and investigative science, and good assessment procedures, well-maintained standards and the good overall quality of teaching contribute to the good improvement made since the last inspection.
108. By the end of Year 2 pupils have a good knowledge and understanding of the characteristics of plants and animals, such as growth and reproduction. They group them by their particular features, recognising individual differences, such as hand and foot size in humans. Higher-attaining pupils recognise that diet affects growth in humans, and that plant growth is affected by lack of water and light. Pupils have a good knowledge and understanding of materials, classifying them by appearance and whether they are man-made or natural; higher-attaining pupils know what changes occur when some materials are heated, and explain why different materials are suited for particular purposes. They know, for example, that circuits have to be complete to light a bulb and they know, through careful investigation, that different surfaces affect the speed of moving objects. When carrying out investigations, pupils understand the need for fair testing. Their recorded work shows results from investigations carefully set out in tables, and compared using pictograms and bar

charts. Some lack of questioning and discussion in lessons restricts their capacity to talk about what they are doing, and therefore their fuller understanding of the scientific process.

109. By the end of Year 6 pupils have a good knowledge of the human body, its bone structure and major organs. In their work on food chains, pupils understand the feeding relationship between plants and animals. Higher-attaining pupils know and understand the function of the most important human and plant organs; they know, for example, in great detail, how seeds are pollinated and dispersed, and how a plant makes food through photosynthesis. Pupils know the properties of solids, liquids and gases, and how to separate materials, for example through evaporation and filtration; they explain how shadows are formed and the apparent motion of the sun, with higher-attaining pupils knowing why the length of days varies and seasons occur. Pupils' recorded work shows that investigations are well written up, using a scientific framework; predictions are made and conclusions drawn, with higher-attaining pupils knowing the importance of repeating experiments to validate their findings. Much of the investigative work is directed by teachers, with insufficient opportunities, particularly for higher-attaining pupils, to discuss and plan their own investigations, drawing on their good knowledge and understanding of scientific facts.
110. From an analysis of pupils' past work and from the lessons observed, the quality of teaching and learning is good overall. No lessons were better than good, and one unsatisfactory lesson was seen in Year 3. In this lesson the management of pupils was not effective, resulting in unsatisfactory behaviour and attitudes to learning and therefore insufficient progress being made. In all of the other lessons seen pupils' behaviour and attitudes were never less than good, often being very good. This was the result of the very positive relationships between staff and pupils and between pupils, and had a direct effect on learning. For example, the humour shown by the teacher in a Year 4 lesson on the human skeleton made learning interesting, enjoyable and productive. Pupils' past work is carefully set out, and also demonstrates their positive attitudes, as well as teachers' high expectations both of presentation and learning.
111. Lessons are generally well planned and prepared, helping to ensure that they move forward at a good pace. Learning objectives are precise, and are shared with pupils at the start of lessons so that they know their purpose. However, these objectives are not always referred to in the conclusions to lessons where pupils have insufficient time to consider and evaluate their own learning. Marking, however, does mostly refer to these objectives, informing pupils how well they have done and what they need to do to improve. Satisfactory provision is made for the range of attainment within classes. Pupils with special educational needs are generally well catered for, especially when support is given by a teaching assistant. However, lessons are not always sufficiently adapted to their needs, for example when they are not able to complete the recording, set for the whole class, in the time allocated.
112. In some lessons teachers tend to do much of the talking, providing insufficient opportunities, through questioning, to involve pupils in discussion, both to help further their understanding and to provide useful assessment opportunities for teachers. For example, in a Year 2 lesson on pushes and pulls, although the vocabulary was well displayed, there were not enough opportunities to use this in careful questioning and discussion.
113. There are sufficient opportunities for pupils to use numeracy skills, for example in measuring and recording results. Literacy skills are well used, with pupils expected to record much of their investigative work in their own words, using the appropriate subject vocabulary. The use of information and communication technology is now being developed, but its use is not consistent throughout the school. Year 6 pupils have used a digital camera and a computer-linked microscope in their investigative work, and a CD-Rom to observe the growth of micro-organisms; Year 2 pupils entered and compared data on hand spans and shoe sizes.
114. Leadership and management in science by the co-ordinator, supported by the senior management team, are good. A scheme of work has been introduced, based on national guidelines, that is now helping to ensure continuity and progression in learning. End-of-unit assessments are being made and recorded; in some classes pupils also make their own assessments, using smiley or sad faces for the different unit learning objectives. These assessments are used by the school to set

future levels to be achieved; individual progress is now carefully monitored to help ensure that pupils attain at least their predicted levels. Pupils' work has been sampled; from this school issues have arisen and been successfully addressed, for example an overuse of worksheets. Although planned, the co-ordinator has not yet observed lessons with a view to improving the quality and consistency of teaching and learning, specifically in science. Some monitoring of teaching by the senior management team has, however, helped raise the general quality of teaching in all core subjects. Resources are continuing to be improved; they are adequate. Good links have been established with a local high school, now providing enhanced learning opportunities for some higher-attaining pupils. Visits, for example to local industries, add to the curricular provision. An annual science week at the school has been successful in raising the profile of the subject throughout the school.

ART AND DESIGN

115. Pupils' attainment is average for their age in Years 2 and 6 and they achieve satisfactorily. They make satisfactory progress in developing their techniques, knowledge and understanding as they move through the school. Pupils, including those with special educational needs and those for whom English is an additional language, make similar progress in art and design. The school has maintained its standards since the previous inspection. The key issue for action, identified during the previous inspection, was completion of the schemes of work. Since then, the school has addressed this issue and has successfully established links with a Beacon school, for continuing improvements in the subject.
116. The pupils in Year 2 make detailed observational drawings, using pencil and paint. They learn to draw and paint using different implements and thicknesses of brush to produce effective results. The pupils in Year 2, for example, after discussing the various prints of Mondrian's paintings, experimented with pattern, colour and line. In this effective lesson, the pupils captured the artist's style, using paints, coloured papers and information communication technology. The classroom assistant demonstrated good techniques to her group of pupils, which enabled them to improve their work. The pupils were keen to share their ideas and show appreciation of the work of others.
117. Evidence from previously-completed work shows that pupils use an appropriate range of media that includes three-dimensional models in clay and collage. The pupils in Year 4, for example, have drawn the Tudors using pencils. The theme of 'Journeys' is used as an art stimulus, to design the pupils' own journey from home to school, for example. Artists such as Paul Klee are studied and used as further stimulus for the pupils. Year 6 pupils make models using clay and wire to extend heights. The pupils use sketchbooks to make visual notes. Displays around the school show that art does not feature strongly to support other subjects. Teachers use information and communication technology to extend teaching and learning in art. The pupils used image-browsing software to illustrate signs and symbols, in connection with religious education.
118. The quality of teaching is satisfactory overall. This judgement is based on the scrutiny of displays around the school. The good lesson observed during the inspection helped the pupils to focus well on detail, monitor standards closely and give further instructions to help the pupils achieve well. The lesson was challenging and the pupils worked with obvious pleasure for the whole lesson. Leadership and management of the subject are satisfactory. Planning of lessons is based on the nationally-recommended schemes for the age group. A particular strength is the way that the teachers evaluate the work of these units before proceeding with the next stage of pupils' learning. The main weakness in these arrangements is the lack of time allocated to the full development of art and design, which is holding back a rise in standards.

DESIGN AND TECHNOLOGY

119. Pupils' attainment in design and technology is average throughout the school and they achieve satisfactorily. All pupils, including those with special educational needs and those who learn through English as an additional language, make satisfactory progress. Since the previous inspection, the school has maintained the same standard of work.

120. Throughout the school, the pupils have sound skills in designing and making items. Their finished products are appropriately constructed and attractively finished. Year 2 pupils make puppets based on the story of Joseph and his Coloured Coat. When designing a vehicle, the pupils use their well developing skills of English and mathematics to evaluate their work. They make adjustments, as necessary. In food technology, for example, in making fruit drinks in Year 1, the pupils understand the need for food hygiene. They make comments, such as "We must wash our hands" to indicate this need.
121. As the pupils move through the school, they build on their skills through the carefully-planned teaching. In an effective lesson in Year 6, the pupils learned how their structures fail, when loaded. In pairs, they explored a variety of reinforcing and strengthening techniques successfully. Through skilful questioning, such as "What shape have you created by using this diagonal'," the teacher made good links with mathematics. Year 4 pupils consider the purpose of containers and purses, evaluating seams, stitching and fasteners.
122. The overall quality of teaching and learning is satisfactory. The teachers plan for progression of skills, knowledge and understanding through carefully evaluating pupils' work. In lessons, the pupils are interested in their work but sometimes the teachers' low expectations result in wasted time and pupils' attention drifts. They work well together, evaluating their work and exploring ways of improving their designs. Their behaviour is good. The pupils understand health and safety issues well, because these are carefully emphasised in lessons.
123. Leadership and management of the subject are satisfactory. The subject co-ordinator has made improvements since taking over the management of the subject. She has produced a visual stimulus pack for every year group, and, in conjunction with the LEA advisor, she has developed effective assessment throughout the school. In addition, the co-ordinator organises training courses for the staff, through which she successfully develops teacher confidence and enthusiasm for the subject. The curriculum coverage is satisfactory. However, a low percentage of time is allocated to the subject.

HISTORY and GEOGRAPHY

124. Although it was only possible to see one history lesson in Years 1 and 2 during the week of inspection, evidence from the analysis of work, the scrutiny of planning and discussion with teachers indicates that attainment by the end of Year 2 and 6 in history is average. Achievement is satisfactory and overall standards have been maintained since the last inspection.
125. From evidence of work in geography, pupils' attainment is average and their achievement is satisfactory. Pupils in Year 2 represent their observations of a range of features around the school grounds and draw simple maps of the classroom and the school. In history, they demonstrate good knowledge and understanding of key events during the Great Fire of London with higher-attaining pupils justifying why the fire spread quickly. They produce well-written pieces on famous figures like Samuel Pepys and Guy Fawkes. Lower-attaining pupils sequence events using cut-out labels to match with pictures.
126. In Year 4, in their study of the Tudors, pupils demonstrate good knowledge and understanding of the period, for instance when they identify the range of clothing worn by rich and poor people, drawn from their viewing of a video programme. They also describe key features of Tudor buildings with some higher-attaining pupils making good use of information in books and CD-Roms. In Year 6, pupils show sound knowledge of wartime Anderson shelters and conditions. For instance, they knew that there was no television and that people had to rely mainly on the radio as the main means of communication. In geography, in their study of environmental issues, they showed knowledge and understanding of the impact of earthquakes in different parts of the world and thought of different ways to help victims. From evidence of previous work, pupils show understanding of the impact of pollution on the environment, for instance when they investigated the effect of car fumes.

127. In both subjects, pupils, including those with special educational needs, achieve as well as can be expected when measured against their previous attainment. Achievement is mainly reflected in their increasing use of historical evidence to record their findings and in the use of different sources of information. Pupils' attitudes to both subjects are positive. They listen attentively and work collaboratively on tasks. This contributes to the progress they make.
128. The quality of teaching in history and geography is broadly satisfactory. In the best teaching effective links are made to previous work, enabling pupils to draw on what they already know, for instance when tackling issue-based topics such as discussing environmental issues in Year 6. Good use is made of video and CD-Roms to enhance pupils' learning. Although there are examples of the use of history to promote literacy skills, this is not sufficient because such opportunities are not identified systematically in planning. Where teaching in both subjects is less effective, this is due to the lack of clarity of learning objectives and of what pupils should achieve in terms of specific skills. Pupils with English as an additional language and higher-attaining pupils are not always targeted to ensure that they are working to their full potential.
129. Both the history and geography curriculum are enhanced through extra-curricular activities and fieldwork. Pupils visited Windsor Castle and Portsmouth as a contrasting locality. In history visits were made to the toy museum, to Gunnersbury museum and to Hampton Court. The subjects are led and managed satisfactorily. The co-ordinator, with the support of the deputy headteacher, keeps the curriculum under review and is working currently to enhance cross-curricular links. The time allocated to the teaching of these subjects is below the national average, which, while maintaining average standards, is holding back a rise in standards. Assessment procedures are effective with a clear identification of what pupils achieve at the end of each unit or topic. Appropriate priorities have been identified to develop the subject with a focus on extending the use of ICT and monitoring standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Attainment by pupils by the end of Year 2 and Year 6 in information and communication technology (ICT) is below average. Pupils' achievement is unsatisfactory. Standards needed to be raised at the last inspection. By the end of Year 2, pupils use word processors to write and complete simple sentences. However, because they have too few opportunities to use computers, their keyboard skills are not as good as they should be. They rarely compose rather than copy written work when word processing. They make images using a paint program and program a robot toy to follow a route round their classroom. They use a spreadsheet program to make a chart showing the results of a science investigation. They find information about the history they are studying on a CD-Rom. They do not discuss the use they make of ICT inside and outside school. They rarely save and retrieve their work.
131. By the end of Year 6, pupils make simple multimedia presentations combining sounds, text and images to present reports on their work. They use a digital microscope in their science studies to explore and record mould growth on bread, and they also use simulation programs to investigate what conditions are best to help plant and microbial growth. However, pupils do not regularly use email, and at the time of the inspection, no Internet facilities were available for pupils to use. Pupils in Year 6 in the previous school year had some access to the Internet, but this was used mainly to visit a site offering practice for the national science tests. Pupils do not know how to use the Internet effectively and responsibly, for example by learning to find and efficiently use search engines designed for school pupils. They also do not use computer-based equipment to monitor biological and environmental data, such as heart rate changes before and after exercise, local temperatures and humidity.
132. Pupils' achievement over time is unsatisfactory by the end of Year 2 and Year 6; this is partly because individual pupils spend too little time using computers, but also partly because too little has been done until recently to ensure that they follow a common scheme of work, building up skills and the quality of their work from year to year, and avoiding repeating similar work. For example, the current Year 2 and Year 3 pupils worked on almost identical projects to create simple graphs during the term of the inspection. While teachers have ensured that girls and boys

have equal access in working with computers, too little has been done to ensure that the higher-attaining pupils, including those with extensive experience of ICT at home, have been set suitably challenging tasks. Projects set for most pupils focus on teaching the techniques of using a program, such as creating a database on pupils' food preferences, rather than the more challenging tasks of analysing what the collected data demonstrates. Pupils with special educational needs and those who are at the early stages of learning English do not make as much progress as they should, because they are generally expected to do exactly the same tasks as their classmates, and can only succeed with extra adult help. There is no difference between the achievement of boys and girls.

133. Although the quality of teaching and learning in ICT lessons is satisfactory overall, two lessons seen during the inspection were unsatisfactory, and no good or very good lessons were seen. Good features of teaching seen included some effective use of projected transparencies of a spreadsheet program, to teach pupils the key features to use in entering data. Teachers in most lessons observed took care to introduce pupils to the correct terminology they need to use, such as "cell references" for spreadsheets. Some good use was observed of ICT to support learning in other subjects, such as using a paint program in a Year 2 art lesson to enable pupils to create images in the style of Mondrian. Work in Year 6 included good use of homework to enable pupils to evaluate what makes a well-designed web page, and some opportunities were provided for higher-attaining pupils to extend their work. However, teachers do not make effective use of lesson time and the computers in the classrooms. In some ICT lessons observed, only one or two groups of pupils actually used the computers, whilst other pupils were set unrelated tasks, such as literacy exercises. In other lessons, the tasks set for pupils not working on the computers do too little to develop their understanding. For example, as a group of pupils in one Year 3 lesson created a graph on one classroom computer, their classmates worked on laboriously creating the same graph by hand rather than doing tasks designed to help familiarise them with the program controls, or to analyse what the results showed. Sometimes, teachers give inappropriate guidance to pupils on how to use programs; for example, suggesting that choosing a line graph format is a suitable way to display comparisons of choices which should only be displayed in bar or pie chart form. Some tasks set, such as searching the Internet to find mathematics worksheets to complete, or setting pupils to copy type worksheets or previously hand-written work, do not provide satisfactory learning experiences.
134. Pupils are keenly interested in using computers, and usually behave well, even when they do not fully understand how to do the tasks they are set. Although there are two computers in most classrooms, teachers in lessons observed only used one computer, and often positioned it where pupils using it had to stand or crowd together uncomfortably. Many pupils were unable to see the screen when teachers demonstrated program features to the whole class. Where lessons were unsatisfactory, too little provision was made for pupils not using the computers and they became noisy and learnt little. In one unsuccessful lesson seen for pupils in Year 1, too little thought had been given to how to use a story-generating program effectively with a sequence of small groups of pupils, and this resulted in the pupils composing a series of unrelated sentences, none of which was in a story-telling style. Teachers generally give helpful feedback and encouragement to pupils when they are working on computers, but they vary in the extent to which they help pupils build up knowledge of what they are achieving over time. In some classes, pupils' ICT work is regularly kept and pasted into a book, which helps to build up a clear record of their individual progress. In other classes, their work is rarely saved or printed out so that few records exist of the quality of work done by individual pupils.
135. The leadership and management of ICT are unsatisfactory. The present system of having two co-ordinators, of whom the lead co-ordinator has other major leadership responsibilities, is not effective in ensuring that the school develops coherent ICT strategies that meet the challenges of working on two sites. The school has very recently adopted a common scheme of work, identified as a key issue by the previous inspection. However, it needs further adaption to ensure that pupils, particularly in Years 3-6, who have come through the school with low levels of skill and experience in ICT reach the expected National Curriculum levels by the end of Year 6. In particular, pupils need more experience of using email and the Internet and in using control and sensor systems. Not enough guidance has been provided for staff on how to raise the standard of pupils' work.

136. Following the recommendations of the last inspection, there is now an assessment system for ICT. However, the system of assessment adopted is not closely linked to the current National Curriculum requirements. Teachers are therefore making inaccurate assessments of the levels pupils are achieving. For the most part, they are over-estimating their attainment. Assessments are not being systematically dated and collected for all classes, and the co-ordinators are not yet regularly observing colleagues' teaching of ICT. The role of subject co-ordinators for other subjects does not include responsibilities for identifying and disseminating the best practice in using ICT to support their subjects, and this is a factor in accounting for the variable quality of both the software provided and the low standards of pupils' work.
137. Since the last inspection, staff have benefited from the recent national training in ICT for teachers, and have gained in confidence. However, some staff have not yet fully completed the required individual training tasks. Additional computers and printers have been acquired for all classrooms, as well as some digital cameras and scanners. However, not all classroom computers are equipped with the software pupils are using, and this limits their effectiveness. Plans to network all classroom computers and for a new ICT suite on the site for Years 3-6, which will give these pupils high-speed access to the Internet, have not included a recent review of software and hardware needs. This is needed because the current plans specify the use in the suite of some of the school's older machines. Planning has not taken account of the need to make the systems adequately secure and tamper-proof, and to provide software and training which will enable teachers to make the most effective use of the new facilities, for example through providing software which enables teachers to take control in lessons of all the workstations in the suite, for demonstration and checking purposes. There are also no agreed plans, as yet, on how equivalent improvements in opportunities to use computers will be provided for pupils in Year 1 and 2 on the school's other site. The school has not yet adopted a safe Internet use policy, and required all users to sign up to it, although pupils had opportunities to use the Internet in school in the previous school year, and staff have access to it through the administration system.

MUSIC

138. By the end of both Year 2 and Year 6, standards in music are average. Standards in singing are above average. Pupils, including those with special educational needs and English as an additional language, achieve satisfactorily throughout the school. At the last inspection no judgements were made on music, and therefore no judgement can be made on improvement since that time.
139. In Year 2 pupils begin to use symbols to represent sounds, and understand how music can be used to illustrate different moods and happenings, for example when listening to music and making body sounds related to wind, rain and storm. Their singing shows that they can follow a given tune well, maintaining rhythm and beat; they make improvements in their singing to raise the standard of performance. In Year 3, pupils using the pentatonic scale begin to select and order sounds, and to combine them for effect. In Year 6 pupils recognise how music can reflect different intentions, for example how patriotic World War II songs helped to raise spirits in wartime. They sing unaccompanied, with very clear pitch, for example when singing grace before lunch; they are aware of how many voices can fit together to achieve an overall effect.
140. Teaching and learning are overall satisfactory. Four lessons were observed; one good lesson was seen in Year 6 and one unsatisfactory lesson in Year 3. The features that made the good lesson more effective were the very good behaviour and very positive attitudes of the pupils, enabling them to enter fully and sensibly into learning. Good relationships between the teacher and the class meant that criticism, as well as praise, could be given in order to improve performance. A singing assembly for Years 3 to 6 also demonstrated very positive attitudes and behaviour, resulting in superb singing in unison, with very clear pitch as the school song was sung unaccompanied. In the unsatisfactory lesson the content was too ambitious, and was therefore, in part, responsible for the pupils' unsatisfactory behaviour and lack of progress. The lesson was not well organised or managed. In other lessons seen the content was also rather ambitious, indicating that teachers are unsure of what pupils already know, understand and can do. No use of information and communication technology has yet been suggested or introduced. Although music is played for

assemblies, this does not provide opportunities to discuss composition, style or mood, or to learn about different composers.

141. Leadership and management of the subject is satisfactory. There is a new co-ordinator for music who is keen to move the subject forward. In recent years attention has focused necessarily on core subjects, leaving music without adequate attention. A new scheme of work has now been introduced, based on national guidelines, which should help to ensure continuity and progression in learning and provide a system for assessment. It should also help to develop teachers' confidence in teaching music, particularly in the areas of appraisal, composition and performance. Insufficient information is currently available to establish what pupils already know, understand and can do in order to provide appropriate starting points for future learning. Resources for music are adequate; some new instruments reflect music from around the world; some instruments are not fully suitable for the activities planned. For example, Year 4 pupils found difficulty in selecting notes from small, boxed instruments where individual chime bars would have been preferable. There are good opportunities for pupils to learn to play instruments, for example the violin, the clarinet, the recorder and guitar. Just under a quarter of the school take advantage of this extra-curricular provision. These pupils play for assemblies and concerts. An international day of dress and music, and visiting African drummers, also add to the curricular provision.

PHYSICAL EDUCATION

142. Standards in physical education are average for pupils in Year 2 and Year 6 and pupils achieve satisfactorily. These standards have been maintained since the last inspection.
143. The school has adapted a published programme of work which ensures that national curriculum requirements for games, gymnastics and dance are dealt with satisfactorily. Pupils learn to swim when they are in Year 4. They progress well so that most pupils reach at least the required standards in water safety skills by the time they leave school.
144. The quality of teaching and learning is satisfactory overall, though some very good teaching took place in a lesson for Year 6 pupils. The lesson was very successful because of the teacher's very high expectations and her insistence that pupils focus entirely on what they were to do. As a result, pupils rose to both the physical and intellectual challenges of the activity by working in pairs, building a series of robotic movements into imaginative dance sequences.
145. Most lessons are planned thoughtfully and teachers ensure that there are enough resources to engage all of the pupils. There is usually sufficient sustained activity in the lessons and a satisfactory emphasis on improving skills. Sometimes, however, activities are not varied enough. An example was seen in a games lesson for pupils in Year 5 where the range of activities was very limited and did not challenge pupils' ball control skills in different ways or at noticeably different levels. Occasionally learning is unsatisfactory. This happens when the teacher does not clearly identify and convey to pupils precisely what they are expected to be better at by the end of the lesson. This results in a lack of purpose and challenge in the activities, because pupils do not know what is expected of them.
146. The subject is led and managed satisfactorily. Physical education is currently co-ordinated by the headteacher, although a newly qualified teacher is preparing to take over leadership. The teacher's good subject knowledge and expertise suggests there is a good capacity for improvement in standards. The school benefits from some links with a local sports college and the secondary school by taking part in coaching sessions and tournaments. There are plans to extend this facility to include a wider range of sports. There are adequate resources for gymnastics, dance and sufficient small apparatus for games skills. However, there are difficulties in gaining access to a field where pupils can be properly extended in games and field sports on a regular basis.