

INSPECTION REPORT

CHURCHFIELD PRIMARY SCHOOL

Edmonton, London

LEA area: Enfield

Unique reference number: 102019

Headteacher: Ms. Andrea Nutter

Reporting inspector: Mrs. Mary Summers
25455

Dates of inspection: 16 – 19 September 2002

Inspection number: 246175

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
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Latymer Road Edmonton London
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. John Green
Date of previous inspection:	4 July 2000

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9502	Rosalind Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	Special educational needs Information technology Music	How good are the curricular and other opportunities offered to pupils?
14319	Michael Brown	Team inspector	Geography Physical education Religious education	
28046	Carole Goodchild	Team inspector	Science Design and technology	
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25117	Enid Millward	Team inspector	Mathematics History	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Churchfield Primary is a very large school serving 681 pupils, including 61 who attend the nursery part-time. Pupils come from the wide range of ethnic and cultural heritages in the borough, mainly from White, Black Caribbean, Black African and other Black families although other ethnic backgrounds are represented in smaller numbers. Twenty-nine pupils from refugee families attend the school. There are also a few pupils from traveller backgrounds on roll. About half the pupils overall speak English as an additional language and just over a third of these are in the very early stages of learning English. About a third of the pupils are entitled to free school meals which is more than in most schools. The numbers of pupils with special educational needs and with statements of special educational need are about average. Last year about a quarter of the pupils either left or were admitted to school; this figure is much higher than in most schools. Some of these pupils had only recently arrived in this country. Pupils' attainment on entry to the school varies considerably but overall is below what is expected for their age.

HOW GOOD THE SCHOOL IS

This is an effective school, which meets the needs of the vast majority of its pupils well. Clear and focused leadership means that the school continues to improve and that the high turnover of teaching staff has not affected pupils' progress. Standards are improving gradually and pupils achieve well in relation to their initial starting points. The school provides good value for money.

What the school does well

- The school helps pupils with special educational needs and those for whom English is an additional language to make rapid progress and achieve well by the time they leave.
- Teaching is good generally in Years 3 to 6 but it is very good in Year 6; this means that pupils do well in these classes.
- The headteacher and senior managers work extremely well together to guide the school's work; excellent management systems mean that all staff are committed to and involved in planning for future developments.
- The school cares for its pupils very well; as a result, most pupils are keen to come to school, they feel safe, confident and ready to learn.
- The school works hard to maintain a very positive partnership with parents; information to parents is comprehensive and the school provides a warm welcome to all families; parents value the work of the school and support their children well.

What could be improved

- Throughout the school, pupils are not reaching high enough standards in writing.
- Teachers do not always provide work which challenges the more able children; as a result they sometimes make limited progress in lessons.

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 July 2000 by a team of Her Majesty's Inspectors. They said that the school had made good progress since its previous inspection and was providing an acceptable education for its pupils. Since 2000 the school has continued its good improvement. Standards in most of the national tests have risen because of better quality teaching. Writing standards, however, are still too low. More time is spent on creative subjects such as art, drama and music so that pupils have better opportunities to express themselves imaginatively. Management structures are now very clear and all staff and governors make a good contribution towards planning for future development.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	E	C
mathematics	E	D	E	D
science	E	D	D	B

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

In 2002, Year 6 pupils reached standards which were below the national average in science and well below average in English and mathematics. Standards in English were about the same as in schools with similar characteristics but science standards were higher. Mathematics standards were still lower than average. The school did not meet the very high targets it set for itself this year but standards have been improving in recent years. Although they dipped in English and mathematics in 2002, the number of pupils reaching high levels increased, especially in science. Considering the low starting points of many of the pupils and the high number who took the tests having only been at the school a short time, the results represent good achievement overall. In the 2002 tests, Year 2 pupils reached standards which were lower than those expected nationally, but when compared with similar schools, they were average in reading and writing and were above average in mathematics. Science standards, which were assessed by teachers were much better than those in similar schools.

When children start school, many are still at levels which are below average for their age and many are still learning English. They make steady progress and, when they start in Year 1, most reach expected levels in personal, social and emotional development, mathematics, and their physical and creative development. However, as many are still developing confidence and fluency in English, they are below expected levels in communication, language and literacy and in their knowledge and understanding of the world.

Work seen in lessons confirms that most pupils achieve well considering their starting points, particularly those with special educational needs and those for whom English is an additional language. Year 6 pupils this year are on line to reach average standards in speaking and listening, reading, mathematics and science but their writing is very weak. They are above average in physical education and average in all other subjects. The picture is the same in Year 2, with writing still well below the level expected for their age. More able pupils do not always reach the standards of which they are capable as teachers do not always set them work which is challenging enough to help them move on.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and work enthusiastically in most of their lessons.
Behaviour, in and out of classrooms	Most pupils behave well in class and around the school. They are polite and well mannered. Only a very few misbehave in lessons.
Personal development and relationships	Relationships are good. There is a high degree of racial harmony and pupils show great respect for one another's values and beliefs.
Attendance	Satisfactory overall.

Most pupils' positive attitudes to school and their good behaviour help them to make good progress. They want to do well and most settle down quickly to their work.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, though good in Years 3 to 6 and very good in Year 6 classes. The main strengths in the teaching are in:

- mathematics, including numeracy, information and communication technology, music and physical education throughout the school and science and art in Years 3 to 6; teachers have good knowledge of these subjects and present lessons clearly and enthusiastically; this motivates pupils to do their best;
- the very good relationships which exist in most classes which result in pupils respecting their teachers and wanting to do their best; in these classes no time is wasted in maintaining discipline and pupils' concentration so they spend the maximum amount of time on their work;
- the high emphasis in lessons on extending pupils' vocabulary; teachers explain new words carefully and expect pupils to use them in discussion and in their work;
- the support given to pupils with special educational needs and those learning English; work is well planned and assistants perform an invaluable role enabling those pupils to make rapid progress.

The main weaknesses are in:

- the teaching of writing; although other aspects of literacy are taught satisfactorily, teachers are too easily satisfied with written work which is careless, untidy and much too short; there are not enough opportunities for pupils to write at length in other subjects;
- the work planned for more able pupils; this is often too easy and therefore they make little progress; teachers do not make enough use of ongoing assessments to guide them in planning for these pupils.

Pupils' learning matches the teaching in the different parts of the school – satisfactory in most classes, good in Years 3 to 6 overall, but very good in Year 6. Very occasionally pupils' learning is hindered by the poor behaviour of a few children or by high levels of noise in some classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in Foundation classes and for children in Years 1 to 6 is satisfactory. All subjects receive enough time for them to be covered in sufficient depth. There is a wide range of good quality extra-curricular activities on offer to pupils.
Provision for pupils with special educational needs	Very good. The provision is co-ordinated very efficiently and all adults work successfully together to provide well organised and structured support for the pupils.
Provision for pupils with English as an additional language	Good. Pupils receive good support from their teachers and classroom assistants and every effort is made to ensure their full access to the curriculum and to school life generally.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Clear rules ensure pupils know the school's expectations of their behaviour. They learn how to work together through the good examples set by the staff. Provision for pupils' spiritual and cultural development is satisfactory; the recent emphasis on creative arts is beginning to improve this provision further.
How well the school cares for its pupils	The procedures for child protection and for ensuring pupils' welfare are very good. The school monitors pupils' progress well.

Parents are very supportive of the school. The school works hard to involve them, welcoming them warmly and providing them with very good information. Pupils benefit greatly from the wide range of extra-curricular activities on offer. Through these they learn to work together and to appreciate one another's skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and focused leadership and has exceptional managerial skills. Senior managers perform effective roles within the clear management structure of the school.
How well the governors fulfil their responsibilities	Governors provide good support and are well informed about the school's work – its weaknesses as well as its strengths. They play a clear monitoring role and help the school plan for future development.
The school's evaluation of its performance	There are well-established systems in place to analyse the results of tests in order to improve performance. The work done on reading, for example, has led to improved standards amongst Year 2 pupils.
The strategic use of resources	The school plans well to fund future developments. Prudent budgeting has resulted in improvements in the premises and learning resources as well as the provision of extra teachers and support assistants to further improve pupils' progress. The school carefully analyses all information available before making decisions about its spending.

The school is well staffed and enjoys attractive and well-maintained premises. Teachers and pupils benefit from a wide range of equipment and books to help make lessons more interesting and relevant.

Excellent induction systems have ensured that the high turnover of staff has not affected provision for the pupils in recent years.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good, their children are expected to work hard and they make good progress. • The school helps their children become mature and responsible and behaviour in school is good. • They feel very welcome in school and would be comfortable to approach the school with any concerns. • The school is well led and managed. • They are very pleased with the support given to pupils with special educational needs and those learning English as an additional language. 	<ul style="list-style-type: none"> • The provision of homework which has been inconsistent at times due to changes of teachers.

Thirty-five parents attended the meeting including some Turkish-speaking parents for whom the school provided an interpreter. All were extremely supportive of the school. About 12 per cent responded to a questionnaire about their views of the school and nearly all expressed very positive views. The inspection team endorses all their positive views, although concluded that although the teaching was good in older classes, it was satisfactory in the Foundation Stage and in Years 1 and 2. Guidelines for homework are very clear and are sent out regularly to parents. The teaching staff are more settled this year and the school is anxious to avoid the problems with homework which happened last year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests for Year 6 pupils, results were well below national averages in English and mathematics and were below average in science. When compared to schools with a similar intake of pupils, standards were average in English, below average in mathematics and above average in science. Considering the low starting points of many children when they enter school, the high number who speak English as an additional language and the very high turnover of pupils, this represents good achievement for the vast majority of the pupils. Although standards improved in science this year, there was a dip in standards in English and mathematics but overall, the results in the tests have increased over the past few years at a rate similar to the national trend. There have been no significant patterns of under-performance between girls and boys over the past few years and there were no differences found during the inspection.

2. The results of the 2002 national tests for seven-year-olds were well below average in reading and writing and below average in mathematics when compared with all schools across the country. When compared with similar schools, standards were average in reading and writing and above average in mathematics. The assessments in science made by teachers showed that pupils at Churchfield did much better than those in similar schools. Although the results were still low in reading, the numbers reaching the nationally expected level increased from 66 per cent last year to 88 per cent this year as a result of the work the school had done in this area.

3. Children begin in Foundation 1 classes with a wide range of attainment, but in general, they are below average for their age. Many are still in the early stages of learning English. The warm atmosphere and the range of well-organised and purposeful activities in the youngest classes help the children quickly settle into school life. Progress is satisfactory in the older Foundation classes, although some of the more able children are not moving on fast enough. There is often a very high level of noise in Foundation 2 classes which is not found in the younger classes and this affects the children's concentration and consequently the progress that they make. By the time they transfer to Year 1, the majority of children have reached expected levels for their age in their personal, social and emotional development, mathematics, and in their physical and creative development. They are still below the levels expected in their knowledge and understanding of the world and in communication, language and literacy. Their achievement is satisfactory considering their initial starting points.

4. The work seen in lessons shows that the current pupils in Years 1 and 2 are achieving satisfactorily and those in Years 3 to 6 are doing well. This is due mainly to the good teaching the pupils receive in older classes. The school received Achievement Awards following the rise in standards in 2000 and 2001. Targets set for the Year 6 pupils to achieve in English and mathematics in 2002 were unrealistic and were not achieved. Despite the dip in standards this year, the current Year 6 pupils look likely to rise to the challenge this year and reach the highest levels so far.

5. Although work in Year 6 shows standards in English to still be below average, work is in hand to address the weaknesses and raise the quality of pupils' written work. This is the area which lets them down in English overall. They are broadly average in their speaking and listening skills and in their reading, although more work is necessary to improve their reference and research skills in the library. The National Literacy Strategy is being used appropriately to help teachers structure their lessons but there is little transfer of skills into longer pieces of writing in English lessons and in other subjects. This weakness was identified in the inspection report of 2000 and has yet to be addressed. The school has focused firstly on improving pupils' reading skills and writing is identified as a priority for this year. Many of the pupils in Year 2 currently are still in the early stages of learning to read, having only just moved up from Year 1 but they show a keen interest in stories and are beginning to use a range of strategies to help them read new words.

However, their written work is very limited; all aspects including spelling, punctuation, handwriting and presentation are well below average although often their stories show a willingness to write and to try to structure their thoughts on paper.

6. Work seen in mathematics suggests that the current Year 6 pupils are reaching standards which are about average for their age. Considering that they have not benefited from the Numeracy Strategy for all the time they have been in school, they are developing a good grasp of number and most work confidently with numbers to 1000, including vulgar fractions and percentages. Their attainment in other aspects of mathematics is sound, with pupils using protractors to measure angles accurately and constructing graphs from information they have gathered. The mathematics work seen in Year 2 is also broadly average. Here pupils are developing confident use of numbers to 20 and some can work with numbers beyond this. Many can carry out simple calculations confidently in their heads.

7. Science lessons show pupils working at about average levels in both Year 2 and Year 6. The well-organised curriculum, the good teaching in Years 3 to 6 and the emphasis on developing scientific language is helping to drive up standards. Pupils are interested by the practical nature of the subject and find the work stimulating.

8. Standards in other subjects vary. At the end of Year 2 and Year 6 they are average in information technology, religious education, art and design, design and technology, geography, history and music. They are above average in physical education because of the good teaching of the subject and the wide range of sporting opportunities which the school offers its pupils.

9. Pupils with special educational needs make very good progress as they move through the school. They often achieve at least average standards in their work and sometimes, as can be seen from the Year 6 national test results, exceed expectations in English, mathematics and science. Work in class is usually provided at a suitable level, based on prior attainment, which results in pupils making good progress. Individual education plans have been greatly improved since the last inspection and now are of a good quality and clearly identify exactly what a pupil must do to improve. The targets set for pupils are very specific and can be accurately measured to inform teachers and learning support assistants exactly when they have been met.

10. Pupils with English as an additional language make good progress as they move through the school. All staff are aware of and sensitive to the needs of pupils who are learning English and plan and teach lessons accordingly. In addition, many pupils who are in the initial stages of learning English receive extra help in class from a learning support assistant for some part of the week, which ensures they can participate fully in class activities. National test results and evidence from lessons observations show that pupils with English as an additional language achieve similar standards to their classmates.

11. Although the most recent national test results show a good number of pupils exceeded expected levels for their age, compared with similar schools, inspection findings indicate that currently, the more able children and those who are gifted and talented often do not make enough progress in lessons. This was noted in many subjects during the inspection, including writing, science, art and design, design and technology, history and mathematics in some classes. The school is not using the information it collects about pupils' ongoing progress to plan work at suitably challenging levels to ensure that they move on in their learning during the lesson. This weakness is identified within the school's improvement plan and work has already begun to address it through a wide range of strategies. It is too early in the term for these strategies to have had any significant effect on the provision but the school intends to monitor developments very carefully over the coming months to ensure that teachers' planning meets the needs of these pupils more exactly.

Pupils' attitudes, values and personal development

12. Pupils show good attitudes to school. All but a few arrive on time ready for work. Members of the school council talk enthusiastically about their lessons and extra-curricular activities such as football and Russian club. Those who have arrived at the school from another country say they were warmly welcomed and supported well in their learning of English. The school works hard to help the pupils feel good about themselves and while some are self-conscious in receiving recognition for their work in assembly, those in Year 6 are proud of their achievements. Parents speak warmly of the graduation ceremony that takes place for all Year 6 leavers and how children mature as they reach the end of their time at primary school. The only area of their work in which pupils show less interest is in writing, which many pupils find difficult and show reluctance in approaching. This also affects the overall presentation of their work which is often untidy and shows a lack of pride.

13. The school has a calm and purposeful working atmosphere. Pupils move around the school in an orderly manner and are polite and courteous to visitors and staff, copying the excellent role models they have in all who work at the school. Behaviour in lessons is good and often very good in Year 6; pupils in these classes respond quickly to instructions and persevere at tasks. In the few lessons seen where behaviour was unsatisfactory, this was often linked to the inconsistent management of behaviour by the teacher. In these lessons, pupils often became noisy and did not listen to the teacher. At play times and lunchtime behaviour is good. There were several fixed term exclusions last year but in each case, the school followed the correct policy and procedures.

14. The school keeps appropriate records of incidents of poor behaviour and bullying incidents and pupils are made well aware of the school's attitude to such behaviour through discussions in assemblies or in class. No such incidents were seen during the week of the inspection. Records show there are a number of pupils across the school that show quite challenging behaviour; tailored programmes with the behaviour support assistants are in place to support these pupils.

15. Pupils' spiritual development is sound. They listen carefully in assemblies and respond appropriately when asked to 'pause for thought'. They are knowledgeable about the beliefs of others and respectful when referring to them. They show an awareness of environmental issues; they were visibly moved when, during assembly, the headteacher read an imaginative piece about how we should take care of the world. In the area of moral development pupils make good progress. In Year 2 they are able to discuss what makes a good person and in Year 6 some very good work was seen as they voiced their opinions on sections of the Charter of Human Rights.

16. There is mutual respect between adults and pupils and the school functions very well as a community. An example of this was the Jubilee procession that took place along local streets which involved every child in the school in costume. Pupils make good progress in their social development and play and work well together in pairs and groups. This was evident in dance lessons, where pupils worked together to take on characters from the book 'Matilda' or as tightrope walkers at the circus. Pupils undertake responsibilities keenly, such as taking the register to the office and being on the school council. A number of pupils have been trained as peer mediators and are effective in helping pupils settle minor playground disputes. Although two pupils run the Russian Club and there are some opportunities to research for the rivers topic in Year 6, opportunities for pupils to use their initiative and independence within the classroom are generally more limited.

17. Relationships at all levels are good. There are high levels of racial harmony and pupils understand the impact of their actions on others. This aspect of pupils' cultural development is good. Other aspects of their cultural development are satisfactory but are developing successfully.

18. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They are well supported by teachers, behaviour support assistants and midday supervisors. The school ensures that they are fully

included in the life of the school and that their behaviour is not detrimental to their own learning or to that of their classmates.

19. Pupils with English as an additional language are fully integrated into all aspects of school life. This is a significant achievement as pupils in the school come from a range of different cultures and speak a wide variety of languages.

20. The level of attendance at the school is satisfactory; it is virtually in line with the national average. Most absence is due to term time holidays. The level of unauthorised absence is high because the school will authorise holiday sessions (to a maximum of 10) only for those pupils with an attendance level that is above the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching and learning is satisfactory overall. Out of 106 lessons observed, 96 per cent were satisfactory or better. Teaching and learning were good or better in 61 per cent of lessons and very good or excellent in 18 per cent. There are examples of good and very good teaching throughout the school but the vast majority of the best lessons are in Year 6. In these classes, all but one of the lessons seen were at least good and almost two thirds were very good or excellent. As a result, pupils in these classes are making great strides in their learning during their last year in the school.

22. Teaching has improved well since the last inspection when 15 per cent of the lessons seen were unsatisfactory. The proportion of good or better teaching has also increased substantially. This has been one of the factors leading to the steady rise in standards in many subjects. For example, in mathematics, including numeracy, information and communication technology, music and physical education, teaching and learning are good across the school. In science and art, teaching and learning are good in Years 3 to 6. Other subjects, including English, are taught satisfactorily although there are weaknesses in the teaching of writing which mean that pupils are not making enough progress as they move through the school.

23. In the Foundation Stage classes, the quality of teaching and learning is satisfactory. In the youngest classes, teachers have high expectations of children's behaviour and their capacity to learn. This helps the children to make a positive start to their education and settle quickly into school routines. In all the Foundation classes, the support given by nursery nurses and classroom assistants is good and contributes significantly to the warm and secure atmosphere which encourages the children to feel confident in their learning. All adults enjoy positive relationships with the children, encouraging them to talk about their ideas and giving praise quickly where deserved. Although there are clear assessment systems in place in these classes, the results of these are not being used well enough to plan suitable work for the children, often those who are more able. This contrasts with the high levels of support given to children who speak English as an additional language and those who have special educational needs, who, as a result, make rapid gains in their learning.

24. In Years 1 and 2, 93 per cent of the teaching is satisfactory, with almost half being good or better. In the unsatisfactory lessons and many of those which were judged only satisfactory overall, the main weakness was in the teacher's poor control of the pupils. This resulted in pupils being far too noisy, not listening to the teacher or to each other and not being able to concentrate on their work. This contrasted with the good lessons seen in a number of classes where, although pupils had only been back at school a short time after the summer holiday, teachers had established high expectations of behaviour and respect for one another. The most effective lessons were characterised by teachers' enthusiasm and good subject knowledge which enabled them to interest and motivate the pupils to do their best. One such example was in a Year 2 English lesson where the teacher read the story 'The Owl Babies' to the class, encouraging them to join in and put expression into their voices. Her well-planned organisation enabled the more able group to start quickly on their task while the teacher spent more time explaining the work to the other pupils. The fact that she had already established very clear classroom routines and guidelines for behaviour

meant that no time was lost in keeping pupils on task and that they spent the maximum amount of time on their work.

25. In Years 3 to 6 the quality of teaching is good overall although, as noted above, the main strengths are in Year 6. These teachers have established good guidelines for behaviour and command the respect of their pupils. This is often due to the very good relationships which exist between pupils and their teachers which result in the pupils wanting to please and to do their best. There are examples of these positive factors in some, but not all, other classes and it is here where the pupils are currently making the best progress because they are able to concentrate on their work. In a Year 5 science lesson on sound for example, pupils entered the classroom calmly after break, settled quickly and listened to the teacher carefully. The teacher's calm manner, good use of praise and high expectations of behaviour resulted in very good progress being made during the lesson, with the majority of pupils working at levels which were above average for their age. The overriding strength of the teaching in Years 3 to 6 is the enthusiastic approach of many teachers, who clearly display a good subject knowledge, present their lessons in a dynamic manner and engage and maintain pupils' interest.

26. Throughout the school, teachers pay good attention to extending pupils' vocabulary. They introduce new words clearly, explain meanings carefully and encourage pupils to use them in their answers and their work. This benefits all the pupils, not only those who are learning English. Another strength is the way in which teachers use questions to make pupils think about new learning and to help them fix it firmly in their minds. They often ask questions which are specifically directed at certain children to help them take an active part in the lesson and to increase their confidence. This is often the case with special needs children. In one English lesson in a Year 3 class, for example, the teacher asked one girl to explain what a non-fiction book is. With the encouragement of her support assistant, the girl was able to say that it is a 'telling' book rather than a story book.

27. Teachers show good knowledge of certain subjects which helps them to present their lessons effectively, answer pupils' questions clearly and quickly address any misconceptions. This is the case in mathematics, physical education and information technology throughout the school and in music, where a specialist teacher takes each class. It is also the case in science and art in Years 3 to 6. In virtually all classes it was noticeable how teachers questioned their own effectiveness following lessons and quickly took on board suggestions given by inspectors.

28. Teachers and learning support assistants give very good support in class to those pupils who have special educational needs. Work is set at an appropriate level to enable pupils to make very good progress. Teachers work together with learning support assistants well and brief them fully about their role in each lesson. They often focus on a specific pupil and make useful observations of such things as attitude or response during the part of the lesson when the teacher is directly addressing the class. These observations are later shared with the teacher to help assess the future needs of the pupil and devise strategies to help make learning even more effective. During individual or group work the learning support assistants also give good support to their particular pupil and this has a significant impact on the good progress made. They keep careful records of their work with pupils and share these with teachers after lessons to help plan suitable future work.

29. Teachers give good support in class to pupils who are learning English as an additional language through clear explanations, an emphasis on subject-specific vocabulary and some use of visual clues. There are plans to develop the use of visual clues further. Teachers' questioning is usually good which helps pupils to acquire the understanding they need. Teachers make it clear that they value all contributions, so that across all subjects and in all year groups, pupils with English as an additional language feel confident to put their hand up and take part fully in lessons. Pupils who are most in need receive some extra help from learning support assistants who play an important role, using gesture, demonstration and repeating key words to ensure pupils understand the teachers' explanations and instructions. Their support also helps pupils with English as an additional language to remain focused and to have the confidence to respond to teacher's

questions. Pupils feel positive about the support they receive from learning support assistants, welcoming it and taking advantage of all that they offer.

30. The main weaknesses in teaching lie in how writing is taught and how more able pupils are catered for. The school had identified both these areas for development before the inspection took place. Generally, teachers are not clear about the best ways to get pupils to transfer specific writing skills to more extended written work. Some extended writing sessions are poorly planned and there are not enough opportunities for pupils to write outside their literacy lessons. Many teachers have low expectations of pupils' written work and are too easily satisfied with work which is far too short and which contains careless mistakes. Individual targets are given to pupils to tell them what they need to do to improve their writing. However in some cases, these are written in language which the pupils do not understand and in most cases, teachers do not ensure that pupils are constantly reminded to refer to these targets.

31. There are good systems in place to assess the progress of pupils as they move through the school and further development is planned so that individuals who make insufficient progress can be identified more easily. However, from the Foundation Stage to Year 6 teachers are not making enough use of these assessments to plan suitable work to ensure that the most able pupils move on quickly enough. These pupils often waste time completing work which is too easy for them before they move on to extension activities. Sometimes extension activities are not even provided. The school's new lesson planning format has been introduced to try to support teachers in their planning for pupils of a range of abilities but is not yet being used effectively by most teachers to ensure that these pupils make sufficient progress.

32. Pupils' learning is satisfactory overall, although pupils with special educational needs and those for whom English is an additional language learn quickly and achieve well. Occasionally pupils' learning is hindered by the poor behaviour of a few children or the noise levels in the classrooms. This was noted in some Foundation Stage and Year 1 classes. Many pupils in Years 3 to 6 show a keen interest in their work and try hard, particularly where they have high levels of respect for their teachers.

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

33. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6. There is an appropriate allocation of time for the teaching of English, mathematics and science that enables all aspects of these to be taught throughout the school. The amount of time spent teaching other subjects of the National Curriculum is also sufficient to enable pupils to experience a broad range of learning opportunities. This is a good improvement since the last inspection when the curriculum was criticised for not providing pupils with sufficient time to study other subjects in depth with creative arts being particularly underdeveloped. The national strategies for teaching literacy and numeracy skills are firmly in place and are proving effective in raising standards, particularly in numeracy. However, current provision for improving the quality of writing in English is not effective enough to raise standards to an acceptable level.

34. The school has suitable schemes of work in place for all National Curriculum subjects and these are used by teachers to plan appropriate work. By careful timetabling the school has successfully improved the provision for music, information and communication technology and drama. Classes are now split for these subjects with half the class doing music or drama and the other half working in the computer suite. This arrangement allows the class teacher to use the small computer suite more effectively as pupils are not crowded round the eight machines. It also allows the other pupils from the class to have worthwhile experiences in music and drama and has successfully raised standards in all these subjects. However, the use of information and communication technology to support work in other subjects is not well planned. Opportunities are missed, for instance, to use sensors in science experiments, recording equipment for music performances, data handling in mathematics and control equipment in design and technology.

Personal, social and health education is well taught throughout the school in science lessons, circle time and assemblies.

35. The curriculum for the children in the Foundation Stage is organised appropriately and follows nationally recommended guidelines. All children are introduced to a wide range of learning experiences, which prepares them successfully to begin the National Curriculum in Year 1.

36. The curriculum for pupils with special educational needs is very good and, where possible, is closely linked to the targets in their individual education plans. Such pupils are given full access to the curriculum and receive good quality support from teachers and learning support assistants. Where appropriate, the curriculum is modified to meet the needs of individual pupils. Class teachers and learning support assistants closely monitor and track pupils' progress to ensure that they are learning effectively. Some pupils are occasionally withdrawn from lessons for additional learning support. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this extra help outweigh any disadvantages.

37. The planning of the curriculum for higher attaining pupils is often unsatisfactory and these pupils sometimes do not make appropriate progress in, for example, English and mathematics. The school has firm plans to improve this situation by improving planning and by working with a local secondary school to provide master classes, initially in mathematics, for the more able pupils. In some other subjects the provision is already good. For example, in science lessons pupils are well provided for as the planning includes extension activities to stretch their thinking and learning and in music they have the opportunity to improve their performing skills by having instrumental tuition.

38. A few pupils are occasionally withdrawn from class lessons for additional support or music tuition. This is carefully monitored to ensure that they do not miss the same lesson on a regular basis. Wherever possible, the work they do in these sessions is directly linked to the work being covered by their classmates. For instance, a pupil withdrawn from a Year 6 literacy lesson was observed working very well with a specialist teacher on various literacy skills. The pupil received very good teaching that improved her confidence as well as her skills so that she could cope better with literacy work in a whole-class situation.

39. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. There are designated governors for literacy, numeracy and special educational needs. Subject leaders regularly report to governors to keep them fully informed of developments and the impact of any new initiatives on standards. The governors have adopted policies for sex and drug education and parents are kept fully informed about the provision.

40. The provision for extra-curricular activities is very good. The range and number of lunchtime and after-school clubs is having a positive effect on the learning of many pupils. There are opportunities for pupils to improve their knowledge and skills in such diverse activities as computers, dance, French, art, amnesty and football. Some clubs, such as the Russian club, are organised and run by pupils and others by teachers, parents and support staff.

41. The curriculum is further enhanced by a range of visits to places of interest that are linked to the pupils' work in class. Recent visits include Whipsnade Zoo, Verulamium Museum, Tate Britain, The Tower of London and the Chicken Shed Theatre. All of these visits help inspire pupils and add a new dimension to their class work. Pupils in Year 6 went on a residential trip to the Isle of Wight where they were able to take part in educational and adventurous activities as well as having many opportunities to develop socially and learn to live harmoniously in an environment away from home. Visitors to the school also help enliven and extend the curriculum. A Flamenco workshop gave pupils in Years 1 and 2 lively experiences in music and dance and a visitor talked with Year 4 pupils to give them a deeper understanding of the Second World War as part of their history studies. Links with the local community are good and contribute to the learning of pupils in various ways. For example, financial donations enable the school to provide extra activities and equipment for pupils.

42. Pupils with English as an additional language are given full access to the curriculum and receive good quality support from teachers and learning support assistants. No pupil is withdrawn from any lesson for language support. If a pupil receives individual support the learning support assistant working with them continually assesses their needs. Class teachers assess the learning needs of all other pupils with English as an additional language.

43. Provision for pupils' spiritual development is satisfactory. Assemblies which take place in the hall have status within the school day and they fulfil the statutory requirement for a daily act of worship. There is time for reflection and pupils respond thoughtfully. Assemblies which take place within the classrooms raise meaningful issues but there is often a great difference in the quality of these experiences across different classes. Achievement awards and public praise does much to raise pupils' self esteem. The graduation ceremony for Year 6 pupils helps them to reflect on their experiences and acknowledge that it is time to move on whilst celebrating their current achievements. In some lessons, the pupils were encouraged to reflect on their own learning but this is not consistent across all the classes.

44. The school makes good provision for pupils' moral development. All staff promote a strong moral code very effectively in all aspects of school life. Adults take time to discuss with pupils what is right and wrong and the impact of their actions on others. Pupils are encouraged and expected to do the right thing such as saying sorry when there are upsets or problems. There are 'golden rules' displayed in each classroom and class contracts which underpin the Behaviour Policy. Opportunities are used in geography, history and English to explore environmental issues. Teachers also provide regular opportunities during personal, social and health education lessons for pupils to discuss problems and concerns.

45. The provision for pupils' social development is good. The headteacher and staff know the pupils well and encourage them to care for and help one another in and out of the classroom. There is a structured system of responsibilities. The older pupils help in the infant playground and take part in the school council. Teachers provide opportunities for pupils to work together and reach common decisions. Teachers are consistent in reminding pupils of good working practices at the start of lessons, such as the need to listen, settle quickly and to work co-operatively with each other. A group of Year 4 and 5 pupils were trained last year to work as peer mediators to help solve minor disputes in the playground. Relationships in the school are very good and all staff are influential role models in their interactions with each other and with pupils both in classes and around the school.

46. The school makes satisfactory provision for pupils' cultural development. It does much to make pupils aware of their own and local heritage and is beginning to address the issue of their understanding of life in a multi-cultural society. Pupils also learn about other cultures during religious education and through work in geography. The school celebrates an International Day on a yearly basis when each year group explores a different culture. The school recently took part in a locally-organised project which aimed to broaden the horizons of fifteen Turkish-speaking pupils. It was reported in a Turkish Newspaper and the Year 6 pupils visited London Turkish Radio to talk about their experiences. Visits to local museums, theatres and places of interest are built into the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The emphasis placed by the school on the welfare and development of each child as an individual is a strength of the school. Parents commented that all staff motivate children well and “will them on to succeed”. This is achieved against a backdrop of high mobility and a changing team of staff. Each child is settled quickly into the school and supported very well by the smooth organisation, the very good communication between all staff and the calm atmosphere that pervades the building.

48. There are very good procedures to ensure the health, safety and well being of children. Health and safety issues are addressed promptly and a clear policy and risk assessments are in place. The site manager is a member of the premises committee of the governing body and this enables work to be carried out smoothly and ensures that governors are aware of developments. Good child protection procedures are in place and all staff have been trained in this area. There is very good coverage for first aid with a dedicated medical room staffed by a welfare assistant. All records relating to first aid or the welfare of pupils are detailed.

49. The school has clear procedures for recording attendance and is rigorous in its recording of authorised and unauthorised absence. Unauthorised absence figures are high because the school has adopted a policy of only authorising term-time holidays for those children who have attendance levels above the national average. In these cases the school will authorise up to ten sessions (five days). All other holidays taken by pupils are marked unauthorised. Parents and pupils are regularly reminded of the need for regular attendance and the project officer telephones parents of those children whose attendance is less than 90 per cent on each day they are absent. She also telephones parents to ask for reasons for absence if these are not forthcoming. By adopting this proactive approach in communicating directly with parents the school hopes to reduce the number of absences further.

50. There are successful systems to encourage positive behaviour. Good work and behaviour is rewarded at weekly assemblies when certificates are presented. Pupils understand the school rules clearly and discuss them at circle time or in assembly. There is a very clear system of sanctions that are clearly understood by pupils and implemented consistently by teachers. Children feel they are treated fairly and allowed the opportunity to explain their actions and emotions. Poor behaviour is recorded systematically and tailored programmes to improve the behaviour of individuals are implemented by the special educational needs co-ordinator and the behaviour support assistants.

51. Playtimes and lunchtimes are well organised and supervised. The behaviour support assistants are on duty as well as midday staff to keep a watchful eye on those pupils who have problems managing their own behaviour. There is a ‘calm room’ available for those who find lunchtimes difficult. The school has trained a group of pupils as Peer Mediators who take responsibility for resolving minor playground disputes. Although procedures are in place to deal with bullying and racism, there is little evidence of incidents of this nature and relationships between pupils are very good.

52. There are very systematic and thorough procedures for monitoring and assessing progress in the core subjects of English, mathematics and science. A recently introduced cycle of assessment, recording and reporting gives teachers good information. There is detailed tracking of pupils as they move through the school, which includes those who are underachieving, so that appropriate programmes of work can be put in place. There are very good arrangements for providing a whole-school overview of standards. Results from tests, particularly at the end of each key stage, are analysed and evaluated. This is so that specific weaknesses evident within different groupings, curriculum and standards can be identified at the annual school performance review in November and appropriate action taken. Targets are set in October for each pupil in Years 1 to 6 in mathematics, reading and writing. These are shared with pupils and parents/carers so that everyone should be clear about the improvements that need to be made. It is evident however, that many pupils are not sure of their targets so, at present, the scheme is not working well enough and this is impacting on progress in writing, for example. Whilst good day-to-day assessments are made which provide useful information about progress, these are not used consistently to plan the

next steps of learning for pupils of all abilities. This is noted particularly in the planning of work for more able pupils.

53. Pupils with special educational needs are identified early in their school life and are accurately assessed. Pupils on the special needs register are carefully tracked to monitor their progress. The 12 statemented pupils in the school receive their full entitlement of support from the local authority and the school. The level of provision is actually higher than that outlined in the statements as the school adds extra hours of support for its pupils. The school fully meets the statutory requirements of the new Code of Practice for special educational needs.

54. Pupils with English as an additional language are identified on entry to the school. A Home-School liaison worker visits those of nursery age who do not attend any pre-school provision, giving particular priority to families who have English as an additional language. If children enter the school during the Foundation Stage they receive a home visit to identify any significant strengths and weaknesses. Once in school they receive good support from their peers and this is soon to be formalised into a "buddy" system that will pair them with another pupil who shares the same home language. The large numbers of school staff who speak languages other than English is a significant factor for many children in helping them integrate fully into school life. A dramatic example of this was seen in the nursery when a Turkish-speaking boy and his mother were parting for the first time. A nursery nurse reassured both the boy and his mother in Turkish, the boy was able to fight back his tears and they parted without further distress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents support the school well and say it is doing a good job. They say that their children like school, that the school expects children to work hard and that they feel comfortable in approaching the school with concerns or problems. Parents also agree strongly that they are well informed about how their children are getting on, that behaviour is good and teaching is good. At the meeting before the inspection, parents commented that the relationship between the school and its parents had improved dramatically over the last few years and that they felt very welcome and that the school treated all their concerns seriously. They stated that they now felt fully involved in their children's education.

56. A few parents raised concerns about homework. Problems here relate to the times when there has been a mid-year changeover of teacher and the fixed homework timetable has been disrupted. The inspection team judged that homework provision is satisfactory but the school has noted the need to keep a close eye if there are any changes of teacher.

57. The school has made very effective links with all its parents. It sends out good information, translated into a range of different languages which keeps parents very well informed. The prospectus and the annual report to parents from the governing body are well written and up to date. Monthly newsletters are sent out and parents receive information on the curriculum to be covered by each year group in phase newsletters each term. While annual reports on children's progress are detailed, parents are far more appreciative of the opportunities they have to discuss their child's progress with teachers after school or at more formal consultation evenings. The school hosts meetings to discuss topics such as 'Keeping up with your children' and 'Family Numeracy'.

58. The relationship with parents starts early. All families of those children about to start in the Foundation Stage are visited at home and pre-school sessions are run for six weeks each summer. there are good systems to support those who start at school during the year. To assist working parents an after-school club is available and a breakfast club has started this term.

59. Many parents help their children at home. They ensure homework is completed and hear their children read to help them practise the skills they have learned at school. A number of parents help in school, for example by running the computer club. Many are involved in the active Parent Teacher Association, which raises significant funds for the school through events such as a

Christmas Bazaar, Craft Fair, Fashion evening and Summer Fair. Money raised has helped to improve playground fixtures and equipment and provide Year 6 graduation presents.

60. Parents of pupils with special educational needs are kept fully informed about the school's procedures and their child's progress towards the targets set for them. They are invited to, and the majority attend meetings and make useful contributions to the discussions. The school actively encourages parents to be involved in the provision to maximise the progress made by their child. Parents who are unable to attend meetings are also kept well informed of the targets set and any other decisions made. Many initiatives have been put in place by the special needs co-ordinator to involve parents as much as possible. For example, coffee mornings are held to give parents the opportunity to ask questions and air their views.

61. A wide range of languages is spoken by the staff at the school, a useful resource in their dealings with parents for whom English is an additional language. The school also makes use of outside interpreters to help parents at meetings and consultation evenings. This is very much appreciated by parents. For example, at the meeting before the inspection, a group of Turkish parents praised the school for the way it supported them and their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. Churchfield Primary is led and managed very effectively. The school's previous inspection report described the headteacher as 'an experienced and talented leader' and this continues to be the case. The fact that the school has come so far in such a short time is evidence of her effectiveness and her exceptional managerial skills.

63. Although there have been considerable changes in staff, including those in senior managerial positions, rigorous selection procedures have ensured the appointment of high calibre personnel who have quickly fitted into school life and are well placed to make effective contributions towards the school's future development. The way new staff are inducted into the school's policies and procedures is a considerable strength of the school and ensures that the high turnover of teachers does not affect provision or the progress that pupils make. Teachers who are newly qualified benefit greatly from the excellent induction programme which helps them to identify their strengths and weaknesses and benefit from the knowledge and skills of their colleagues.

64. This is an enthusiastic group of staff, whose talents are being carefully nurtured to have a real impact on provision for the pupils. They are constantly striving to improve the provision for the pupils by questioning their own practice, comparing themselves with other schools and planning clearly for continued development. All members of the staff, including classroom and learning support assistants, administrative, clerical and premises staff, work effectively together for the good of the children.

65. Subject leaders carry out an effective role within the school's review and development programme. Some are new and have yet to impact upon school provision, but all are enthusiastic and have high expectations for the future. There is a well-established system to enable these co-ordinators to work alongside less experienced or less confident staff as well as to monitor standards and provision.

66. The special needs co-ordinator is extremely effective, gives outstanding leadership and works very closely with teachers and learning support assistants. Liaison with outside agencies is very good and ensures that pupils receive high quality support on a regular basis. The new Code of Practice is fully in place and working very effectively. Staff are well trained and fully understand their role in its successful implementation. The training and monitoring of the work of learning support assistants is exceptional and they are highly valued by the school. They are deployed extremely carefully to maximise their effectiveness and this is monitored by regular assessments of the pupils' progress. Governors are also kept fully informed of the progress made by pupils with special educational needs so that they can clearly judge the impact of their spending.

67. In the absence of a teacher with responsibility for pupils who are learning English as an additional language the headteacher has managed this feature of the school. Although children currently make good progress the school improvement plan details further developments to support children even further.

68. The management of the Foundation Stage is satisfactory. Much development has occurred in this part of the school, including improvements to premises and the curriculum to ensure that all the nationally recommended areas of learning are covered. However, there is still work to do in ensuring that the experiences provided for the children match their needs so that they all make effective progress.

69. The governing body serves the school well. Although there are still two vacancies, most governors visit the school regularly and have a sound grasp of the work being carried out. Governors liaise effectively with subject co-ordinators so that they are aware of how well the school is doing and the effects of their spending decisions. They are very aware of the results gained in national tests and are actively involved in planning for the future. They provide useful advice and support to the headteacher through their own individual skills and interests. For example, health and safety procedures and developments to premises are overseen by those governors with relevant experience.

70. The proof of the school's effective leadership and management is in the improvements in provision and standards in recent years. The quality of teaching has improved since the last inspection because of a carefully structured monitoring programme. Mathematics, science, physical education and information and communication teaching are now good and have resulted in improved standards in these subjects. Senior managers are aware that they now need to focus more on the impact of the teaching on pupils' learning to further improve the provision for the pupils. Standards are improving steadily; this is shown in the results in National Curriculum tests. The school knows it now has to concentrate on improving standards in pupils' written work. The school is improving its provision for the creative arts with the appointment of new specialist staff and by devoting more time to these subjects. These new initiatives are being enjoyed by the pupils who are responding positively.

71. Budget planning is very efficient and all members of staff are involved, together with the governing body in highlighting and costing areas for improvement. Financial systems are very secure and the school successfully applies the principles of best value in its work and spending decisions. Careful budgeting has enabled many improvements to be made both in staffing levels and the premises. An ongoing redecoration programme ensures that the building is bright, clean and that it provides a pleasant learning environment. The school enjoys good accommodation, with two halls, an open and welcoming entrance area, spacious grounds and a designated art room. The new computer suite has contributed to improved standards in the subject and playground improvements have ensured that pupils are safe and well catered for at break-times. The school library has been improved although it is not yet being used effectively to promote pupils' research and reference skills. The school is saving funds annually to further improve accommodation for administrative staff and senior management, so that parents will be able to access these staff more effectively.

72. Learning resources are of good quality and there are enough of them to support teaching and learning successfully. Pupils enjoy using the good range of equipment in, for example, physical education lessons and this helps them to focus on the task in hand and make effective progress. Information and communication technology resources are complemented by computers in most classrooms but these are not yet being put to best use to help pupils develop their skills across a range of subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve further the school should:

(1) Improve standards in writing throughout the school by:

- raising teachers' expectations of pupils' work;
 - planning more carefully for extended writing sessions to ensure that pupils of different abilities are extended or supported effectively;
 - providing more opportunities for pupils to write in different subjects and for different reasons;
 - ensuring that individual pupils are clearly aware of what they have to do to improve;
- (Paragraphs 5,12,22,30,33,52,97-100,103-105,108,135,141,147,163)

(2) Ensure that work for more able pupils is challenging and helps them to move on in their learning by:

- making sure that teachers use the results of ongoing assessments more effectively to guide their planning for these pupils;
- (Paragraphs 3,11,23,30,31,37,52,68,83,108,112,120,121,123,124,132)

Other issues which should be considered by the school

- Ensure that computers in classrooms are used more effectively to support work across the full range of subjects. (Paragraphs 34,109,141,147)
- Use the library more effectively to extend pupils' research and reference skills and to encourage more independent work. (Paragraphs 16,109)
- Use the results of ongoing assessments in the Foundation Stage more effectively to plan work which is appropriate for all groups of pupils and ensures that they make maximum progress. (Paragraphs 23,68,83)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	106
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	46	37	4	0	0
Percentage	1	17	43	35	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	31	620
Number of full-time pupils known to be eligible for free school meals		219

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	4	123

English as an additional language	No of pupils
Number of pupils with English as an additional language	315

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	85
Pupils who left the school other than at the usual time of leaving	90

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.6

Unauthorised absence	%
School data	2.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	36	46	82

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	32	35
	Girls	26	32	43
	Total	54	64	78
Percentage of pupils at NC level 2 or above	School	66 (74)	78 (79)	95 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	33	33
	Girls	27	35	39
	Total	56	68	72
Percentage of pupils at NC level 2 or above	School	68 (77)	83 (81)	88 (80)
	National	85 (84)	89 (88)	89 (88)

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
	2001	46	39	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	32	37
	Girls	31	28	36
	Total	60	60	73
Percentage of pupils at NC level 4 or above	School	71 (63)	71 (51)	86 (62)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	34	36
	Girls	29	31	33
	Total	62	65	69
Percentage of pupils at NC level 4 or above	School	73 (68)	80 (72)	84 (66)
	National	72 (70)	74 (72)	82 (79)

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	112	4	2
White – Irish	5	0	0
White – any other White background	223	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	16	0	0
Asian or Asian British - Indian	24	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	71	0	0
Black or Black British – African	68	0	0
Black or Black British – any other Black background	40	0	0
Chinese	1	0	0
Any other ethnic group	26	1	1
No ethnic group recorded	3	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	26.4
Number of pupils per qualified teacher	30.4
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	28
Total aggregate hours worked per week	322

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	30.7
Total number of education support staff	3
Total aggregate hours worked per week	98
Number of pupils per FTE adult	10.2

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	15
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1,545,518
Total expenditure	1,606,975
Expenditure per pupil	2,484
Balance brought forward from previous year	380,000
Balance carried forward to next year	318,543

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	682
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	47	47	3	0	3
Behaviour in the school is good.	51	44	2	1	1
My child gets the right amount of work to do at home.	32	43	14	6	4
The teaching is good.	49	47	0	0	4
I am kept well informed about how my child is getting on.	53	37	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	31	2	0	3
The school expects my child to work hard and achieve his or her best.	63	31	2	1	2
The school works closely with parents.	39	53	6	1	1
The school is well led and managed.	46	48	2	0	4
The school is helping my child become mature and responsible.	46	47	1	0	7
The school provides an interesting range of activities outside lessons.	30	43	11	2	13

Other issues raised by parents

Many parents were extremely pleased with the support provided for pupils who were learning English as an additional language.

**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

74. Nursery and Reception classes are organised together to form an Early Years Unit. At the time of the inspection all children in the part-time Foundation 1 class had been attending for only two or three sessions, and Foundation 2 children had only been in their new classes and staying for a full day for a week. The majority of children in Foundation 2 classes have spent a year attending on a part time basis, so are familiar with the staff, building and routines, but there are a significant number of children new to the school, many of whom have no pre-school experience.

75. About half of the children in the Early Years Unit speak English as an additional language and many of these are still at the early stages of speaking English when they first enter the school. On entry, children's attainment is below that expected nationally in all areas of their learning except for physical development, which is average. During their time in these classes children make satisfactory progress overall, and good progress in personal, social and emotional development, mathematical development and creative development. By the time they start Year 1 the majority of children reach the nationally recommended levels for their age in personal, social and emotional development, mathematical development, physical development and creative development, but still remain below average in communication, language and literacy and knowledge and understanding of the world.

76. Classrooms are well resourced and activities are set out attractively to encourage children's interest. The open plan design of the Foundation 2 classrooms does create a problem with noise, which sometimes hinders children's learning. There are occasions when different groups are being taught adjacent to one another and the noise of one group distracts children in the other. Even when all the children in a group are quiet and focused on a story, there is residual background noise which is distracting and makes pupils management more difficult. This contrasts with the nursery, where at storytimes children benefit from a silence in which one could hear a pin drop, which promotes very good concentration. At times of free flow play in the Foundation 1 classes, even when all the noise is purposeful, the volume can be significant, limiting speaking and listening opportunities. There is no space where children can sit quietly if they wish.

77. The Early Years Unit was only formed a year ago and there has been a period of great change. The staff team has already adapted the routines and the structure of the day and there is room for further improvement to address the noise problem and to provide quiet areas for pupils to work. Although staff place a high emphasis on assessment, they do not use their knowledge of children's abilities well enough to build on what children already know and challenge more able children sufficiently. There is insufficient pace and rigour in many activities, which results in learning opportunities being lost.

Personal, social and emotional development

78. Many children enter the school with immature skills in this area of learning but make good progress so that by the end of the Foundation Stage most of them reach expected levels for their age.

79. Effective systems are in place to ease the transition from home to school. Every child receives a home visit and many have gained familiarity with the school through a series of pre-school play sessions in the summer term. These visits play an important role in identifying children who will need support because of special educational needs or because they are new to learning English.

80. The quality of teaching and learning in this area of children's learning is good. Staff in Foundation 1 classes set high standards of expected behaviour, gently teaching children in their first days in school to walk not run, to wash their hands after using the toilet and to put aprons on

themselves. Children respond extremely well, managing these tasks successfully and gaining a sense of achievement as a result. In Foundation 2 classes. Teachers provide a good range of opportunities for pupils to work together and to learn to share, take turns and play co-operatively. They often organise children to work in large groups as well as individually and the children are able to change quickly between these situations. Most are able to listen well to adults and to each other, and they are developing their concentration skills although these are sometimes limited because of the high levels of noise.

81. Children are eager to learn in all subject areas and keen to display their skills. Nearly all are able to select and participate in activities independently, and some are starting to support each other in their learning. One boy, on noticing that another child had pressed the wrong button on the computer and lost the programme, said cheerfully, "I can fix that for you," and restored it successfully.

82. Specific activities like circle time successfully promote children's sense of belonging to a large group and develop their respect for each other's needs and views. Children are developing a sense of responsibility by doing jobs like taking the registers to the office.

Communication, language and literacy

83. In this area of learning children enter the school with below average skills, make satisfactory progress but are still below average, particularly in writing, when they end the Foundation Stage. Overall, the quality of teaching and learning in this area is satisfactory. Although teachers provide many opportunities for pupils to develop their speaking and listening skills and enjoy books, the main weakness in teaching is the lack of attention given to the results of regular assessments of children's progress. These are not being used well enough to plan suitable work to help children move on quickly enough.

84. Most children in Foundation 1 classes can already recognise their written name, and already greatly enjoy books and stories. Once again, high expectations are clear as staff in these classes point out "the name of the man who wrote the book" and, without losing the flow of the story, emphasise the initial sounds of words. In Foundation 2 classes all children are able to hold books and turn pages correctly. The more able can predict storylines. During group stories like "We're going on a Bear Hunt", children join in with familiar words and actions.

85. Many in the Foundation 2 classes can write their name using capital letters at the beginning followed by lower case letters correctly formed, with most others making a good attempt. Children are taught the sound of letters as well as letter names. One girl, upon finding a picture of a snake in a book spontaneously said, "We've been talking about snakes this morning. They start with the sound sssss."

86. Teachers provide a sound range of opportunities to encourage children to speak in front of a group; they often talk about their work at the end of sessions. At this stage only a few can do so confidently, but the supportive atmosphere encourages this skill successfully.

87. The majority of children listen well, and even those who find listening difficult, focus and participate much better when provided with visual clues, props or an action to join in with.

Mathematical Development

88. Children enter the school with below average mathematical awareness but, because of good quality teaching in this area of their learning, they make good progress, particularly in developing numeracy skills. By the end of the Foundation Stage most achieve the goals for mathematical development. A group of Foundation 2 children confidently count down from 10 when encouraged by their teacher. Many recognise and name numerals including zero. Some can copy patterns with beads and most can name two-dimensional shapes like circle and triangle. Mathematical understanding is further promoted through an imaginary role-play area set up as a

grocery shop. Coins, a till with numerals and clearly displayed prices encourage children to use vocabulary such as 'more' and 'less' in a realistic situation.

Knowledge and Understanding of the World

89. Children enter the school with below average skills in this area of learning. They make satisfactory progress but many will not reach the overall goals expected at the end of the Foundation Stage, because many aspects of knowledge and understanding of the world depend on language skills. Most children reach the goals in designing and making and information and communication technology, which form part of this area of learning. The quality of teaching and learning in this aspect is satisfactory.

90. Children are at the early stages of exploration and investigation, noticing differences in the shape and size of bubbles they were blowing. One boy knew that you had to put air into the straw to produce the bubbles and gestured to his chest. Children select resources and have a good idea of how things join together. Some children can construct necklaces using string, scissors, masking tape and paper independently. Others lay out and join the railway track and train and most can build models with commercial construction equipment and join the pieces of a simple jigsaw puzzle.

91. There are four computers in total, one in the nursery and these are used regularly. Children show good mouse control as they work with a range of programmes, needing little adult support. One girl was able to say, "You have to click on their mouths and they make a sound," and did so. Later, four children watched with delight, clapping and laughing at each success, as another child played a memory matching game on the computer. Children also learn about the use of everyday technology by using a camera.

Physical Development

92. Children enter the school with average physical skills and make steady progress in this area of learning, so that at the end of the Foundation Stage they reach the expected goals. The quality of teaching and learning is satisfactory.

93. The youngest children can already pedal and steer a variety of tricycles and manipulate paintbrushes with some skill. Throughout the Early Years Unit children are provided with plenty of opportunities to develop fine motor skills through using tools and equipment like pencils, paint brushes, scissors and threading beads. One child was even able to knot his own string to stop his beads falling off. However, opportunities for developing large motor skills like climbing or balancing are limited because children do not have enough experience with large apparatus or enough physical challenges. When given the chance to throw beanbags into buckets, children participated with great enthusiasm and showed perseverance and a determination to improve their skills and accuracy. They show a developing awareness of space for themselves and others. They can jump on the spot, jump through space and hop.

Creative Development

94. Children enter the school with below average skills in this area of learning but make good progress so that they are on target to meet the early learning goals by the end of the Foundation Stage. Teachers provide a wide range of good quality experiences and open-ended opportunities to explore media and materials. The provision of high quality resources stimulates creativity. Older children mix paint and are taught about light and dark colours and thick and wet paint. They work with clay, making impressions in it and later constructing clay models. Their imagination is further extended by exciting activities like weaving materials of different colours and textures into a metal fence to form patterns.

95. No musical instruments were seen during the inspection, but singing is very much part of the daily routine, from arriving in the morning and singing hello to each other to a final song before

going home. Most children, including some new arrivals, are able to sing simple songs from memory. Those who can't yet sing the words join in enthusiastically with the actions.

96. Opportunities are provided for imaginative role-play throughout the Early Years Unit. These encourage children to speak and listen to each other politely as well as develop their imagination.

ENGLISH

97. The previous inspection in 2000 found that standards in English were below average overall. Although most pupils gained the expected standards for their ages at both seven and 11 years of age in speaking and listening and reading, their written work was not nearly as good and affected the overall results achieved. This was a key area for improvement.

98. The national tests in 2002 shows that seven-year-olds reached standards which were well below those expected for their age in both reading and writing. However, when compared with schools with a similar catchment the results were broadly average. There was a great improvement in reading results this year. Eighty eight per cent of pupils reached expected levels for their age compared with only 66 per cent last year. The improvement was due to changes in the way reading is taught after a careful analysis and review of the subject. Although writing results do not show a similar improvement the school has clear plans to address this in the current year.

99. Eleven-year-olds gained standards which were well below average in the national tests in 2002. Although their achievement compared broadly with that of pupils in similar schools, results continue to be affected by pupils' poor performance in writing. One class out of the three performed at a level which was significantly lower than the others and affected the standards gained overall.

100. Analysis of pupils' work together with lesson observations show that pupils make satisfactory progress overall throughout the school in speaking and listening and reading. Pupils for whom English is an additional language make good progress in developing their speaking skills and their reading and those with special educational needs make very good progress. This is because teachers plan carefully to meet their needs within lessons and classroom assistants provide invaluable support for these children. However, progress in writing throughout the school is unsatisfactory. Pupils are unlikely to reach expected levels for their age because teachers' expectations of written work are too low and there are not enough opportunities for pupils to develop a positive view of themselves as writers within the school.

101. Most pupils are pleased to speak up in lessons and the very good relationships which exist in most classes give the pupils confidence that their contributions will be valued. Those pupils learning English as an additional language quickly become confident and fluent and the good attention which teachers give to explaining new vocabulary further promotes their learning. For example, all pupils benefit in science from the clear explanations of scientific words; this has been a focus for development in the subject and has had spin-offs in other subjects as well. Listening skills are well-developed amongst most pupils; only a few younger pupils in Years 1 and 2 and some in one Year 5 class have not fully met the school's expectations of them at this early stage of the term. Despite this, pupils in the same Year 5 class showed that they could listen and respond appropriately to one another during a mathematics lesson where they discussed how to solve money problems.

102. Most pupils enjoy reading and listening to stories. Seven-year-olds use a range of strategies to help them read new words successfully and show an increasing awareness of main characters and story lines. They can refer to books and authors to whom they have been introduced during the literacy hour. The more able eleven-year-olds read with fluency and good expression but average and lower attainers do not always use expression in their voices. Most speak enthusiastically about some of the books they have covered during the literacy hour and about their favourite authors. Many refer successfully to the text when explaining their ideas about the characters, as was seen in a very good Year 6 lesson on Macbeth, when all groups of pupils

wanted to take part in the discussion which was extremely well led by the teacher. They can all talk about the skills they have been taught during literacy lessons, for example skimming and scanning the text, but they are not yet able to use these skills confidently to extract information. Likewise, they all know about the structure of non-fiction texts and can describe characteristics such as glossaries, contents and index pages. However, their knowledge of how to use reference books in the library is limited.

103. Many pupils experience difficulty with writing. They lack confidence and often put off beginning a written task in class. Consequently the amount that they write is often extremely limited. Comments by teachers in pupils' books are often too congratulatory and show their low expectations. Pupils often say that they cannot think what to write or where to begin. The school has already recognised the need to raise standards in writing, following the improvement in reading standards last year. A weekly writing session has been introduced in junior classes this year but some teachers are not planning for this well enough to ensure that pupils make enough progress during the session.

104. Pupils enter Year 1 classes with extremely limited literacy skills and by Year 2, their written work is still weak, with pupils showing unsatisfactory presentation and handwriting and a lack of understanding of common spelling patterns. Letters are often formed incorrectly because teachers are not teaching these skills well enough, allowing pupils to copy work rather than teaching the correct formation of letters. Punctuation is poor in many cases. Pupils do not write enough and the amount is limited further by the over-use of worksheets. Pupils at this young age still have the confidence in themselves as writers; this is shown in the logical way they try to structure their stories. However, the inattention to and lack of practice in basic skills coupled with the lack of opportunities to write in other subjects means that they fall further and further behind and by the time they are in older classes, they have lost confidence in their own abilities.

105. In older classes, pupils practise written skills during literacy lessons but they are unable to use them effectively in longer pieces of work. Basic spelling is often careless, for example, 'dropping', 'deciede' and 'their' and there is often a lack of pride in handwriting and presentation overall. Only the higher attaining pupils show a reasonable attempt at writing for a range of purposes, for example, letters, personal accounts and diaries, but often these pupils have to complete work which is too easy for them before they progress to more challenging tasks. Although much work shows a lack of attention to basic skills, some shows great sensitivity and reflection, for instance one pupil's account of the death of her grandmother, 'The day Betty died.'

106. Teaching overall is satisfactory. It is often better in the older classes where many teachers, including those new to the school, show great enthusiasm and a keen awareness of the underachievement of their pupils. In younger classes, the guided reading sessions show a lack of clear planning to identify exactly what teachers expect pupils to gain from the activities. Consequently, the time is often wasted with pupils making no clear progress during the session.

107. The main strengths in the teaching are in:

- the very good use made of teaching assistants to help those pupils with special educational needs and those for whom English is an additional language; these assistants make sure that the pupils understand what the teacher is saying during the class part of the literacy lesson as well as providing very clear and focused support during pupils' independent work;
- the provision of appropriate work for pupils with special educational needs; this helps them to develop confidence and ensures that they make good progress;
- the good attention paid to explaining new vocabulary, as outlined above.

108. The main weaknesses are in:

- teachers' low expectations of pupils' written work which means that pupils do not try hard enough and complete an appropriate amount;
- the lack of challenging work for more able pupils which means that often these pupils do not make enough progress in lessons;
- the lack of opportunities for pupils to write at length in other subjects and to experience a range of writing experiences outside normal lessons;
- the fact that pupils are not reminded of their individual targets frequently enough; consequently they forget what they are aiming at and the teachers' time in writing these targets is wasted.

109. There is a suitable range of fiction books in classes and the library has been developed to provide a pleasant, calm working environment. However, at present it is under-used. Computers in class are seldom used to support literacy lessons and opportunities for pupils to develop word processing skills are consequently lost.

MATHEMATICS

110. The last inspection in 2000 found standards in mathematics for seven-year-olds to be above average. The most recent national tests showed standards to be below average when compared with schools nationally but above average compared with similar schools. Observations of the current Year 2 pupils shows that they are on track to reach average standards by the end of the year. The fluctuations in standards are due to the considerable differences between individual year groups.

111. The standards of work seen in the current Year 6 are broadly in line with those expected nationally. The results of national tests fluctuate from year to year but show a very significant improvement since 1998 when they were well below the national average. In the 2002 tests, pupils attained standards that were well below those found nationally and were still below those found in similar schools. This represented a drop in standards since the previous year although more pupils reached the higher levels in the test. From observation of lessons during inspection, the current Year 6 pupils look likely to reach average levels for their age because of the good teaching, particularly in Years 3 to 6. This is the same as the judgement made in the previous inspection.

112. Most pupils make good progress throughout the school from a starting point which is below that expected for their age when they first start school. In some classes, work is not planned sufficiently to ensure that higher attaining pupils are fully challenged and this hinders the progress than they make. For example, the use of worksheets, particularly in Years 1 and 2, often limits the opportunities to ask questions, explore mathematical ideas and record work in different ways. In one Year 4 class the work on rounding numbers to the nearest ten was too easy for the most able group. In all areas of the school, the pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is underdeveloped. Pupils with special educational needs and those speaking English as an additional language make good progress. This is because they are supported very well by their teachers and the learning support assistants which enables them to fully participate in lessons.

113. By the end of Year 2, pupils have experienced a range of mathematical activities linked to the requirements of the National Curriculum. Most pupils can recall addition and subtraction facts to 20 and use this to carry out simple calculations quickly and accurately. They know the names and some of the properties of a range of two-dimensional shapes and can name three-dimensional shapes such as cube, sphere and cuboid. Lower attaining pupils can recognise odd and even numbers and recall number facts to ten. They are able to construct a simple block graph and count on in fives and tens using a tally chart. Most pupils use the language of simple fractions such as a half and a quarter confidently when comparing numbers or shapes. Higher attaining pupils are confident about the value of digits in numbers up to 100 and can calculate numbers to the nearest 10. They are able to interpret a simple bar graph and read scales in grams and kilograms.

114. By the end of Year 6, pupils have made good gains in consolidating and building on their mathematical experiences and can apply their understanding to solve a range of problems. Most pupils have a good understanding of place value to 1000 and can add and subtract decimals to two places. They understand rotational symmetry related to two-dimensional shapes such as rhombus and irregular hexagon. Lower attaining pupils know how to divide using repeated subtraction and can solve simple ratio problems. Most pupils accurately construct and measure acute and obtuse angles using appropriate equipment, identify equivalent fractions and find percentages of numbers. Higher attaining pupils use their understanding of place value to multiply and divide by 10, 100 and 1000 and apply this to carry out investigations related to multiples and factors. They conduct surveys using pictograms and interpret pie charts for a range of purposes.

115. The quality of teaching is good overall and sometimes very good, with no teaching being unsatisfactory. In Years 1 and 2 it is usually satisfactory and occasionally very good. Much of the teaching in Years 3 to 6 is good and there are some examples of very good and excellent teaching, particularly in Year 3 and Year 6.

116. In the most successful lessons, there are clear plans which meet the needs of all pupils, including those with special educational needs and those for whom English is an additional language, and which sufficiently challenge the higher attaining pupils. In these lessons, teachers have high expectations of work and behaviour and maintain a brisk pace throughout by giving timescales and setting targets which keep the pupils on track. They show enthusiasm for the subject, seek explanations from pupils by careful questioning and create a culture of achievement within the classroom. For example, in a Year 2 lesson on subtraction, the teacher asked pupils to demonstrate their understanding by writing number sentences on the board. This enabled her to use errors made as teaching points and reinforcement. In an excellent Year 3 lesson on solving money problems and finding totals, planning was very detailed and included individual work to meet the needs of an exceptionally able pupil. There were very good opportunities for pupils to work co-operatively by constructing money problems for the rest of the class. The use of an overhead projector in a very good Year 6 lesson supported the higher attaining pupils in finding different ways to tackle division. They were confident in explaining how they had reached their conclusion. Pupils of all abilities were highly motivated and made very good progress.

117. In a small number of lessons, time was not used as effectively as it might have been which led to insufficient time for pupils to complete their task and meant that learning could not be summarised properly. There are examples in some classes of helpful marking that provides guidance to pupils about where and how to improve their work, but this good practice is not consistent across the school. The presentation of work varies from unsatisfactory to very good. This is an area for improvement.

118. In all lessons, teachers explain work well and share the learning objectives with pupils at the start. This helps them to know whether they have been successful in meeting them. Behaviour in lessons is at least satisfactory and often it is good or better, particularly in Years 3 to 6. All teachers consistently implement the school policy. The best lessons are characterised by good relationships, enjoyment and pupils responding well to the demands made of them. Pupils with special educational needs and those speaking English as an additional language are very well supported by their teachers and the learning support assistants. They work well together and assistants are clear about their role, ensuring that, by reinforcing teaching points made, the pupils in their care are able to fully participate in lessons.

119. The subject benefits from very good leadership and a determination to improve. This is having a significant impact on standards and overall provision. The curriculum leader has a very good overview of what the school does well and what are the areas for further development and plans strategically for improvements in teaching, learning and standards. She is an excellent role model for teaching mathematics. Very good guidance is given to staff in order to promote consistency of approach. For example, information on target setting and curriculum planning is helping staff to implement agreed procedures. Very good systems and procedures for assessment are in place and now need to be consolidated into practice so that they are used consistently to plan

the next steps of learning. Very good analysis of data and tracking of individual pupils helps to identify any differences in attainment by various groups and any aspects of mathematics that are weak. This helps teachers to plan suitable programmes of work. Planning, teaching and completed work are closely monitored to celebrate success and identify areas for improvement.

SCIENCE

120. Overall standards in science have been maintained, and in some aspects improved, since the last inspection. The 2002 assessments by teachers for Year 2 pupils show that standards are broadly average. Test results for Year 6 pupils in 2002 show that standards are below average compared with schools nationally, but above average compared with schools with a similar intake of pupils. More pupils are exceeding the levels expected for their age. This year, nearly half of the pupils reached high levels which represents very good achievement from their initial starting points. There is no difference between the attainment of boys and girls or between pupils of different ethnic backgrounds. Most pupils, including those with special educational needs and those for whom English is an additional language make good progress in science, although on occasion, the more able pupils do not progress at the same rate as their classmates.

121. Work seen in lessons confirms that, by the end of Year 2, pupils' attainment is broadly average and they make sound progress. In Year 1, pupils can give clear oral explanations of how they had changed since they were babies. During a lesson in Year 2 about the different kinds of food we eat, pupils were encouraged to decide which foods they preferred, either sweet, salty or sour. They clearly understood how to collect information as part of a survey and collate their results on a tally chart. They are beginning to be aware of the importance of trying out their ideas in a fair way and understand that they can only take one answer from each pupil. The more able pupils completed the survey and tally chart very quickly but they were not challenged to extend their knowledge in any way.

122. By Year 6, pupils achieve a secure level of understanding about life processes, materials and physical processes. The majority of pupils are working at levels close to, and in some cases exceeding, the nationally expected levels. This is because they are being introduced in a systematic way to all the recommended aspects of the subject. In Year 3 they learn that an adequate and balanced diet is needed to keep healthy. Pupils in Year 4 predict what will happen to hot and cold liquids and were able to interpret temperature lines on diagrams. In Year 5 they can describe a fair test and determine the one variable – in this case how the buzzer was insulated. Pupils in Year 6 work together in groups to test a range of materials to find out which best reflect light.

123. Overall, the quality of teaching and learning in science is satisfactory. In some older classes it is good and sometimes very good. Teachers explain new words clearly and this helps the pupils extend their general as well as their scientific vocabulary, a great benefit to all the pupils, not just those learning English. The majority of teachers keep up a good pace in their lessons and use appropriate questioning to support the less able and to make pupils think. In the best lessons, these questions are varied according to pupils' prior attainment and are often directed to specific pupils. Usually teachers' delivery is clear and lively and precise instructions are effective in helping pupils understand why they are engaged in certain activities and what they have to find out. For example, in one lesson the teacher explained why pupils were going to investigate how different materials muffle sound. This enabled them to focus successfully on the task and concentrate well. In most lessons teachers allow enough time at the end for pupils to reflect on what they have learned and this helps the new learning to become fixed in their minds. However, a weakness in some classes is the lack of extension and challenge for higher attaining pupils to help them move on at a more rapid pace.

124. The subject is managed well. The co-ordinator has been particularly effective in developing a range of scientific vocabulary into word banks that are displayed and referred to in all the classrooms. Regular assessments are carried out at the end of each taught module to ensure

that pupils are making appropriate progress and teachers produce detailed plans which highlight differentiation. However, the challenge provided for the most able pupils is still too low. Resources are well maintained and organised into year group and topic boxes in a central location. This helps teachers to access them readily and use them effectively to make lessons more interesting and stimulating for the pupils.

ART AND DESIGN

125. Pupils reach average standards for their ages at the end of Years 2 and 6. This represents satisfactory achievement for all the pupils, taking into account the levels at which they start in Year 1. Pupils with special educational needs and those for whom English is an additional language also make steady progress. Learning support assistants work effectively, ensuring that every pupil is able to follow their teacher's explanations and instructions and can participate fully. All pupils enjoy art and design activities and show confidence even when working with new tools, as in a Year 6 class who used drawing pens for the first time. After only a very short, directed whole class activity, pupils were able to work confidently and independently in the new media, producing dramatic pen and ink cartoons.

126. Year 2 pupils understand and use the term "shading" and one or two of the more able can produce shades and tones with pencils to depict shadows, lightness and darkness. Year 4 pupils are developing good observational skills, when evaluating works of art and are able to imaginatively link physical stance with emotion, saying, "We know she is angry because she has turned her back and her arms are crossed." Year 6 pupils use mirrors to observe facial expression and, helped by open-ended questioning from teachers, are able to analyse the movement of their features and describe the effects of, for example, laughter, anger and surprise.

127. The quality of teaching is satisfactory across the school and in Years 3 to 6 is good. This good teaching has not yet had time to have an impact on children's attainment by the end of Year 6. Teachers prepare carefully for lessons, ensuring materials and tools are ready so that little time is wasted. They are helped in this by having a dedicated Art Room. A strength of the teaching is the practice of encouraging children to make constructive criticism of their own and each other's work. Pupils in one Year 4 class were keen to have their drawings assessed by their peers even when reminded that, as well as having aspects of their work praised, they would be given one skill to work on. The criticism given was thoughtful, helpful and sensitive. High quality stimuli are provided to inspire children, ranging from paintings by David Hockney and Van Eyck in one lesson, to cartoons of The Simpsons in another. The class using pens were encouraged to be bold by a reminder that all the great artists like Van Gogh and Picasso made mistakes and painted over them. Assessment in the subject has yet to be developed in order to provide greater challenges to more able pupils. The use of sketchbooks is also underdeveloped. Although pupils' learning is satisfactory, there are only limited opportunities for them to make decisions for themselves about which tools or materials to use and to produce extended work over a period of time.

128. Recently the subject has been given a much higher profile because of the emphasis on developing the creative arts in the school and this is beginning to impact on standards of teaching and learning. An art club has recently started for younger pupils to help develop their awareness and motivate their interest from an earlier age.

DESIGN AND TECHNOLOGY

129. During the current inspection it was possible to observe only Years 1, 3 and 5 as design and technology is taught every other half term on rotation with art and design. Discussions with the pupils and the subject co-ordinator provided additional evidence. This shows that standards in the subject are in line with those expected nationally for pupils by the end of both Years 2 and 6. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress.

130. By the end of Year 2 pupils can produce ideas and plans of what to do and can discuss their findings with their classmates. The classrooms have displays connected to the current topic; for example, the Year 1 classes have collections of artificial fruit and vegetables. The pupils are able to name a variety of vegetables and fruits and knew that these were healthy foods. This lesson followed the nationally recommended plans for the introduction of the subject with young pupils.

131. The concept of evaluating and improving their designs is developed successfully in later years. In Year 3, pupils discuss how the lettering on a package helped to describe the product inside. The pupils recognised that there was brown bubbly writing on the wrapper because the chocolate inside was brown and bubbly. One pupil said that because the empty After Dinner Mint packets were dark brown then the chocolate inside would be 'rich and strong, and for grown ups'. Year 5 pupils talked about how materials could be combined and mixed in order to make different sounds. Older pupils talked about previous work and knew that a plan had to be written as though you were reading a book, like 'a list of instructions'. They also talked about musical instruments that they had made from junk materials and discussed the need to evaluate and subsequently improve their models.

132. Teaching and learning are satisfactory overall. Lessons start with crisp introductions and clear explanations help pupils understand what is expected of them. Pupils with special educational needs and English as an additional language are well supported by teaching assistants and are able to take full part in all activities. However, the more able pupils are not sufficiently challenged and sometimes do not make as much progress as other groups in the class.

133. The subject has a designated co-ordinator and is well managed. A nationally recognised scheme of work is used and assessment is carried out at the end of a unit of work. The co-ordinator has been given some time to monitor the subject in order to highlight areas for further development. Resources, which are stored centrally, are of good quality and enable pupils to carry out their tasks appropriately. There is a designated room for art and design and technology and this provides good space and opportunity for pupils to work without having to rearrange their own classroom.

GEOGRAPHY

134. The standards reached by pupils by the end of Year 2 and Year 6 are in line with national expectations. Owing to the way the curriculum is planned, no geography teaching was observed in Years 1, 3 and 5. Judgements are based therefore on the lessons seen in Years 2, 4 and 6, as well as on examination of samples of previous work and discussions with pupils and teachers.

135. In Years 1 and 2, pupils develop knowledge and understanding of places through studying topics such as, 'Going to the seaside'. They consider the characteristics of a seaside environment, and the effects of weather on people, by examining the contents of 'Barnaby Bear's' holiday suitcase and by making surveys of where they like to go on holiday. They make useful links with the study of shape in mathematics; recording skills and further links with mathematics are developed through the use of charts, graphs and diagrams. However, the quality and the amount of written work completed is limited, there was little evidence of pupils' use of specific geographical terminology and there were several examples of unfinished work.

136. Pupils in Year 3 study weather and climate around the world, the difference between weather and climate and the reasons why people choose to live in certain places. They develop geographical skills such as those of mapwork, using keys and symbols on maps of the school environment and the local area. They examine the advantages and disadvantages of living in different settlements, and develop an understanding of place. In Year 4, pupils develop good understanding of environmental geography through learning about pollution and rubbish disposal, how people affect the environment and how the environment could be improved. They examine changes in the school environment, and learn to use pictures and plans as sources of evidence. In Year 6, they study the physical and human aspects of rivers, and learn how people use rivers, both in the developing and in the modern world.

137. Teaching is satisfactory overall, with some good lessons. Teachers plan their lessons thoroughly, with clear learning objectives which relate to the requirements of the National Curriculum. They demonstrate sound subject knowledge. Particular strengths in good lessons were the teachers' very good use of learning resources, the focus on developing pupils' geographical vocabulary and their excellent use of questions to stimulate pupils' thinking. In a good lesson in Year 6, the teacher used carefully drawn diagrams and pictures to support a discussion about rivers. Very good provision was made for pupils with special educational needs and for those for whom English is an additional language, with excellent support for them by learning support assistants in the classroom. These pupils made very good progress during the lesson. In less effective lessons, resources were not used as well, key ideas were not communicated clearly and pupils did not settle so readily to their work. On occasions, especially in Years 1 and 2, teachers' comments on pupils' work lack focus on geographical learning, and do not provide guidance on how they might improve.

138. The subject is well managed by the enthusiastic and recently appointed co-ordinator, who monitors teachers' medium-term plans and samples work across the school. Schemes of work are adapted from national guidelines, and the school's geography policy has recently been updated. Resources for the subject are satisfactory overall and are well organised, with good provision to support some aspects, such as river and weather studies and atlas work. Effective use is made of the school site and the local area for fieldwork in Years 1 and 3, and further fieldwork is planned for Year 6 to support their studies of rivers.

HISTORY

139. At the end of both Years 2 and 6, attainment is in line with national expectations. History is timetabled on a cycle with geography so, during the inspection, some year groups did not study aspects of the history curriculum. However, judgements were made from the seven lessons observed, examination of work from last year and discussion with the curriculum leader and with pupils.

140. All pupils, including those with special educational needs and those speaking English as an additional language, make satisfactory progress. At the end of Year 2, pupils gain increasing knowledge about people and events from the past. They have learned about the differences and similarities between the seaside in the past and in the present. For example, they compare clothes, transport and the beach and recognise that some things have changed and some have stayed the same. They understand the cause of events such as the Great Fire of London and know that it started in Pudding Lane. In the lessons observed in Year 1, pupils were comparing old and new toys and describing their properties. The good resources helped them to understand the differences between toys now and those played with 'a long time ago'.

141. By the end of Year 6, pupils' understanding of chronology and skills in finding out about history have developed appropriately. They study the Second World War and understand its causes. Through their writing, they explore how it must have felt the night after a bombing. In a topic on Ancient Greece and Ancient Egypt they make comparisons between the two countries and use research skills to find out about the Parthenon. In a Year 5 class, pupils were developing their understanding about life in Victorian times by re-creating a classroom and role-playing in the style of Victorian children. They were able to make comparisons with their own schooling because of the practical nature of the activity. Throughout the school pupils communicate their knowledge and understanding of history mainly through drawing and writing, although work tends to be very short and gives pupils limited opportunities to develop their report writing skills. As yet, the use of information and communication technology to record findings and for research purposes is underdeveloped.

142. In the year groups observed, the quality of teaching is satisfactory overall with some good teaching seen in Year 3. In the most successful lessons, teachers review what the pupils have

been learning previously, resources are used well and the needs of all pupils are met. In these lessons, pupils know what they are going to learn and the lesson is practical and interactive. For example in one good lesson about Ancient Egypt in Year 3, pupils were learning about the past from a range of sources. They had to find clues from a selection of objects and make deductions from them. Pupils remained motivated during the activity because of the interesting stimulus and the good explanations from the teacher. Where teaching was less effective, there was a lack of clear direction, expectations were not high enough and the pace of the lesson was too slow.

143. Planning for history is undertaken jointly by year group teams and outlines different activities for each ability group. However, in some classes the higher attaining pupils are not challenged sufficiently. This was seen in a Year 1 class that was comparing old and new toys when an opportunity to extend the more able group was lost. Consequently these pupils became bored and restless, which affected the behaviour of the rest of the class. Day-to-day assessment is in place but the consistency with which the strengths and weaknesses of each lesson are evaluated is insecure. The curriculum is enhanced by visits to places of interest and the quality and range of learning resources to support effective learning are good.

144. The subject leader is relatively new to the role and is keen to improve standards and provision in the subject. She has already undertaken a curriculum audit and has identified the strengths and the priorities for further development. A monitoring programme is in place which includes examination of planning and sampling of work to identify further areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. Standards in information and communication technology are as expected for pupils at the end of Years 2 and 6. This represents a good improvement since the last inspection when standards were judged to be low, due in part to a lack of facilities. Although the school's computer: pupil ratio of 1:25 compares unfavourably with the national ratio of 1:11 the development of a computer suite has been a major factor in raising standards. Despite being small and with only eight computers it is used very effectively as it is carefully timetabled for pupils to gain maximum benefit. By having only half a class use the suite whilst the other half go to drama or music lessons the resources are used most efficiently. The teachers are able to work with smaller groups and pupils have more hands on experience to help them develop their skills.

146. As a result of the predominantly good teaching in the suite pupils are making good progress. Most classrooms also have a computer but these were rarely used during the inspection for pupils to improve their skills in information and communication technology as well as enhancing their work in other subjects. The school is currently investigating ways to improve its resources in all aspects of the subject. The training of staff, paid for by the New Opportunities Fund, has also had a significant impact on standards, as teachers have improved their own personal skills, giving them more confidence in delivering the curriculum to their pupils. All aspects are taught over time although some are covered in greater depth than others. Skills in word processing, data handling and graphics are particularly strong whereas those in control technology and use of sensors to monitor external events are still at an early stage of development.

147. Very little evidence that information and communication technology is used effectively to support work in literacy and numeracy was found in pupils' books or in displays. In other subjects computers are occasionally used well to add relevance and interest to pupils' work. For example, in Year 6 pupils searched the Internet to find out facts about rivers. This used curriculum time most efficiently as at the same time as practising their computer skills, they learned useful information to help them in their geography studies. However, evidence shows that these opportunities are few and this is an area for further development by the school.

148. Pupils at the end of Year 2 are able to use a computer successfully for writing and know some of the more common functions of the keyboard such as shift and backspace. They know how to log on, access a specific program and use the mouse with reasonable control to drag a picture or edit text. Year 6 pupils have well developed keyboard and mouse skills although many of

them are slow at typing text, which frustrates them and limits their output in the allocated time. They have a good understanding of the Internet and know how to refine searches to make them more specific. For instance, they know that using 'and' will make a search more accurate. Pupils know how to construct a spreadsheet using formulae correctly and have a good understanding of the different functions found on the toolbar in a variety of programs. They are able to program a floor robot to follow commands but have only had limited opportunities to use control technology to operate other devices such as working models and to monitor events using sensors. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates as they are well supported by teachers and other pupils.

149. The quality of teaching is predominantly good with no unsatisfactory teaching seen and some being very good. Teachers have a good understanding of the subject and their own skills are well developed. This enables them to teach the subject confidently and demonstrate to pupils the correct procedures. The overhead screen in the computer suite is used very effectively in lessons to show pupils exactly what to do and introduce new skills to the class. Pupils are well managed and respond positively to the opportunities offered to them. They handle equipment with care and share it sensibly when working with a partner. Teachers plan work carefully to help pupils develop their skills in a systematic way. Pupils respond well to the good teaching, behave well in lessons and are eager to learn more. This was clearly seen in a very good Year 6 lesson in which pupils were searching the Internet to find out about their chosen river. The buzz of excitement and the intense concentration was palpable as the pupils worked extremely hard to complete their tasks and share their findings. They were very proud of their efforts and most reluctant to end the session.

150. The five lunchtime and after-school computer clubs, mainly for pupils who do not have access to a computer at home, are very well attended and help develop the knowledge and skills of the pupils. The newly appointed subject leader has clearly identified the main areas of concern and has plans to address these through further training for staff and improved resources.

MUSIC

151. Standards in music are similar to those found nationally for pupils at the end of Years 2 and 6. The last inspection judged that the creative arts were underdeveloped and in need of closer attention. This has been fully addressed in music by utilising the talents of a specialist music teacher who works with all the pupils in the school each week. Her enthusiasm and very good subject knowledge have had a significant impact on the progress pupils make throughout the school. In the short time she has been in the school she has succeeded in raising the motivation and interest of the pupils. For example, over 40 pupils now receive instrumental tuition in such instruments as keyboard, guitar, piano, violin and viola from visiting teachers and the school choir, already with over 30 pupils, is growing week by week. This extra provision gives pupils further opportunities to improve their knowledge of music and performing skills. Pupils of all abilities, including those with special educational needs and those with English as an additional language, achieve well because of the good quality teaching they receive.

152. Pupils in Years 1 and 2 successfully copy a rhythmic pattern clapped by the teacher and clap and march to the beat of a piece of music such as a march. They can identify some orchestral instruments, describe how they are played and can identify them by their sound. In Year 6 pupils confidently calculate the number of beats in a bar and are successfully developing an understanding of standard musical notation. As the music teacher is very heavily timetabled taking class and group music she is unable to attend assemblies and some opportunities to develop singing skills are therefore missed. Although music is played at the start and end of assemblies pupils are not always told the name of the composer or given any useful information about the piece to make listening to it more enjoyable and improve their knowledge. The use of information and communication technology to support the learning of music is an area for further development.

153. The quality of teaching is always at least satisfactory and often good or very good. Lessons are delivered in a stimulating and interesting way so that the pupils are eager to learn. Some lessons are with half the class while the class teacher is teaching the other half in the computer suite. These lessons, with fewer pupils, provide good opportunities for them to compose and perform using instruments and the whole-class lessons are used well for singing and appraising music.

154. The scheme of work, which covers all aspects of the music curriculum, is used well to ensure that pupils build on their skills and knowledge as they move through the school. Links to other subjects, where appropriate, are sometimes missed as the specialist teacher plans the subject separately. However, there is insufficient regular recording of pupils' compositions and performances to help the pupils evaluate their work and provide the teacher with a record of progress and standards.

PHYSICAL EDUCATION

155. Standards are above national expectations for pupils at the end of Year 2 and Year 6 in the elements seen, namely dance, gymnastics and games. Most pupils make good progress, and pupils with special educational needs, and those for whom English is an additional language, are well supported. They participate fully in the lessons and make the same progress as their peers.

156. In Years 1 and 2, pupils learn to move in a variety of ways, finding space, changing direction and travelling on different parts of their bodies. They learn how to aim, throw and catch, and develop skills of travelling with, sending and receiving a ball using their feet and hands. Teachers explain about the importance of exercise for fitness and healthy living, and pupils understand about the importance of warming up and cooling down before and after exertion. Working with others, they learn to play as part of a team, or with a partner, and apply themselves enthusiastically in lessons.

157. Pupils make good progress in selecting and applying their skills in Years 3 to 6. They are highly motivated, show good attitudes in their lessons and behave sensibly. In dance they enact a good variety of movements, showing creativity in their interpretations of balancing acts and listening carefully to the music. They concentrate well on their movements and perform confidently, making good use of space and collaborating well with other pupils when working in groups. They show maturity in demonstrating sequences of movement to the rest of the class and in evaluating the performance of others. They respond well to demonstrations by the teacher and most pupils develop good standards of agility.

158. The quality of teaching and of pupils' learning is good overall. Lessons are mostly well planned and resourced, with clear objectives which the teachers share with the pupils. Teachers demonstrate good subject knowledge, use well-phrased questions to involve and stimulate the pupils, and have good class control and management skills; they show awareness of safe practice. They are very encouraging and give effective support to individuals who require additional help. All pupils, including those with special educational needs, and those for whom English is an additional language achieve well and show good understanding of what they have done and learned. In one very good Year 4 lesson, pupils not taking part were required to write individual reports on the lesson, which were checked by the teacher. This proved to be productive use of their time, in contrast to some lessons when non-participating pupils' time was wasted. In most lessons teachers give pupils enough time at the end of lessons to consider what they have learned and this helps it become fixed in their minds. Teachers manage the process of pupils changing and moving to the working space efficiently and quietly, and lessons commence in an orderly and purposeful manner. Distribution and collection of resources is well organised.

159. Leadership and management of the subject by the recently appointed co-ordinator are good. She is very enthusiastic and has already checked teachers' planning, made observations of lessons and worked alongside colleagues to support and develop their work. The policy statement

has been recently updated and schemes of work are being developed based on local and national schemes. A new pupil self-assessment programme is being introduced, supplemented by teacher assessments. Football coaching is currently provided for Year 6 pupils, and there are plans to enlist local support with cricket and tennis. Year 5 pupils have swimming instruction provided by instructors at a local swimming pool. Good use is made of the school's two well equipped halls, spacious playgrounds and adjacent field for a full range of curricular and extra-curricular physical education activities. These factors enable the school to provide a wide range of experiences for pupils and contribute to the high standards achieved.

RELIGIOUS EDUCATION

160. By the end of Year 2, pupils reach standards expected for their age. In Years 3 to 6, pupils make steady progress, and by the end of Year 6 their standards of work are satisfactory. The school encourages pupils to respect each other's faiths, and provides opportunities for pupils to learn about Christianity and other faiths and traditions. In the early years classes, religious education is taught thematically and contributes to pupils' knowledge and understanding of the world. Most pupils, including those with special educational needs and those for whom English is an additional language, make sound progress.

161. In Years 1 and 2, pupils study religious festivals, such as the Christian Harvest and the Hindu festival of Diwali. They showed good knowledge and understanding of the Jewish festival of Hanukkah, which they compared and contrasted with Christmas. They recalled in detail the Hindu stories of Rama and Sita.

162. In Year 3, pupils progress well, and learn about the New Testament story of Zaccheus, considering how people can change their behaviour for the better. As they progress through the school, they develop an understanding of the distinctive features of a range of religious traditions, concepts and symbolism. Their written work is of a satisfactory standard, with some examples of good work. In Year 6, pupils examine people's responsibilities for caring for the world, relating this to one of the psalms and to the beliefs of the Jewish people.

163. The quality of teaching in the lessons observed was satisfactory overall; in one lesson it was very good. This lesson was very well planned and organised, with clearly defined learning objectives drawn from the locally agreed syllabus, which were well matched to the pupils' ages and abilities. The teacher demonstrated excellent subject knowledge, and brought the lesson to life with the use of a good range of learning resources, including well-chosen music and visual aids. In a satisfactory lesson, pupils were able to engage in thoughtful discussion about issues of behaviour, but were slow to settle to their written tasks and reluctant to write at length. Pupils with special educational needs and those for whom English is an additional language are well supported by learning support assistants within the classroom.

164. The co-ordinator has been in post only a short time and has recently undertaken a full resource audit. She monitors teachers' medium-term plans and samples work across the school to check that teachers are following the school's scheme of work. She offers advice as necessary and is planning school-based training for colleagues. The subject is well resourced and well organised, with a topic box for each major world religion. The scheme of work is based upon the locally agreed syllabus and plans to revise assessment procedures are included in the school's development plan. The school sometimes draws upon its cultural diversity as a resource for teaching about world religions. For example, parents of pupils in Year 2 have visited the school to talk to pupils about Diwali, and parents of pupils in Year 4 gave a talk about Judaism. Visits are made to local places of worship, such as when Year 4 pupils visit the local church, and there are plans to make visits to a Hindu temple and other places of worship in the area. These all contribute to pupils' understanding of different religious practices and help develop good levels of respect.