

INSPECTION REPORT

RYEFIELD PRIMARY SCHOOL

Uxbridge

LEA area: Hillingdon

Unique reference number: 102397

Headteacher: Mr. P. Dodd

Reporting inspector: Elizabeth Camplin
3586

Dates of inspection: 20th – 23rd January 2003

Inspection number: 246200

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Ryefield Avenue Hillingdon Middlesex
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mrs. E. Down
Date of previous inspection:	17 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3586	E. Camplin	Registered inspector		What sort of school is it? The school's results and achievements Teaching and learning Key Issues for action Leadership and management
9974	D. Singh	Lay inspector	Equality of opportunity	The curriculum and other opportunities for learning Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
15023	A. Haouas	Team inspector	English Music English as an additional language	
23009	A. Hogbin	Team inspector	Areas of learning for children in the Foundation Stage Information and communication technology (ICT) Physical education	
24891	J. Johnson	Team inspector	Science Art and design Design and technology History	
31029	P. Thrussell	Team inspector	Mathematics Geography Religious education Provision for pupils with special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ryefield is a very large community primary school with 486 pupils on roll, including 68 part-time nursery children. When children enter the nursery, their attainment is below that typical for three-year-olds. Families' social and economic circumstances are broadly average and approximately 14 per cent of pupils are entitled to free school meals. The school has sufficient places for 90 pupils per year group, but it is undersubscribed. Additionally, compared with other primary schools, the pupil mobility rate is very high, especially in junior classes. The school is culturally diverse. Currently, there are 10 pupils from black Caribbean or African heritage, five Travellers, and 71 pupils whose first language is not English. They include Punjabi, Bengali, Urdu, Gujarati and Arabic speakers. Thirty pupils are at an early stage of learning English. There are average percentages of pupils with special educational needs and with Statements of Special Educational Needs. Most of these pupils have delayed speech and communication. Others have dyslexia, emotional and behavioural difficulties, hearing and visual impairments, autism and Down's Syndrome. There has been a high turnover of teachers in the past two years and the school still has recruitment difficulties. Three teachers, two of whom are unqualified, are currently employed on temporary contracts. The headteacher joined the school in September 2002.

HOW GOOD THE SCHOOL IS

The school provides a reasonable quality of education. Standards in Year 6 are below average overall, but pupils' achievement, from below average starting points, is satisfactory. Attainment is average in mathematics and below average in English and science. The quality of teaching is satisfactory, though not consistently good enough in every class for all pupils to make the very best use of time and skills. Leadership, management and value for money are now sound, having improved since the appointment of the new headteacher.

What the school does well

- Pupils in Year 2 attain above average standards in mathematics and pupils in Year 6 achieve well and reach above average standards in information and communication technology (ICT) due to good teaching.
- As a result of good provision in the nursery and reception year, the youngest children make a successful start to school.
- It is very capably led by the new headteacher, who has a clear vision of what needs to be done to improve the school.
- Older pupils excel in singing and in competitive sports because of the very good emphasis the school gives to these aspects of the curriculum.
- Pupils receive good standards of personal care and are taught to value and respect each other. Consequently, pupils form positive relationships, care about each other, and most behave well.

What could be improved

- Standards in writing across the school, and in science and design and technology in Years 3 to 6.
- Lesson planning, teaching and assessment methods, so that pupils with different needs have consistent access in every class to opportunities that help them to progress as well as they can.
- The way that the school evaluates its performance and plans for future improvement.
- Pupils' attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Ryefield was last inspected in November 1997 when standards and the quality of education provided were in need of some improvement. Progress has been too slow and these improvements are still necessary, particularly the use of assessment information to help lesson planning. Schemes of work have been completed satisfactorily and there has been a steady rise in standards in Year 2, in line with national averages. Improvements in Year 6 have not kept pace with the national trend but the new headteacher and senior management team are working closely with the local education authority's (LEA) School Improvement Team to reverse this trend. Their joint action is proving effective in improving the quality of leadership, management, teaching and progress towards targets for improvement.

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	C	E	E
Mathematics	D	B	C	C
Science	D	C	E	E

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

Pupils attain at their best in national tests in mathematics. In 2002, standards were average in Year 6 and high in Year 2. Both groups' attainment in reading was average, whilst results in writing were low in Year 6 and below average in Year 2. Pupils' performance in science in Years 2 and 6 was well below average, representing unsatisfactory achievement. Overall, in Year 2, standards are currently above average in mathematics and average in other subjects. They are improving in Year 6 and the school has set challenging targets for 82 per cent of pupils to reach at least Level 4 in English and mathematics in 2003.

Standards of work seen in Year 6 are average in mathematics and the school is more likely to reach its targets in mathematics than in English, in which standards are just below average. Standards in writing and science are below average because not enough pupils reach the higher National Curriculum levels. Pupils' achievement in Year 6, including that of pupils with special educational needs and from minority ethnic groups, is sound in English and mathematics. Standards are below average and pupils are capable of higher attainment in science and design and technology. Standards are above average in ICT, singing and games and are average in other subjects. Children at the end of the reception year are likely to reach the standards expected of their age in all areas of their learning. They are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and most show an improving inclination to work hard and reach personal targets.
Behaviour, in and out of classrooms	Good overall. Children between three and eight respond particularly well. The immature behaviour of a small number of boys accounts for the occasional lapse in good standards in junior classes.
Personal development and	Good. Most pupils feel comfortable with each other. Different groups are

relationships	integrated well.
Attendance	Unsatisfactory because unauthorised absence is high.

TEACHING AND LEARNING

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

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

Teaching in English and literacy, mathematics and numeracy, is predominantly satisfactory because teachers make sound use of national guidance for planning the teaching of basic skills. Lesson objectives for new learning are generally appropriate and half the lessons seen were organised and managed well enough for pupils with different needs to make good progress. A scrutiny of samples of work confirmed that weaknesses in some teachers' planning, teaching and assessment methods account principally for the one in ten unsatisfactory lessons. In particular, they account for unsatisfactory learning in science in Years 3 to 6 and too slow a rate of progress in some lessons in English, mathematics, geography and physical education. They occur mainly in new or temporary teachers' classes. Teaching and learning are good in music, in physical education, and in the nursery and reception. They are satisfactory in other subjects, where there was sufficient evidence to make judgements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The curriculum for children in the nursery and reception is good. Older pupils benefit from many opportunities to learn outside lesson time but have unsatisfactory provision in design and technology. Personal, social and health education is well planned.
Provision for pupils with special educational needs	Sound. It is co-ordinated effectively. Pupils have realistic individual and group targets and they make steady progress towards them. Teaching assistants provide good support for pupils with Statements. Withdrawal from class lessons disadvantages those pupils who miss the same lesson each week.
Provision for pupils with English as an additional language	Sound, but more consistent in classes for younger pupils compared with those in Years 3 to 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The headteacher and other staff who lead assemblies set a good example for integrating each aspect. They are also well developed through a range of subjects, clubs, the school choir, the School Council and the House System.
How well the school cares for its pupils	Attention to pupils' personal development and welfare is good. Teachers are not sufficiently rigorous in their use of information about pupils' prior attainment and progress to plan the next steps in their learning.

At present, the partnership with parents is satisfactory. The school is taking appropriate action to strengthen links so that even more are involved in supporting their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher inspires the confidence of the whole school community, including parents. He and the senior management team are managing the school competently.
How well the governors fulfil their responsibilities	Satisfactory. They meet their statutory responsibilities and were instrumental in making a good appointment to the vacant headship. They have recently improved their monitoring of the curriculum.
The school's evaluation of its performance	Unsatisfactory, until recently. Since September, the school has identified its strengths and most of its weaknesses. It is now taking much-needed action to raise standards.
The strategic use of resources	Satisfactory. Grants for Travellers, ethnic minorities and support for ICT, literacy and numeracy are used well to enhance learning opportunities. There is some inefficiency in the way teachers, and teachers' assistants, are deployed.

Accommodation is good. There is ample space inside the building and school grounds. Learning resources and the number of teachers are adequate to deliver a sound quality of education. However, unavoidable recruitment problems result in the school sometimes employing temporary teachers. This has had some negative impact on the quality of teaching. Governors have a sound understanding of the principles of best value. They compare the school's performance with other local schools and aim to target resources more effectively to compete more successfully. They have begun to consult and improve communication with parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like going to school and most of them are taught well. Most members of staff are easy to talk to. The headteacher and governors now consult them about how the school can improve. Standards of behaviour are improving and there is a strong community spirit. 	<ul style="list-style-type: none"> Earlier notification, when their children experience difficulties with learning. Advice about how to help with homework. Learning activities for infants outside normal lessons. The number of parents involved in school life.

These views were shared by only 20 per cent of parents. Inspectors agree with most of them, but did not establish that all teaching is good. The headteacher and governors are aware of parents' valid ideas for improvement and are beginning to consult parents about how they can be satisfactorily addressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the past five years, pupils in Year 6 have attained variable results in national tests when compared with other primary schools. The best year was 1999, when pupils exceeded national standards in English, mathematics and science. At that time there were far fewer pupils whose mother tongue was not English, fewer with special educational needs and fewer with an entitlement to free school meals. Experienced teachers taught pupils in Year 6. Results were as good as to be expected under such circumstances. By the Year 2001, the percentage of pupils from minority ethnic backgrounds who needed support with English had grown significantly. Nonetheless, results in tests were average compared with all schools and those with a similar percentage with an entitlement to free school meals. The strengths in mathematics were being sustained, but standards in writing had begun to fall. The slide downwards was steep in 2002. The poor results in English and science accounted for the school's worsening position compared with other schools. A low percentage of higher-attaining pupils reached Level 5 compared with all schools, especially in science.
2. The explanation for the poor standards in 2002 was relatively straightforward. The school was subject to a big turnover of staff, including the headteacher and some senior teachers. These changes had an adverse affect on how well pupils were able to sustain good progress. Despite everyone's best efforts, the confidence of staff and the ethos of the school suffered a decline. As several parents pointed out to inspectors, pupils' quality of learning was severely disrupted, irrespective of pupils' backgrounds and levels of capability. Consequently, far fewer than originally predicted reached their potential in English, mathematics or even science, which had been one of the school's strengths.
3. There was less of an adverse impact on standards reached in Year 2, where the staffing situation was more stable than in Year 6. Results maintained an upward trend. This was due to a particularly strong performance in mathematics with standards far exceeding the average standard predicted by teacher assessment. The school attributes this success to the good quality of leadership provided by a very experienced co-ordinator for mathematics, who taught in the infant department. Standards in reading matched the national average, with girls outperforming those in other schools, and boys' standards being just below average. Standards in writing declined, and this was also mainly due to a weak performance by boys, many of whom had special educational needs. Both boys and girls, however, performed poorly in science in teacher assessments compared with all schools. When considered in a context of the difference in test results in mathematics compared with teacher assessment, however, the school has sound reasons to suggest that pupils were not underachieving in every aspect of science to the extent suggested by the data. Teacher assessment is a current and necessary focus for professional development.
4. The new headteacher has worked hard with staff to restore stability to the school. He has taken immediate action to improve standards in literacy and to raise teachers' awareness of the need to assess and plan for the needs of ethnic minority groups more explicitly. The effect on pupils' achievement is already positive. Teachers and governors report a significant improvement in the confidence, effort and attitudes of pupils in the school and especially in the current Year 6. The school's evaluation of the climate for learning was substantiated during the inspection. Judging from evidence in lessons and in pupils' exercise books, standards have risen compared to the results in 2002. Compared with levels of prior attainment in each subject, most pupils are now making sound progress. Their achievement is satisfactory in English and mathematics, though still not as good as it should be in science, which has not been subject to the same scrutiny.
5. The school has revised its original targets for standards in 2003 upwards by 4 per cent, having analysed data provided by the research and statistics team of the LEA, based on the results of voluntary tests in Years 4 and 5. The aspiration is to attain above average standards in mathematics and in English. In the view of inspectors, on the basis of work seen, the Level 4+

target for mathematics is realistic. Most pupils show sufficient competence in the four aspects of mathematics. They also apply their knowledge of numeracy well in other subjects. Success with the target for English is less certain, though suitably challenging. In order to reach it, higher attainers will need to accelerate their present sound rate of progress. Additionally, approximately 10 per cent of lower-attaining pupils will also need to make good improvement by the summer. This group includes pupils with special educational needs, and lower-attaining pupils from ethnic minorities who experience more difficulties with written English than their peers. They make the progress expected against their individual targets, but require even more special help to give them a good chance of catching up with average-attaining pupils. This is acknowledged by the headteacher, who is aiming to recruit a temporary teacher after half term to provide extra support for Year 6 pupils. Overall, in Year 6 currently, pupils' handwriting is above average, listening and reading are average, but oral and written communication is below average. The difficulties experienced with writing also affect standards in science. Pupils do not write in sufficient depth, and some find it hard to explain how to approach an investigative task. Their knowledge of fair testing and their ability to explain test results require improvement.

6. In Years 3 to 5 the progress pupils make and the standards they reach are mainly sound, but vary from class to class. Some, mainly boys in Year 5, are underachieving in literacy and numeracy, due to weaknesses in their general levels of application and ability to concentrate. The year group contains several poor listeners who, because they are not consistently well managed, disrupt the learning of their peers.
7. Pupils' achievement in Years 1 and 2 is satisfactory overall. In Year 2, pupils reach above average standards in handwriting and mathematics. They write with a cursive script, and are reasonably quick at mental calculation involving numbers up to 100. Higher-attaining pupils, who include pupils from a variety of backgrounds, are comfortable to tackle problems using numbers up to 1000. They also have a good knowledge of pattern, shape and measurement because they use the relevant skills in much of their practical work that is so well displayed in their classrooms. Pupils are competent readers. They understand how to tackle unfamiliar words by sounding out and blending letters. They make use of clues from illustrations and their understanding of character and plot to predict words that are not easy to break down phonetically. Higher attainers write well, using interesting vocabulary and good punctuation. Work scrutiny shows, however, that lower-attaining pupils and those with special educational needs have difficulties with writing in complete sentences. Much of their spelling is inaccurate, though phonetically plausible.
8. Compared with standards reported at the time of the previous inspection, there has been good improvement in ICT in Year 6. As a result of excellent experience gained on a residential educational visit, pupils show advanced competence and skill in using computers and other technological devices. There has also been good improvement in music. Standards in singing are now high because a talented music specialist teaches pupils. She ensures that pupils throughout the school learn to control their voices well and concentrate on appropriate rhythm, phrasing and expression. There has been satisfactory maintenance of average standards in religious education, history, geography and physical education throughout the school, whilst attainment in art is no longer above average in Year 6. Nonetheless, the standards reached are satisfactory. Some work in art is impressive. All pupils show a good knowledge and appreciation of the work of a variety of art and artists. Work in three-dimensional materials is satisfactory, though less evident. Standards in games have improved and those reached by members of sports teams are high, and reflect very good teaching from subject specialists.
9. Standards have declined, however, in design and technology. Pupils in Years 3 to 6 are underachieving due to some imbalance in experience of the Programmes of Study. In Year 5, there is inadequate emphasis on encouraging pupils to write about working methods and results.
10. Children start in the nursery with standards that are below average. All pupils, including those with special educational needs and those at the early stages of speaking English, achieve well due to good teaching. By the end of the reception year they attain average standards in all the areas of learning. Reception children conform well to school routines. They dress themselves with minimum help, and are very polite, helpful and willing to do as they are told. They listen carefully to

instructions. Most children speak clearly and communicate with each other at the generally expected level. They make good progress in reading. Children with the highest prior attainment are working at a level about a year ahead of expectation. Progress is good with handwriting and in developing independence in writing words and phrases. By the end of reception most children know the name of two-dimensional shapes. They add and subtract, writing down their calculations. They use money for shopping and compare the properties of thicker and thinner and measure different items in the classroom.

Pupils' attitudes, values and personal development

11. Most pupils enjoy coming to school. Good behaviour and friendly relationships between pupils and teachers ensure a welcoming school environment. This is a significant strength of the school. However, the irregular attendance of a significant minority of pupils affects their learning and their personal and social development.
12. Most pupils are enthusiastic and motivated learners. They enjoy discussion and challenging questions. They work collaboratively in small groups and pairs, which supports their spiritual and personal development. They speak proudly about their school, teachers, teaching and the caring and sensitive attitude of all staff. They especially value the good range of recreational activities available. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. This significantly contributes to the progress they make. Sikh and Hindu pupils in Year 5 and 6 enjoyed discussing their different customs and traditions. They have a good understanding of how they are learning to live in a multi-racial British society.
13. Most pupils move around the school in an orderly, disciplined manner. They show consideration and respect for others. These pupils are polite, friendly and listen attentively to their teachers. In school assemblies, the dining area and the playground, pupils observe the school's Code of Conduct. This effectively supports their moral and social development. During the inspection there were very few signs of inappropriate behaviour. However, there was evidence of occasional noisy and lively behaviour in the playground and some racist and sexist comments were evident amongst boys in Year 5 and 6 when participating in religious education lessons. In a small number of lessons several pupils spoke out of turn and indulged in time-wasting behaviour. These incidents affect the general good behaviour of the majority. In the last academic year there were ten exclusions involving four boys and two girls for persistent anti-social behaviour. Most pupils are courteous and value the contribution of others, particularly those from different cultural backgrounds.
14. Relationships between pupils and with staff are constructive and purposeful and effectively support pupils' personal development. There are friendships between older and younger pupils, especially girls, and most ethnic minority pupils feel part of the school community and are learning to value western customs and traditions. They feel that teachers listen to them, address their concerns, value their achievements and provide good opportunities for pupils to serve the school community. They enable pupils to serve the school as representatives of the School Council, as fund-raisers, House Captains and as register monitors. The quality of relationships has a positive impact on the quality of teaching, learning and standards.
15. Attendance is unsatisfactory. Attendance and timekeeping of some pupils has declined since the previous inspection and there has been a significant rise in the levels of unauthorised absence. This is primarily due to the difficulties some new families have in conforming to the school's policy on attendance. Much of the absence is due to genuine illness and the taking of family holidays during term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Though the school context has changed considerably since the time of the previous inspection, the satisfactory overall quality of teaching has been maintained. The percentage of satisfactory or better teaching is similar; there is a higher percentage of good or better teaching, but the

percentage of unsatisfactory teaching has increased by one per cent. The elimination of unsatisfactory teaching is necessary, particularly in science in Years 3 to 6, where pupils' skills in devising investigations and fair tests are underdeveloped. Nonetheless, teachers are doing a reasonable job in catering for the needs of a more socially and culturally diverse population of pupils. They deal with a high percentage of pupil admissions, and exit of pupils, at times other than at the start of the academic year, particularly in Years 3 to 6. They enable most pupils to make sound progress, but the school recognises that there is potential for different groups of pupils to accelerate their learning.

17. Teachers, nursery nurses and classroom assistants who work with younger children have developed their practice effectively. Despite a need to improve strategic management of the age range, they have successfully adjusted to a change in the age of admission and the demands of the new curriculum for the Foundation Stage. Good early years practice gets off to a good start in the nursery and, for the most part, continues in the reception year. Nursery staff members are skilled at settling children and building trusting and caring relationships. Adults liaise closely with parents to induct new children and this means that the youngest children settle happily in their new environment. The nursery teacher and the senior teacher in reception are very good at encouraging listening and at providing opportunities for children to develop independence by working in pairs and small groups. Children learn to carry out instructions well, work co-operatively, and concentrate for sustained periods of time. There is a good emphasis in most lessons in the reception year on teaching number and letter formation, letter sounds and blends, and the use of mathematical skills. All adults who work within the team are soundly involved in assessing how well different groups are working. They also draw well on the school's wider range of resources outside of classrooms. One teacher, for example, made very effective use of the computer suite to teach children to use a keyboard and mouse to spell and type their names. Children were highly motivated and very quick to learn in this lesson.
18. Occasionally, a lesson in reception does not turn out as well as intended, especially when the teacher is working without additional support from teaching assistants. Inexperience with this age group means that questions are not used well enough to encourage all children to participate in discussions. Fully effective procedures to support the needs of the whole class group have yet to be developed, particularly those with behavioural difficulties. In such a circumstance, lapses in concentration and silly behaviour occurred and children made slow progress in learning to form letters correctly.
19. Pupils who are withdrawn for support for special educational needs are taught well, enabling them to make steady progress towards their targets. Those with Statements are usually well supported within lessons. The general support given to pupils with special educational needs by teaching assistants is satisfactory but could be improved. They are not always sufficiently informed before lessons of the planning and what is expected of them. This makes them less effective. Support for pupils with English as an additional language is broadly satisfactory in Years 1 and 2 but more variable in Years 3 to 6. Where support is effective, teachers intervene positively, particularly when pupils are working independently and this greatly benefits pupils. In a literacy lesson in Year 2, pair work was used frequently to good effect, enabling pupils to initiate discussion and rehearse language in a meaningful context.
20. Overall, literacy is taught satisfactorily, though the quality of lessons ranges from very good to unsatisfactory, just as it did at the time of the previous inspection. The one unsatisfactory lesson was in Year 1. It confirmed the views of some parents who have noticed, quite correctly, that where class responsibility is shared, teachers do not fully understand pupils' individual needs. For example, the intention was that pupils should learn to sequence pictures and sentences from a story they had heard. The task proved too difficult, as pupils had nothing visual to help them to order their cut out sentences correctly.
21. There is sometimes insufficient emphasis on developing independence. In a lesson in Year 2, there was effective teaching of how to use prior knowledge of letter blends to identify one word within another, such as 'air' inside 'hairy'. The lesson extended pupils' knowledge of how to use interesting adjectives. However, when they were sent off to do their writing, some pupils who were

quite capable of looking up spellings for themselves lost time by queuing for the teacher to spell some words for them. In the same lesson, the task set for the slower learners was too difficult to achieve in the time allowed. A teaching assistant was deployed appropriately and supported the group well, but was not given sufficient guidance to help pupils devise and write interesting sentences.

22. The best lessons are characterised by a good choice of texts and effective demonstrations of how to read and write effectively. There are good links with other subjects, such as art and history. Teachers focus on extending pupils skills in speaking and listening by making impressive use of questions, instructions and explanations that make sense equally well to all pupils in the class. They also make imaginative use of visual aids, such as pictures and word games. For example, in Year 3, there was a good demonstration of how to devise interesting plans for a mythological story about the universe. It was based imaginatively on an African myth that the teacher had read with them. Boys were as enthralled as girls were by this activity. In another lesson in Year 2, very effective use was made of questions and picture cards to extend pupils' vocabulary by creating compound words, such as broomstick, saucepan and eardrum. A child with special educational needs, for example, was delighted having suggested, correctly, that *tea* and *spoon* would make *teaspoon*.
23. In an otherwise sound lesson in Year 5, there was an inadequate review of how well pupils met an objective to make better use of connectives in sentences. This weakness in assessment contributed to pupils' lack of clear understanding of where they made progress or of what to continue to practise to overcome difficulties.
24. Numeracy is soundly taught overall. It is consistently effective in Years 1 to 3, which contributes to the generally good progress that pupils make in these year groups. Lessons, such as to develop understanding of counting in multiples of ten, and to sequence numbers correctly, are helped by good use of resources, such as an overhead projector for demonstrating and dice for independent paired work. There is good interaction between adults and pupils so that pupils' difficulties are picked up and resolved. Pupils usually understand what they are required to learn and they are able to explain their learning targets. Mathematical activities capture their interest and so their effort and concentration is good. They are often promoted well through other subjects, including ICT, which teachers are trying to use more extensively.
25. Teachers in Years 3 to 6 provide a reasonable range and volume of work, and devise some interesting cross-curricular tasks, such as to plot coordinates and temperature, or estimate distance, in geography. They make good use of ICT to teach about angles and rotation through 360 degrees, or to enter information derived from personal research into a database for a science topic. Objectives in lessons and exercises in books indicate, however, that teachers' expectations are sometimes unrealistically high, rather than low. Tasks set for slower learners, such as to record the factors of one to 20, for example, proved too difficult, in one less successful lesson in Year 6. In other classes in Years 3 to 5, the way exercises in books are marked is not particularly helpful in enabling pupils to remedy errors.
26. Pupils of different backgrounds and aptitude often find practical and creative lessons help them to achieve some of their best work. For example, teachers throughout the school plan interesting art and music lessons that achieve a good balance between developing the skill, knowledge and appreciation elements of both subjects. They make good use of the local swimming pool and the help of sports instructors to teach physical education. They use religious education and personal and social education lessons very well at times to extend literacy, such as when pupils in Year 4 composed delightful descriptions about the special characteristics of their friends. Pupils in Year 5 fail to make the progress of which they are capable, however, because of a lack of insistence that they must respond to ground rules for responsible behaviour and attitudes.
27. Teachers make sound use of homework to consolidate learning, though it is better organised in some classes than others. Some parents with limited English are unable to offer as much support for homework as they would wish, and this disadvantages a minority.

28. The school has clear intentions to use performance management procedures to improve the way in which teachers share the good practice that exists in the school. There are two big issues for the school to address. One is to get to grips with planning methods that work consistently well for pupils with a wide range of learning styles, especially in science. These include differences between boys and girls, pupils from minority ethnic backgrounds, pupils who find it difficult to learn new ideas quickly, and pupils who are more able and talented. The other is to make permanent appointments where there are vacancies covered by temporary teachers, to improve stability in some year groups.

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

29. The curriculum meets statutory requirements, including provision for religious education, drugs and sex education. There are strengths in the organisation of whole-school collective worship. These are occasions when pupils come together and are carefully taught about Christian values and beliefs. This is done sensitively, taking full account of the school's cultural diversity. Since the time of the previous inspection, satisfactory improvements have been made to the way in which programmes of work are planned for English, mathematics, and most foundation subjects. This is because the school makes sound use, overall, of the National Strategies for Literacy and Numeracy. It also takes good account of further national guidance to plan for learning in almost every other subject, particularly music, ICT, physical education and pupils' personal, social and health education. There has, however, been a lack of continuity in the management of science and design and technology in the recent past. This has contributed to the current weaknesses in provision in both of these subjects. The most significant are inadequate opportunities for both boys and girls to learn how to plan their own methods for investigating scientific ideas, to develop skills in food technology, and write about how well they are learning to design and make a product.
30. The school provides a rich variety of first-hand experiences for children who are in the nursery and reception year groups. It benefits from having at least two teachers who have considerable experience and expertise in working with very young children. They ensure children's learning is fulfilling and enhanced by visitors, such as the recent one by a veterinary surgeon, and visits to places of interest. This is shown in the lovely photographic record kept by teachers. The curriculum meaningfully links learning across the six areas through half-termly 'Topics'. Reception pupils cover the appropriate sections of the National Literacy and Numeracy Strategies but, due to a lack of resources, miss some of the outdoor experiences outlined in the curricular guidance. The school has not yet, however, addressed how to enable staff to join together to plan the curriculum as a continuous experience for children over their nursery and reception years within the six areas of learning.
31. The provision made for pupils with special educational needs is satisfactory. The support given within groups and classes generally allows these pupils access to the range of learning opportunities provided. Arrangements to withdraw pupils for extra help with learning to blend letter sounds and improve spelling are often effective. Nonetheless, they are not always organised to the best advantage of pupils and class teachers, as some pupils miss key parts of lessons in other subjects, such as science. Pupils with English as an additional language are fully integrated and participate in all activities on offer. However, the school's policy for catering for these pupils, Travellers and ethnic minority pupils, does not provide specific guidelines on planning to meet their needs, or effective ways of monitoring and evaluating these pupils' achievement. This disadvantages new staff and has an adverse affect on pupils' quality of learning, particularly in Year 5.
32. Extra-curricular provision is good. Teachers work with a variety of outside organisations and parent volunteers to offer an extensive programme of opportunities for learning outside of normal lessons. These provide pupils, once they reach Year 3, with plenty of choice between team sports, athletics and field sports, practical and creative activities, singing in a choir, and learning French. Altogether, approximately 250 pupils participate in one or more lunchtime or after-school pursuits. Those who are competitive by nature, and who have special talents in individual sports, are challenged to make the most of their aptitudes and skills. Pupils rise to these challenges. For

example, Ryefield is well known for its success in winning trophies in inter-school competitions. There is no provision, however, for younger pupils at the end of the day, and this is a disappointment to parents and pupils. Issues of space and adequate numbers of screened volunteers have prevented the school from extending opportunities to infants. This is something the headteacher plans to consult parents about when considering the school's future priorities.

33. Provision for pupils' personal, social and health education is good. The school devotes sufficient time each week for every class to have lessons based upon national guidance for Citizenship. During these lessons, pupils are encouraged to discuss a whole range of matters that affect their emotional development and ability to resolve disputes. They are taught to make sensible choices about healthy lifestyles, including drugs and friendship groups. They are taught to understand changes in their bodies and what constitutes responsible adult sexual behaviour. Pupils from minority backgrounds report that they feel increasingly able to speak out about incidents of racism. They believe that teachers respond more rigorously than they used to do to combat name-calling, for example. They also think that more needs to be done to achieve consistency in dealing with such issues in every class. They are optimistic that the School Council is giving them a forum in which to share ideas with adults about how concerns can be successfully addressed.
34. Links with other schools are sound. There is a satisfactory relationship, for example, between the school and the feeder high school. This ensures that pupils' transition from primary to secondary education is smooth and purposeful. Pupils and parents are encouraged to visit the local high schools and this enables them to make informed choices about their new school. Pupils learn new routines as part of the induction programme. However, there are no direct curricular links and this affects the continuity of the curriculum between primary and the next stage of education.
35. There are satisfactory links between the school and the community. It supports learning constructively in a variety of ways. These include tuition for sports, and visits to museums or other places of interest that extend pupils' geographical or historical knowledge. Contact with organisations, such as the local police force, makes a particularly valuable contribution. Members of the force are invited to school, for example, to make clear to pupils how important it is that they avoid dangers and temptations to which so many young people are exposed. The visit from a vet taught infants about safe drugs for the care of animals. At the same time, useful parallels were drawn with self-care and healthy living. There is limited evidence, however, of inviting parents and members of the wider community to help explain the Jewish, Sikh and Muslim faiths and traditions. This is something that staff governors could do more to promote and celebrate.
36. The school places considerable emphasis on pupils' spiritual, moral, social and cultural development. The commitment to all these features of pupils' personal development remains as strong as at the time of the previous inspection. Provision in each one is good. This is because the whole school community works together to implement school aims that are carefully framed to foster personal qualities, such as independence, responsibility, self-discipline and pride in achievement. They also stress mutual dependence, tolerance, care and respect, irrespective of age, race, creed, gender, background or ability.
37. Religious education, school assemblies and reflective lessons, such as 'circle-time', are used effectively to extend spiritual and moral development. These occasions draw well on pupils' homelife and religion. They give pupils valuable insight into events and ideas beyond their personal experiences. For example, in a religious education lesson in Year 5, pupils learnt about why Noor Inayat Khan is remembered by Muslims today, because of her bravery and compassion during the Second World War. The headteacher created a thoughtful and spiritual atmosphere as he talked to the whole school about the Jewish New Year. He used two poems about trees that did much to help pupils understand how planting trees can symbolise a fresh start. Pupils listened very attentively and answered questions perceptively. None, however, had a chance to say whether they had actually done the things that the headteacher was describing. This was a missed opportunity for the school's Jewish pupils to contribute directly.
38. The school policies for promoting good behaviour, care and welfare, and equality of opportunity all contribute effectively to moral, social and cultural development. The 'Golden Rules', written by

children for the children, appear in many areas. They provide a constant reminder to be friendly, helpful and polite, and to respect others and their property. There are simple incentives, such as merits and House points, to reward pupils for keeping these rules. All members of staff use them judiciously and are equally fair in enforcing sanctions when pupils misbehave. Pupils are well aware when they do things that go beyond the realms of acceptability. The formation of the School Council is helping them to sort out problems for themselves, rather than always relying on adults to do it for them. Pupils appreciate the opportunity to identify wrongdoing and things that require improving. This was demonstrated during an assembly when a council member explained how the council was tackling complaints about behaviour at playtimes.

39. There are clear links between social development and provision for extra-curricular and subject-specific opportunities. For example, pupils from different classes enjoy collaborating at choir practice. Pupils from Year 6 spoke enthusiastically to inspectors of the personal rewards they gained from an opportunity, in October 2002, to go on a residential visit that focused mainly on extending their knowledge and skills in ICT. For them it was a landmark in their education. It made a big difference to their confidence and skill in the use of ICT. It was also a memorable and rewarding time because pupils made new friendships and found out that they could be self-sufficient when being separated from their families for a few days. Those pupils whose parents did not allow them to go are not excluded from benefiting from the experience of their peers. Opportunities are appropriately planned for pupils to pair up so that there is shared evaluation and consolidation of new learning.
40. Many practical and creative subjects are planned to take advantage of the ethnic and cultural diversity within the school and the contribution people from all round the world make to enrich the planet. There is a wall mural in the infant corridor, for example, about a story told by Bantu people. This is accompanied by pupils' descriptive writing about fabrics that had been made in Africa. There are colourful paintings in the school entrance hall based on Aboriginal art. There is another striking display about the life and work of Vincent Van Gogh. Nonetheless, opportunities to affirm, celebrate and draw on pupils' cultural and linguistic knowledge are not always identified in curricular plans.
41. The school now ensures that pupils help to devise individual targets for improvement. This is an improvement since the previous inspection. It does not ask pupils to write comments about how well they work towards them in personal reports at the end of the year. This is a missed opportunity to enable pupils to understand how they can take additional responsibility for checking how well they are learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. There is effective and purposeful provision for the care, support and guidance of pupils and these arrangements are complemented by satisfactory provision for child protection. The quality of care has been maintained since the last inspection. Pupils continue to learn in a safe and secure environment.
43. The health and safety policy and procedures are very effective and implemented to a very high standard. This is due primarily to the work of the school's welfare officer, who is very effectively supported by staff at all levels. This support and guidance provides pupils with medical care, ensures their physical and emotional development, and enables them to make informed choices about their safety and well-being.
44. There are effective measures for promoting good behaviour. The behaviour policy and Code of Conduct are clear, sensible and effectively implemented by most staff. Teachers and support staff monitor pupils' behaviour and reward their achievements. These measures are supported by good procedures for monitoring and eliminating oppressive behaviour, which ensure that pupils learn in a warm, caring and friendly atmosphere. Bullying is discouraged and action is taken to investigate record, monitor and report incidents to governors. However, there are, as yet, no clear procedures to investigate record, monitor and report incidents of racism and sexism to governors and parents. The headteacher is aware of this need and is taking action to review and improve existing practice.

45. The child protection arrangements are appropriately implemented, but the designated teacher and staff require further training to enable them to understand recent changes in child protection legislation. The existing arrangements do not compromise the safety and well-being of the school community.
46. There are very good policies and procedures to monitor and support pupils' personal development. Most staff enjoy a very constructive, trusting and productive relationship with pupils. They celebrate and reward pupils' achievements both inside and outside of the school. They provide effective supervision, listen attentively to pupils' concerns and provide good quality information, and sound educational advice and guidance. Further support is provided by the personal, social and health education programme, which is supported by the welfare officer and implemented effectively by teachers. This enables pupils to make informed choices about healthy eating, relationships and taking drugs. The existing programme and topics contribute significantly to recognising anti-social behaviour in school and the importance of better race and community relations, as well as effectively teaching pupils about living and learning in a multi-racial society.
47. The deputy headteacher, welfare assistant and an administrative assistant have recently worked together to develop effective systems to monitor attendance and encourage high standards. They include rewards for full class attendance each week. They ensure that the educational welfare officer is swiftly informed to follow up irregular unexplained absences. Achievable targets for improvement have been submitted to governors for approval and ultimately to be communicated to parents. The school aims to increase the pressure on the small number of parents who fail to support their children's regular attendance and timekeeping.
48. Procedures for assessment and record keeping have improved since the previous inspection. The early identification of pupils with possible special educational needs is good. Individual education plans are drawn up by the co-ordinator, in consultation with class teachers. Realistic and manageable targets are set and shared with pupils that are now being reviewed each term. However, parents and pupils are not yet sufficiently involved in these reviews. Annual reviews of pupils with Statements are carried out thoroughly and the help and support of outside agencies is sought as required. Assessments are also used appropriately to determine which pupils will benefit from additional learning support using specially designed programmes that supplement the literacy and numeracy strategies. Short, well-focused sessions with teachers and support assistants have made a positive difference to the standards reached by slower learners in mathematics, spelling and reading.
49. Though there is sound use of national recommendations to track and regularly record pupils' progress in reading, writing and numeracy, there is still an urgent need to make sure that there is consistent use of assessment information throughout the school. At present the impact on learning is not fully effective for all groups of pupils in all classes, particularly those with English as an additional language. The school lacks a system linked to the 'Stepping Stones' in the new curriculum for children in the Foundation Stage to determine how well individuals or groups of children achieve from when they start in the nursery to when they finish reception. Once pupils transfer to learning in the National Curriculum, assessment information is used to group pupils by ability. The aim is appropriate; to give them tasks at the right level of challenge. This aim is not always successful in practice. Teachers in every class set targets for learning that pupils are expected to remember. Many classrooms display these targets prominently. In the best lessons they are framed realistically and are used well. When some pupils from Year 2 discussed them with an inspector, for example, some knew them instantly. They could relate to them and explain what they meant. One pupil was able to give a good example, from a story about a spooky forest, of *'Use more interesting words and a better setting for a story so that the reader can imagine what it is like'*. *'To choose and use appropriate operations to solve problems,'* was not so well understood by one young pupil, and therefore the pupil concerned was unable to provide a relevant example.
50. Each pupil has a Progress Book, and these have the potential to enable pupils to help to select samples of work that show progress with individual targets. Unfortunately, in their present form,

they are of limited value. There is no clear rationale for selecting the work. They are not annotated to indicate levels reached or to make specific recommendations for next steps. Plans to introduce assessment portfolios in foundation subjects, such as design and technology and art, mentioned in the previous inspection report, have not been implemented either. High turnover of staff and weak oversight of the assessment policy has meant that such useful initiatives have been overlooked. Most co-ordinators are faced with the task of starting from scratch to improve practical assessment strategies in their subjects. This hinders their ability to check the progressive development of knowledge and skills as pupils move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents' views of the school remain satisfactory. The results of the pre-inspection questionnaire were more positive this time than they were at the time of the previous inspection. Most parents who attended the Parents' Meeting with the Registered Inspector and who responded through the questionnaire value the positive caring ethos of the school. They appreciate the good teaching, which was evident in a significant number of lessons during the inspection, as well as the good behaviour and attitudes of most pupils. They recognise and are pleased that their children are becoming more responsible and mature. These parents rightly value the good and efficient leadership of the headteacher and the school's commitment to the partnership with them.
52. The 'Friends of the School' are a very small but a very hard working and committed group of parents. Their links with the school are good and their impact is beneficial. They initiate and support numerous social and recreational activities that enhance learning and relationship between the school and the local community. They help to raise very significant funds to purchase educational resources. For example, in the past the 'Friends' have paid for the adventure playground and the computer suite. This kind of contribution has a very positive effect on pupils' academic, personal and social development. Most parents also support the home school agreement. They ensure pupils complete their homework tasks and attend school regularly and on time. However, links with parents are unsatisfactory, partly because of the small but significant number of parents who do not support the school's attendance policy. This affects levels of attendance negatively. Additionally, many parents are not in close touch with the school and communication with them is not as effective as it needs to be. Governors and the new headteacher acknowledge this issue. They are making serious attempts to consult parents to identify how they can meet the needs of an increasingly diverse community.
53. The overall quality of information provided for parents and carers is sound. They are actively encouraged to attend parents' evenings and annual reviews, though attendance of some parents is irregular and this affects relationships between these parents and staff. The headteacher has recently started to send information about topics taught in the school through the school newsletter. Parents find this helpful. Parents also receive clear and purposeful written information in an easy-to-read style through the school prospectus. It meets statutory requirements, but some details could be further developed. For example, there is no explanation of how the level of authorised and unauthorised absence can be compared with other schools. The annual report from governors complements the information to parents and also meets statutory requirements, but lacks sufficient information about the steps taken to prevent disabled pupils being treated less favourably.
54. Annual reports of pupils' progress are written in a style that is clear and meaningful to parents. Those that are written for children in reception have yet to be adapted, however, to explain children's progress in the new curriculum for the age group. Parents of children with special educational needs are kept informed about the support their children receive and the progress they are making. Parents of pupils with English as an additional language also receive sound information. It is not, however, available in their first language and there is no provision for professional interpreters during consultation meetings between these parents and the school. Consequently their rights under national inclusion law are affected.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership of the school is satisfactory. Since the appointment of the new headteacher, the whole ethos and climate of learning in the school has changed for the better. There is every prospect of the school improving further where weaknesses currently exist, over the year ahead. Teachers, governors and members of the School Improvement Team from the LEA are very clear about why there is a growing confidence and self-belief amongst the staff and pupils. It is due to the impact that the headteacher has had on helping everyone to believe what can be achieved, if they share common aims and are determined to work collectively towards them. His leadership style is simple but effective. It is to lead by example, but not to pretend that he can lead and manage the school alone. He is committed to enabling colleagues to develop their leadership skills too, so that they can more effectively manage different teams within the school.
56. The management of the school is satisfactory. This is because the headteacher has already done much to strengthen systems of communication and forward planning where there were shortcomings. His first priority was to consult widely so that he and the whole community could reach a shared understanding of the school's strengths, where it most needs to improve, and the action required. His inclusive approach is very evident from his first report to the governing body and his programme of meetings with every member of staff. It did not take the headteacher long to establish that pupils are not learning as much as they are capable of learning, or that the school development plan was not working as it should. Teachers with management responsibilities expressed frustration that, prior to September 2002, they had roles, but inadequate power or influence. The exchange of information between the school and parents was also inadequate. Whilst the main priorities in the school development plan were relevant, many action points were loosely defined and were not cross-referenced to the school's aims, vision statement, or teachers' targets for performance management.
57. Having completed their first audit of the school, the headteacher and senior management team are setting about building on strengths and finding solutions to problems, starting with those that are relatively quick to remedy. The line management roles of the members of the senior management team, including the deputy headteacher, have been clarified and are now seen to be working satisfactorily. Everyone in the school now knows exactly who to turn to as their first point of communication. A timetable of regular meetings with pre-determined agendas has been agreed with the deputy, the senior management team, the teaching and non-teaching staff, to review how well they are working together. For example, the deputy headteacher takes responsibility for mentoring newly qualified teachers and providing leadership to members of the support staff. Newly qualified teachers feel well supported and receive their full entitlement to time for professional development. They are comfortable to voice their needs, such as for more help with planning for pupils with special educational needs for behavioural difficulties. An experienced teacher leads each year group of pupils so that appropriate guidance and support can be provided to teachers at classroom level. The co-ordinator for special educational needs does a sound job. She meets regularly with teacher support assistants and class teachers, with a relevant brief to feed information to and from that group. She is up to date with the new Code of Practice, and is aware of the need to inform all colleagues further of its implications.
58. As a result of these changes the efficiency and effectiveness of leadership and management systems have improved and are now predominantly sound. Approaches to planning the curriculum for the term ahead, and week by week, are becoming more consistent and effective, though they still require further monitoring. Curriculum co-ordinators have begun work on action plans for their areas of responsibility whilst the deputy headteacher is reviewing the relevance of the action plan for improving provision for pupils with English as an additional language. These are expected to be ready to present in draft form to colleagues and governors in March when the school will devote three professional development days to reviewing the school. The sound intention is that a new school development plan will be drawn up that will guide staff and governors in the three years ahead. It will link school targets with teachers' individual performance management targets. It will also include appropriate proposals to make more fundamental improvements to the way teachers and teacher support assistants are deployed. These are designed to resolve issues arising from some assistants working with as many as six different teachers and classes. Discussions with assistants during the inspection indicate that they have many good suggestions to share.

59. It is recognised that there are issues to resolve in the near future about the management of the nursery and reception, in order to bring both more closely together for the benefit of children in the Foundation Stage. For example, the nursery and reception teachers and nursery nurses do not have a formal and regular time to meet and plan together.
60. The headteacher and governors are thinking strategically about changing admission levels within the school, securing sufficient well-qualified permanent staff, and matching the staffing structure to the school's future needs. They have sensible aims to cater more effectively for a smaller but more stable roll, rather than always dealing with difficulties arising from the school being undersubscribed and being sited in an area where a far higher than average number of families are transient. In the meanwhile, they have made considerable efforts to recruit enough teachers to cover temporarily all classes in difficult circumstances. However, the school does not have an ethnically representative workforce and lacks members who speak the same community languages as pupils. This situation makes it more difficult to enhance support for pupils at the early stages of learning English.
61. The draft development plan contains relevant objectives to develop a better partnership with parents and to give pupils more of a voice in decision taking. These have already been started and are having a positive impact. For example, parents are now invited to attend an assembly once a week. So that they can see at first hand how pupils behave and what they learn at school. By establishing a School Council with a representative from each class, the headteacher has secured pupils' interest and co-operation in raising standards of behaviour and expectations of themselves.
62. When the headteacher joined the school, one of the barriers that was standing in the way of further improvement in standards was the lack of effective procedures for analysing and using information from assessment. Teachers were dependent on manual systems for tracking the progress of individual pupils. This worked reasonably well for pupils with special educational needs, who had soundly-written individual plans, but it was ineffective for other groups. Other than knowing about differences where they existed between boys and girls, teachers had very little overview of how well different groups were performing compared with others in terms of ethnicity or length of time at Ryefield. The headteacher has taken personal responsibility for undertaking a thorough analysis of statutory test results. He is using an efficient computerised system for collecting performance data on pupils from reception and Years 3 to 5. He has reported to governors and staff realistically about his interpretation of the results so far, and about his vision for improving them in 2003. He has identified that pupils with English as an additional language achieve well by the end of Year 2, but that their progress is erratic in Years 3 to 6. After a breakdown in the effectiveness of performance management at the end of the academic year 2002, constructive use is again being made of formal procedures for monitoring the performance of teachers. This is uniting everyone in a prime objective to raise standards of writing. It is recognised that higher standards of literacy will be the catalyst to raising standards in other subjects too. Though it is too early to measure success in terms of levels of attainment in national tests, the right steps are being taken to gather, evaluate and use evidence from teacher assessment to improve teaching and learning.
63. The governing body plays a sound and increasingly knowledgeable part in shaping the school's future direction. The Chair of Governors communicates a vision for higher standards. She provides good leadership and was instrumental, with a few other governors, in recruiting the new headteacher. She keeps her finger on the pulse and is determined that governors will keep abreast of current developments within the school. The Chair of Governors and the headteacher have established a schedule to ensure that there is regular review and evaluation of school policy and practice so that the needs of school's diverse community are met. Appropriate action has been taken to meet and implement new statutory requirements, such as to have an effective policy for racial equality and for monitoring standards of attendance. There is a growing awareness that data about incidents of racism, sexism and pupil exclusion need to be analysed and used to establish other performance indicators that will help to raise standards. Each governor now has a specific brief for finding out about curricular provision and does it conscientiously. They report to the curriculum committee that meets regularly with the headteacher to discuss developments and governors' queries. These procedures are helping governors to be more rigorous in accounting for the school's effectiveness and to allocate school funds judiciously.

64. The strategic use of resources has improved in this academic year, just like all other aspects of management. Governors are taking much more concerted action to apply the principles of best value. They are challenging the staff to do more to raise standards. They have set targets for the headteacher that, if met, will raise standards closer to those attained by pupils in similar schools. They have taken appropriate steps to consult more widely with parents about their aspirations for their children, though they have not thought this through well enough to ensure that parents whose English is limited have sufficient understanding of what governors need to know.
65. The heightened staff morale and increased emphasis on effective team work mean that the community is now getting satisfactory value for money from senior managers and teachers. Sound value is achieved from the well-qualified and committed members of staff who support teachers in classrooms. Very good value is provided by personnel for administration, care and welfare, and site maintenance. The accommodation is spacious and organised effectively. Funds have been used wisely to improve the range of resources, particularly facilities for ICT, with a consequent positive impact on standards, though there is a need to add to imaginative play equipment for children in the new reception class. Grants for supporting pupils from Traveller backgrounds and from ethnic minorities have made a big difference to the quality of their personal support and development. The use of management information systems for office administration is sound, but the use of human resources and ICT systems to support, monitor and assess the academic progress of different groups of pupils is inadequate. A timetable to improve the way in which lessons and pupils' work are sampled is being drawn up, but has not yet been implemented. Teachers require additional training to manage this task to the best of their abilities. Additionally, the skills and time of some members of the support staff are underused. This means that a small but significant minority of pupils is not receiving as much individual and group support as the school has the potential to provide. These features of management for monitoring the school's effectiveness are unsatisfactory and are key issues for improvement. Nonetheless, in return for its relatively low expenditure per pupil the school is enabling pupils to make sound overall progress from their different starting points. It is providing reasonable value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to build upon the recent good initiatives to improve the school's performance, the governors, headteacher and staff should continue to work together to:-

1. Raise standards in writing across the school, and in science and design and technology in Years 3 to 6, by:-
 - a. *Providing more demonstrations of writing and more visual aids to help pupils understand how to plan, organise and adapt their written work;*
 - b. *Making sure that pupils with specific difficulties with spoken and written English have sufficient help;*
 - c. *Giving higher priority to the management of science and design and technology;*
 - d. *Encouraging pupils to work with a greater degree of independence and to have higher expectations of themselves when undertaking practical work in science and technology.*

(Paragraphs 5, 6, 9, 29, 55, 101, 109, 110, 112, 116, 147)

2. Plan lessons, teaching and assessment methods more rigorously, to ensure that in every class pupils with different needs have consistent access to learning opportunities that help them to progress as well as they can, by:
 - a. *Creating more opportunities for pupils to speak with appropriate confidence and clarity;*
 - b. *Gathering sufficient assessment information to devise activities at the right level of challenge for all pupils;*
 - c. *Making sure that teachers' assistants are well briefed so that their time and skills are used effectively;*
 - d. *Providing more opportunities for pupils to evaluate their progress towards achievable targets;*
 - e. *Improving marking so that written comments explain what pupils do well and what they can do to improve;*
 - f. *Providing more guidance to staff about how to manage incidents of disruptive behaviour.*

(Paragraphs 18, 20, 21, 25, 26, 41, 49, 65, 71, 85, 90, 91, 93, 100, 122, 129)

3. Strengthen the way that the school evaluates its own performance and plans for future improvement by:-
 - a. *Implementing plans to continue to train senior and middle managers to monitor teaching, learning and standards reached;*
 - b. *Pursuing plans to collect and retain evidence about how well different groups of pupils are learning so that the school's resources are targeted towards those who need it most;*
 - c. *Publishing, as intended, a school development plan that sets out clearly what the school aims to do over the next three years to raise standards and involve parents more effectively;*

(Paragraphs 28, 31, 32, 35, 47, 50, 52, 56, 58 – 62, 65, 86, 95, 101, 118, 125, 131, 133, 144, 150)

4. Improve pupils' attendance and punctuality, by:-
 - a. *Alerting parents regularly of the need to explain and justify absence;*
 - b. *Making better use of information from the analysis of attendance and test results to show parents the educational damage to their children from not attending school regularly.*

(Paragraphs 15, 47, 53)

Minor issues

When devising their action plan, governors may wish to include proposals for developing the use of community languages and strengthening curricular links with the destination high school.

(Paragraphs 27, 35, 40, 54, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	20	29	7	0	0
Percentage	1	16	29	43	10	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	452
Number of full-time pupils known to be eligible for free school meals	56

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	91

English as an additional language	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	95

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	2.2

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	36	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	32
	Girls	33	33	35
	Total	60	58	67
Percentage of pupils at NC level 2 or above	School	86 (86)	83 (95)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	31	29
	Girls	31	32	29
	Total	57	63	58
Percentage of pupils at NC level 2 or above	School	81 (90)	90 (98)	83 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	37	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	21
	Girls	26	29	33
	Total	37	47	54
Percentage of pupils at NC level 4 or above	School	58 (82)	73 (76)	84 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	28	27	31
	Total	45	45	50
Percentage of pupils at NC level 4 or above	School	70 (66)	70 (69)	78 (77)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
269	9	0
0	0	0
18	0	0
6	0	0
4	1	1
0	0	0
0	0	0
25	0	0
3	0	0
6	0	0
0	0	0
0	0	0
0	0	0
5	0	0
17	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.9
Number of pupils per qualified teacher	32
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	266.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	11

Financial information

Financial year	2001 - 02
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	£
Total income	1055571
Total expenditure	1034781
Expenditure per pupil	2142
Balance brought forward from previous year	38621
Balance carried forward to next year	20749

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

467

Number of questionnaires returned

92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	1	2	0
My child is making good progress in school.	48	47	3	0	2
Behaviour in the school is good.	38	59	2	0	1
My child gets the right amount of work to do at home.	29	43	13	4	10
The teaching is good.	51	43	1	1	3
I am kept well informed about how my child is getting on.	33	49	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	46	49	4	0	1
The school expects my child to work hard and achieve his or her best.	51	45	1	0	3
The school works closely with parents.	30	57	9	3	1
The school is well led and managed.	32	52	2	1	13
The school is helping my child become mature and responsible.	39	49	5	1	5
The school provides an interesting range of activities outside lessons.	23	35	16	3	23

Other issues raised by parents

None

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

67. Children start nursery when they are three years of age and transfer to reception at four. Overall, they benefit from good teaching that enables children in the nursery and reception classes to achieve well from below average standards on entry to the school. They reach average standards in all areas of learning by the end of the reception year. Teaching and learning in creative development are satisfactory.
68. There is a close relationship with parents and carers of nursery children. Nursery staff constantly try to find ideas to bring reluctant parents into school, many of whom have negative memories of their own schooldays. For example, they are invited in small groups with their children to an empty nursery class before their children start school. They are encouraged to ask questions and become familiar with the surroundings, adults, and resources. In return, parents support learning well, for instance by coming into school to work alongside their children on learning 'trails' and sending in items for topic work. Parents are less in evidence in the reception classes. Many are unable to help in school because of returning to work or reluctance to undertake the new police screening checks. However, they support children well in learning to read.

Personal, social and emotional development

69. Children make good progress in personal social and emotional development. When they start nursery, attainment is below the standard usually found. The school has noticed a lowering trend over the last few years, especially in children's independence in dressing, willingness to share with others, and personal organisation. Results of relevant tests show that children's skills are still marginally below average at five years of age. Adults in nursery and reception focus strongly on this area and by the end of reception, children develop a good level of independence. They are keen to learn, confident to try new activities, and have good relationships with teachers and other adults who work with them. This enables them to face the challenge of learning and the changes in teaching staff. Nursery children quickly become secure in routines and play independently while the adults are working with other children. Children in reception improve on this. They concentrate for much longer in activities such as seeing how many toys they can find starting with a certain sound. They co-operate well together when playing team games and understand fair play in competition. Children conscientiously tidy the room and pack away resources at appropriate times.

Communication, language and literacy

70. Most children learn and achieve well because this area is taught effectively most of the time. When they start nursery, many children's speaking skills are below average, although their listening is satisfactory. They have limited conversation, mainly communicating in single words or short phrases, and they are not inclined to ask questions. Teachers find good opportunities for children to talk to the whole class as well as providing role-play areas and encouraging children to talk to each other about what they are doing. Skilful questioning in nursery and reception ensures children try to express themselves clearly. Teachers find interesting ways to encourage children to develop good listening skills. In one reception class, for example, a group listened intently to a taped story about a nasty dragon and then developed their speech well by talking about it enthusiastically. Adults ensure that children listen carefully to instructions. This was a particular factor in the good teaching and learning in the ICT suite and a very good physical education lesson.
71. Many of the targets in individual plans for children with special educational needs are for language development. The majority of children achieve well because of many opportunities to develop vocabulary and different speaking styles. Occasionally insufficient attention is given specifically to developing speech. For example, in a reception class, an adult working with a group of children with special educational needs on a creative activity did not ask questions requiring more than single word answers. Consequently, children made unsatisfactory progress towards their targets.

In another class, an opportunity was missed when children working on directions were allowed to point or say '*over there*' rather than '*behind,*' '*in front,*' '*left*' and '*right*'.

72. Early reading skills are well taught and standards reached are above average in both nursery and reception. The school has a scheme to teach phonics and this is well mixed with teaching whole words. Reception children take books home to share with adults and the home/school diary is a valuable dialogue of strengths and areas needing more practice. The school gives parents good guidelines in how best to support reading at home, so their children can make the maximum progress. In school, children read individually three times a week to an adult as well as taking part in the structured reading-development programme that is part of the Literacy Strategy. This enables children with the highest prior attainment to talk in detail about the characters and plot in their favourite books. They use their knowledge of letter sounds to work out words, such as 'shining'. Those with average prior attainment talk in some detail about the pictures in their books, recall the plot in simple terms and make a good guess at words through sounding out the first letter whilst looking for clues in the picture. Those with lower prior attainment know a few words, such as 'I' and 'we', and like adults to read and share books with them. Children enjoy participating with the rest of the school in 'Book Week.' They gain a further interest in reading by making class books to share with each other.
73. Children are taught to write in the school cursive style and have regular handwriting practice in a well thought through programme. Although in the initial stages this is difficult for children, the results by a year or two higher in the school show these early lessons to be beneficial. The programme for teaching the sounds letters make, and recognising whole words in reading, is well linked to writing. By the end of reception, most children have a go at spelling by using their knowledge of sounds, which they put together to form words they do not know how to spell. Children with higher prior attainment write in sentences, which show an understanding of the use of full stops and capital letters. Children with average prior attainment copy under the script that they have asked the teacher to write, whilst those with lowest prior attainment overwrite the teachers' script. Good use is made of first-hand experiences as a stimulus for writing; for example, the reception year's visit to the London Aquarium. Good attention is paid to correct size and formation of letters and spacing between words, as shown by comments in the marking of children's books. However, these comments are sometimes written in too adult a fashion and do not encourage children to improve.

Mathematical development

74. Children learn well in this area because teachers in reception follow the National Numeracy Strategy and the nursery gives children a good grounding in skills that prepare them for this work. Teachers develop mathematical understanding through a variety of practical activities, including number songs, rhymes, and stories, such as Goldilocks and the Three Bears. In the nursery, good teaching was seen when the teacher, using children's own toys, was developing the vocabulary and understanding of comparative size. Her skills in questioning and waiting for an answer without rushing children enabled many to make a good contribution and learn well. In reception, good teaching was seen when slower-learning children were working with the class teacher threading beads to form repeated patterns. The same technique that had led to good learning in the nursery was employed again. The children who initially could not understand the concept were happily threading in sequence by the end of their session. Where teaching is satisfactory rather than good it is because there is insufficient focus on what children of different abilities should learn by the end of the session. For example, children using mathematically-shaped sponges to form repeated patterns with paint concentrated solely on repeating colours. Higher-attaining children would have benefited by also considering the sequence of mathematical shapes. In the nursery, parents are well used to support mathematical learning. Photographs show them working with their children to follow a number trail on the playground and finding four tall and four short plants.

Knowledge and understanding of the world

75. Teaching and learning are good, as lessons are based on first-hand experiences. For example, the local Fire Brigade visited the nursery, and reception classes visited the London Aquarium where they enjoyed looking at and touching the fish. One class had a visit from a local vet who taught them a lot about caring for pets. Such experiences then act as a stimulus to other areas of learning, such as creative development. Planning documents show all elements are covered in interesting ways, with the development of the foundations of ICT and science being particularly strong. One very good session was seen when a reception teacher focused on developing precise vocabulary, such as 'keyboard' and 'cursor'. The lesson intention was very clear, that children *'would learn to type their names using the skill of just pressing each key once'*. The teacher dealt well with the potential difficulty of recognising the upper case letters of the keyboard and relating them to the lower case letters they recognised within their names. She provided a template of the keyboard using both cases, to enable children to match the letters and select the correct key. The well-briefed classroom assistant took small groups to the computer suite and made sure children completed the task. Wall displays promote children's developing knowledge of the natural world. The work shows that they realise that some animals are nocturnal and some are about in the daytime; that birds, such as the barn owl, have life cycles and that the sun gives us light. Children know fruit and vegetables, such as cucumbers and apples, contain seeds and they plant seeds and watch sunflowers grow. They learn that time passes, by talking to a mother about her new baby. They understand that its feeding habits and ability to move are different from theirs. They bake play-dough 'flowers' in the oven to understand that heat changes materials.

Physical development

76. Both nursery and reception have a developmental programme to ensure skills increase, although the planning in reception is more closely allied to that of the rest of the school rather than related to the early learning goals. In the one physical education lesson seen for reception, teaching was very good and pupils' skills in handling and moving with a small rugby ball increased very well due to very focused teaching. Clear directions were provided and good use made of children to demonstrate. The level of challenge increased as the lesson progressed, ending with team activities and a reasoned argument for the needs for fair play, which all children understood. Children were managed very well. Because they found the lesson stimulating, everyone's behaviour was extremely good.
77. In the one nursery session observed, children, wrapped up well against the cold wind, made good progress in moving in a variety of ways in a controlled manner. They showed good awareness of space and did not bump into each other. The teacher had good control, using a tambourine well as a signal to stop and listen. There was a good level of challenge too, such as *'run between all the spots without touching them'*. She promoted personal development well by encouraging all children to get out and put away the apparatus they had used. Children recognised the effects of exercise on their bodies by becoming hot with exertion and the teacher drew attention to this well. The outside nursery equipment allows for good development of this area. It includes climbing equipment and wheeled vehicles. While pupils in the reception use the nursery's outside provision once a week for creative play and physical development, they do not have sufficient regular access to facilities for these aspects of the curriculum. All children handle scissors, small toys, and dough regularly and develop their manipulative skills appropriately.

Creative development

78. Children's creative development is taught satisfactorily and children are likely to meet expectations by the end of reception. All classes have areas for creative role play, such as the 'vet's surgery' or 'three bears' cottage', though the new reception class lacks sufficient resources for purposeful play. These areas benefit children's language development and social skills, especially when adults participate, such as when pretending to be a guest for a meal. As part of daily classroom routines, children have opportunities to play with construction sets and small world toys that increase their imaginative play. At Christmas, all have the opportunity to perform in front of their parents. Children use paint well to express their ideas and for adult-led activities that need

precision, such as making handprints and cutting them out carefully to form part of the hedgehog for the wall display about autumn. They have a variety of opportunities to print with different templates and know how to apply paint for different effect, such as by blowing it to make bubbles. Children make good observational drawings of the fruit and vegetables cut open by their teacher. They make a variety of items with recyclable material, learning how to fix them in different ways. For example, one reception class has the model bats they have made hanging across the classroom. No singing or musical activity was observed, but plans show children clap the beats that correspond to the syllables of their names and listen to music describing its dynamics, pace and pitch. They learn traditional songs and Christmas carols.

ENGLISH

79. Results in the 2002 National Curriculum tests show that, since the year of the previous inspection report, attainment in English in Year 2 has improved by ten clear percentage points. Standards improved significantly in reading, but not so well in writing. In Year 6, the difference in percentage points between 1997 and 2002 was minus six, though teacher assessment forecasts were exactly the other way around. Overall, the trend has been downwards, though there have been two good years in between. Part of the reason for pupils' weaker performance in writing in Year 2 is their low starting point when in the nursery. With many being summer-born, a significant percentage of the group started school in Year 1. They missed out on full-time experience in reception and this disadvantaged them, especially those at an early stage of learning English. Last year's Year 6 contained 26 per cent of pupils with special educational needs. The low results were partly due to the disruption caused to their learning, and to that of their peers, by several changes of teacher. Evidence from the inspection broadly confirms an overall average standard and satisfactory achievement at the end of Year 2. Pupils in the current Year 6 have improved on the poor results of 2002, because of the better quality of teaching they are receiving. Although their attainment remains below average, their achievement is sound for their different levels of prior attainment.
80. By the end of Year 2, attainment in speaking and listening is average and below average in Year 6. In Year 2, high attaining pupils listen and speak confidently in a wide range of contexts and take an active part in discussions when given the opportunity. Where talking as a vehicle for learning is promoted, the majority of pupils show confidence in listening and speaking; for instance, when they share ideas in pairs and are encouraged to collaborate in independent tasks. This was well exemplified in a literacy lesson on the features of different versions of a traditional story. In this instance, pupils adopted different roles, with one partner impersonating a character and the other responding by expressing their feelings towards it. By the end of Year 6, most pupils listen well and show understanding of key points when sharing texts. In instances where pupils are encouraged to collaborate in tasks, pupils develop their ideas thoughtfully; for instance, when writing Haiku poems and editing each other's work. However, although pupils listen well, opportunities for speaking across the curriculum are not systematically planned and no arrangements exist to monitor pupils' progress against clear objectives and set them specific targets for improvement. This hinders progress.
81. By the end of Years 2 and 6, standards in reading are average and have been maintained since the last inspection. The majority of pupils in Year 2 read a range of texts with a fair degree of fluency and accuracy, with higher-attaining pupils showing good expression. They tackle words using phonics and read for meaning on the basis of contextual clues. Higher-attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences. Most pupils are familiar with the organisation of non-fiction books and use the content and index pages to find information. In Year 6, higher attainers are highly motivated, confident and read in a range of genres. They cope well with demanding material, read independently and use non-fiction material for research purposes. Some among the lower-attaining pupils still lack expression and are tentative when talking about characters. The majority of pupils, including those with special educational needs and those with English as an additional language, achieve appropriately against their prior attainment. All pupils keep a record of their reading in a home/school diary and parents are actively involved in listening to their children read and use the diary to communicate with teachers. Records kept by teachers include helpful diagnostic comments. The teaching of reading in ability groups is well managed

and assessed against specific objectives. Research skills are emphasised, with good examples in Year 6 related to study of the Aztecs and the Second World War.

82. By the end of Year 2 and 6, attainment in writing is below average with some improvements in Year 6 against the latest results. In Year 2, higher-attaining pupils develop their ideas in sequence and use capital letters appropriately with most words correctly spelt. They write extensively and choose vocabulary imaginatively with some good examples of letter writing addressed to different characters such as Katie Morag, and character profiles. However, whilst many pupils manage to communicate meaning, a sizeable proportion do not write in sentences, sustain ideas and develop them sufficiently, with spelling often inaccurate. The majority reach good standards of handwriting, adopting a cursive script very early on. In Year 6, higher attainers write extensively and produce a range of writing in different genres, including, for instance, newspaper articles, nonsense poems and a range of non-fiction. However, many among the lower attainers lack the confidence and understanding to produce work using interesting vocabulary or that is arranged in a way that captures and holds the reader's attention. Pupils' spelling improves, as they grow older. As a result of the increasing attention being given to writing, especially teachers' personal demonstrations of effective writing, pupils of all abilities achieve appropriately, with improvement over time in the overall quality of content, purpose and organisation.
83. Pupils' attitudes to learning are broadly positive. They listen attentively and many are actively involved. Where they are given the opportunity, they collaborate effectively and this often contributes to the progress they make.
84. The overall quality of teaching is sound, with more of the good teaching occurring in the infant years, Year 3 and Year 6 than other junior year groups. Teachers have a satisfactory knowledge and understanding of English. Lessons are clearly focused on specific strands and give pupils ample time for discussion of shared texts. In lessons, where teaching is good or very good, questioning is effectively used to establish understanding and consolidate skills; for instance, when discussing how books are organised or explaining different poetry forms. Speaking and listening are effectively promoted with opportunities for pupils to share ideas in pairs and collaborate on group tasks. A good example of this was in a geography lesson where the teacher impersonated the character of Katie Morag and the pupils had to ask her questions. This method enabled the pupils to develop their language skills whilst extending their geographical skills. Where teaching was less effective, teachers did not involve pupils who did not readily volunteer answers, or did not share and use learning objectives to focus their learning. In many instances, although pupils are grouped by ability, there is insufficient focus on the needs of pupils at early stages of learning English. There were some good examples of effective marking of written work focused on guiding pupils to improve their work, but this is not consistent across classes.
85. The school uses the literacy framework appropriately and has introduced modifications, such as the organisation of guided reading, where the teacher works directly with a group of similar ability, and the more concerted focus on writing. Sound use is made of progress books where unaided writing is used to assess pupils' attainment over time. However, this is not being extended to provide feedback to the pupils and more critically to set targets on the basis of this assessment. Although some aspects of assessment are used to identify those who need extra support, insufficient use is made of information to identify the achievement of different groups. The school has a sound approach to identifying opportunities for promoting literacy skills in other subjects, such as in geography and history. However, it does not check to what extent it is systematically used as effectively as possible in all subjects and consequently some opportunities are missed, for example, in design and technology. The use of ICT in the subject is sound with scope for further development, as there are missed opportunities for using ICT for drafting and redrafting.
86. The subject leader is enthusiastic and committed to improving pupils' performance. Clear priorities have been identified but the criteria for measuring success in achieving targets are insufficiently linked to the likely impact on learning.

MATHEMATICS

87. Improvement since the last inspection is satisfactory. The standards of work seen in Year 6 are average overall and most pupils' achievement is sound, including those with special educational needs and whose mother tongue is not English. Standards are above average in Year 2. In Years 1 and 2, pupils achieve well, due to a good overall quality of teaching and learning. However, throughout the whole school there is some inconsistency in the pupils' achievement linked to the varying quality of teaching and learning.
88. Pupils in Year 2 have a good understanding of place value, and order numbers to 100 and beyond. They recognise odd and even numbers, and work out and extend number sequences. Higher-attaining pupils use different strategies; for example, when adding or subtracting 9 or 11. They name and recognise common two and three-dimensional shapes and describe their basic properties; they collect information and use bar charts to display and compare their data. Pupils use their number skills well to solve simple word problems. Higher-attaining pupils talk about their work confidently as they try to find solutions; for example, when doubling a two-digit number to extend a sequence.
89. In Year 6 pupils use their good understanding of place value to multiply and divide numbers by 10, 100 and 1000, with higher-attaining pupils applying this well to decimals. They have a sound understanding of the different methods for multiplication and division: for example, by doubling, partitioning and factorising. Lower-attaining pupils do not always have the skills to use and understand these methods sufficiently. Higher-attaining pupils choose methods that best suit them when solving one and two-step problems. Pupils work in decimals to two and three places, and know the equivalent values of simple fractions. Higher-attaining pupils reduce fractions to their simplest form and apply this to work on ratio and proportion. Pupils record information using a frequency table, and work out the mode, mean and median of a given set of data. They use and explain line graphs.
90. The quality of teaching and learning, although good in Years 1 and 2, is satisfactory overall. Some good and some unsatisfactory lessons were seen. Lessons are well prepared and have clear learning objectives, which are displayed, and shared with pupils so that they know the purpose of learning. In the best lessons, teachers refer to these again at the end, as pupils discuss what they have found easy or difficult in learning. This helps pupils to understand how well they are learning. Pupils' work is marked consistently, but sometimes there are no comments that refer to learning objectives. This represents missed opportunities to inform pupils how well they have done and what they need to do to improve.
91. Teachers plan lessons using the National Numeracy Strategy, but sometimes insufficient account is taken of the assessed levels at which pupils should be working, particularly lower-attaining pupils. This results in activities that for some are inappropriate and too difficult. For example, in a Year 6 lesson on multiplication using factors, lower-attaining pupils especially were unsure of factors, could not follow the method, and therefore made little progress. In a Year 3 lesson on units of time, although challenging, some pupils did not have the number skills to work out the problems set. From pupils' past work, comments in marking also indicate an insufficient match of work to ability, where work is unfinished and incorrect, and comments, such as '*we need to work on this*' and '*good try*' are shown. Where teaching assistants support lower-attaining pupils, including those with special educational needs, they are not always sufficiently informed about lesson planning or of what is expected of them. This results in support that is not as effective as it could be.
92. Learning is most effective where pupils are expected to talk about their work, and are engaged in questioning and discussion. This was evident in a Year 6 lesson where pupils demonstrated and explained multiplication and division of decimals by 10 and 100, making good use of digit cards. In some lessons teachers spend too long talking and explaining. Although pupils are questioned they are not always expected to explain their reasoning. Often, those that know answer the questions, leaving others uninvolved, and teachers unsure about the full understanding of the whole class.
93. In most lessons, pupils behave well, and display positive attitudes to learning. They work well together, sharing tasks. In a Year 2 lesson, pupils co-operated well. In pairs, they threw two dice,

to give a starting number and a number interval for writing a sequence. This led to discussion and thus made learning more effective. Pupils all have individual targets that they have discussed with their teachers. Most know these and are keen to meet them. Pupils are generally managed well. However, in one lesson unsatisfactory behaviour interrupted the pace of learning, and in a few other lessons teachers did not always ensure that all pupils were paying full attention.

94. Good use is made of numeracy to support learning in other subjects. In Year 2, pupils recorded and compared their favourite food and drink as part of a topic on healthy living. Year 6 pupils recorded and plotted the depth, width and speed of a river in different places as part of their river studies. The use of ICT is developing well for teaching direction and turn, handling data and using formulae to make calculations based on entered data. Programs are used to support the development of number and shape, but are not always matched sufficiently to pupils' abilities.
95. There are two co-ordinators for the subject who, supported by the new headteacher, are keen to move the subject forward. Due to weaknesses in the management of the school, there has been no thorough monitoring with a view to improving the quality and consistency of teaching and learning and raising standards. Encouragingly, national and optional annual test results are analysed for strengths and weaknesses and appropriate attention is given to weaker areas. End-of-year levels of attainment are now predicted and pupils' progress is being tracked. The school recognises the need to give fuller attention to assessment and record keeping, in order to provide sharper starting points for pupils' learning. Support is given appropriately to some pupils through the 'Booster' and 'Springboard' initiatives, which are helping to raise standards. Classroom displays, including a range of subject vocabulary and challenge activities, help to raise pupils' interest in mathematics.

SCIENCE

96. The standard of work seen in Year 2 is average, as it was at the time of the last inspection. Overall, infants, including those pupils whose mother tongue is not English and those with special educational needs, make satisfactory progress over time. Their achievement is sound. The majority of pupils recognise, for example, that materials have different properties and describe these differences appropriately using language that describes their appearances; for example, smoother, shinier. They observe how heat changes materials and that sometimes these changes are irreversible, as in the making of toast from a slice of bread. They sort items into groups, identifying those that are man-made and those that are natural but do not, for example, link materials clearly with potential uses.
97. The standard of work seen in Year 6 is below average and has gone down since the last inspection when standards were average. Pupils' achievement is unsatisfactory. By the end of Year 6, for example, most pupils identify the different organs of plants but there is little evidence that higher-attaining pupils completely understand the functions of these. They understand that increasing a force on a rubber band extends its length and have recorded results of an appropriate experiment. However, the results have not been plotted in an appropriate graph in order to extend the learning of higher-attaining pupils with respect to scientific learning and to reinforce mathematical skills. Pupils can draw simple circuit diagrams accurately, using the correct notation. They appreciate that the length and thickness of wire used in a simple circuit can have an effect on the brightness of a bulb contained in the circuit. Their experience with more complex circuits, however, is limited. Examples of work based around 'Shipwrecks' indicate that higher-attaining pupils have a clear understanding of evaporation and condensation as a method of producing drinking water from seawater, but that the understanding of middle and lower-attaining pupils is unclear. By the end of Year 6, most pupils are used to investigative procedures. However, they are not sufficiently experienced in suggesting ways of finding out, as practical lessons are generally very directed by the teacher.
98. Only one lesson was observed in Years 1 and 2 and this lesson was satisfactory. Work in pupils' books indicates that teaching is consistently sound in these year groups. The quality of teaching in Years 3 to 6 is unsatisfactory overall, even though the majority is at least satisfactory. This is because teachers' planning is variable in quality, detail and effectiveness. Teachers identify clear

learning objectives and in the successful sessions these are shared and clarified for the pupils at the start. In a Year 6 lesson on micro-organisms, for example, not only was the lesson objective made clear to the pupils at the start of the lesson, but key word cards and phrases were also used and helped to confirm pupils' learning during this initial session. At other times, however, teachers' planning does not address the range of abilities of pupils within the class. Recording sheets do not cater well enough for the range of writing skills exhibited by the pupils. This has a detrimental effect on the quality of learning, as higher-attaining pupils remain under-challenged, while lower-attaining pupils often need extra adult support to understand the tasks.

99. Relationships in the classroom are good and a positive working atmosphere is the norm. Pupils consequently feel valued and try hard in class question and answer sessions. They persevere even when it is clear that they do not totally understand the concept in question. The positive ethos evident in classrooms contributes well to pupils' spiritual development. In the most effective lessons, teachers capture the interest of the pupils. They make them eager to get involved in the activities offered. In a lesson on electricity for a mixed class of Years 3 and 4, for example, pupils worked hard testing a variety of materials in order to try to find out which ones conducted electricity. This resulted in a lesson where pupils were motivated and learning was good. However, in less effective lessons, activities fail to stimulate the pupils. Only the good relationships between teachers and pupils carry the lessons through. Review sessions at the end of lessons do not always include an evaluation of the lesson objectives and so pupils do not always have a clear awareness of the progress they have made.
100. Opportunities to enhance pupils' attainment in literacy are usually satisfactory. Key words are displayed in some classrooms, for example, and this helps the pupils in the recording of work. However, lesson review sessions often rely on one-to-one questioning and opportunities to extend pupils' speaking skills are missed. Sound use is made of mathematics through measuring and the recording of results. In a Year 2 lesson, for example, the pupils built up a food pie chart by sticking examples of different types of food on a large circular board. The support of the subject by ICT is also satisfactory. In a Year 3 lesson, pupils organised information they had found out about animals into a database.
101. The curriculum complies with national guidelines and is appropriately based on national guidance. The documented assessment procedures are satisfactory. The use made of these for planning appropriate and well-matched work for the whole range of pupils is unsatisfactory. The development of assessment procedures and their use, which was an area for development noted at the time of the last inspection, has only been partially realised. The subject co-ordinator is new to post and her role has not yet been developed to include the monitoring of teaching. Overall, improvement since the last inspection has been unsatisfactory.

ART AND DESIGN

102. The attainment of pupils in Years 2 and 6 is average. The standard reported during the previous inspection has been maintained in Year 2, but in Year 6 is no longer above average. Pupils' achievement, including those from minority groups and with special educational needs, is satisfactory. Since the time of the previous inspection, time for art and design has been reduced but a sound quality of curricular provision has been maintained.
103. During Years 1 and 2, pupils experience a range of activities and media and this enables them to explore pattern, colour and shape. They use paintbrush, crayon and pencil and learn to control these appropriately, becoming skilful in a range of techniques. In Year 1, for example, pupils of all abilities paint portraits of themselves and show their understanding of right angles in their drawings of right-angled monsters. In Year 2, they experiment using clay and paint to produce individual pots and use the patterns of William Morris to produce simple repeating patterns of their own.
104. In Years 3 to 6 pupils gain further experience in the use of colour. In Year 3, for example, pupils' work shows good awareness of the impact of colour enhanced by a good quality lesson on Matisse's *'Still Life on a Blue Table'*. The pupils' range of descriptive words showed good literacy development too. Pupils' skills of observation become more refined as they get older. They learn to

represent motion in their work, as in Year 4 with their silhouettes of people in action drawn with the help of body and limb cut-outs. In Year 5, pupils develop an appreciation of colour and tone and display this to good effect in their pastels of three-dimensional solids. By the end of Year 6, pupils have sound knowledge of the work of old masters, like Van Gogh, as well as more recent painters like L. S. Lowry. They have also developed an appreciation of art in other cultures, for example Aboriginal. There is less evidence of the pupils working in three dimensions.

105. There is insufficient evidence to make an overall judgement on the quality of teaching. However, the quality of teaching in Years 1 and 2 is satisfactory, maintaining the standard noted at the time of the last inspection. Teachers have clear learning objectives and, overall, lessons are well organised, although the quality of lesson plans is variable. Teachers have a sound understanding of the subject. They explain the tasks clearly, although they sometimes miss opportunities to use the start of lessons to demonstrate techniques and to extend language.
106. Teachers use a good range of resources to stimulate and motivate the pupils. In a lesson for Years 1 and 2 based on repeating patterns, for example, the teacher provided a good range of fabric and wallpaper patterns to share with the class. In a lesson in Year 2 on shading and tone, the teacher took the pupils outside the classroom to examine stone, brick and wood, encouraging the pupils to feel the texture of the different surfaces. In both of these lessons the range of the resources shared prior to the task had a positive effect on the pupils' work and subsequent learning. Relationships between pupils and between teachers and pupils are good and enable learning to proceed with minimum disruption. Pupils enjoy the lessons, work hard and are responsible with equipment. Most teachers display a range of pupils' work well and classroom and corridor displays are of good quality, maintaining the profile of the subject and confirming the pupils' self-esteem well.
107. The co-ordinator is new to her post and is now soundly developing ideas to improve the subject. She aims to set up a systematic approach to finding out about the quality of teaching and learning. There are clear priorities for improvement. The development of skills in working in three dimensions is limited and planning for the continuous development of skills of pupils in the mixed-age classes is not always clear. The support of the curriculum by relevant visits is limited, as is the use of ICT. Also, the use of teachers' assessment in forward planning is unsatisfactory. Accommodation and resources are adequate. Art contributes well to pupils' cultural development.

DESIGN AND TECHNOLOGY

108. Average standards in Year 2 have been maintained since the time of the last inspection and the achievement of pupils in Years 1 and 2 is sound. However, the attainment of pupils in Year 6 has deteriorated to below average and is not as high as it should be.
109. In Years 1 and 2, pupils become accustomed to the process of plan, do and review. This is achieved through projects like the construction of three-dimensional houses, decorated in the pupils' own style as part of their class topic on 'Homes' and the planning, making and enjoyment of jam sandwiches. However, the limited evidence available from Years 3 to 6 indicates that pupils' skills and understanding are not developed to the appropriate standard across all the aspects of the subject. This is particularly evident in food technology.
110. Pupils are encouraged to appreciate the value of research before planning. For example, in Year 3 pupils examined a variety of money containers before planning their own. The school plans some effective links with other subjects, such as when pupils in Year 4 combined skills in science and design and technology to produce quiz boards which indicate when the correct answer to a question has been given. In Year 5, pupils made paper carrier bags. These were designed to support a kilogram weight, linked to the pupils' historical topic on the Second World War. This contributes also to the satisfactory support and use of pupils' numeracy skills in the measuring required for the paper plan. Production in Year 6 consists of fairground models of a merry-go-round. However, pupils' skills are not sufficiently well developed to ensure that these are robust and function as planned. Pupils' literacy skills are used satisfactorily in some classes through written evaluations of work, as in Year 4 when based on the task of producing a bird's-eye view of

a settlement. Opportunities for pupils to work together on a class project help to promote pupils' good social development. Use of ICT to support the subject is limited.

- 111. Only one lesson was observed during the inspection, so an overall evaluation of the quality of teaching cannot be made. However, in the lesson observed pupils made sound progress.
- 112. The curriculum is unsatisfactory in its implementation in Years 3 to 6, with consequent detrimental effects on the development of pupils' skills. Written assessment procedures are based around the school's annual report to parents and overall do not sufficiently inform planning. The subject has been without a leader for the last year, which is also unsatisfactory. No monitoring of teaching and learning has taken place during this time though the headteacher has begun to make effective plans for the future. Further development of this subject is a key issue for action.

GEOGRAPHY

- 113. Average standards have been satisfactorily maintained in both Year 2 and Year 6 since the last inspection. Pupils' achievements, including those with special educational needs and those whose mother tongue is not English, are satisfactory throughout the school.
- 114. Pupils in Year 2 have a satisfactory knowledge of their own locality. They compare this with the imaginary island of Struay in Scotland, noting human and physical differences. They identify the countries of the United Kingdom and begin to learn about other places and countries in the world, for example Brittany, through the travels of Barnaby Bear. By drawing maps of a 'treasure island' and a plan of the school and playground they begin to develop mapping skills, using simple coordinates and a key.
- 115. By Year 6, pupils understand how weather and climate throughout the world have an effect on lifestyles. They use four-figure grid references to locate places and features on maps, for example when tracing the course of the River Severn. In their river studies they find out how rivers are formed, and how their courses can be changed by the flow of water. Displays around the school show that pupils name and locate the continents of the world and many countries.
- 116. Teaching and learning are satisfactory overall. A very good lesson was seen in Year 2. Pupils contrasted the Island of Struay with Hillingdon. They had already found out about the island by reading the story of Katie Morag in literacy. A very good three-dimensional display, made by the class, also added to their knowledge of this location. This background information was used effectively as pupils questioned the teacher about the island. In pairs, they told each other what they liked and disliked about living in Hillingdon, and on the coast. The two locations were thus contrasted well. In this lesson, and another seen in Year 6, relationships were very good, resulting in very good behaviour and attitudes to learning. Pupils in Year 6 were well challenged in their lesson to draw line graphs, based on first-hand evidence, plotting the width of the river at different places against its depth to show profiles of the river bed. One unsatisfactory lesson was seen where pupils were studying different types of settlement. The pace of the lesson was very slow, resulting in some pupils losing concentration and therefore making insufficient progress. Although note taking was practised, more support was needed for some pupils with this activity.
- 117. Satisfactory use is made of pupils' literacy skills. Some good use is made of geographical texts but more opportunities could be provided for pupils to practise and develop their writing skills at an appropriate level. Sufficient use is made of numeracy. Pupils use coordinates in map work and compare weather data and data from river studies. The use of ICT is developing with some appropriate use of the Internet for research. The collection of CD-ROMs to support learning is to be built up.
- 118. The co-ordinator is keen to move the subject forward. She is aware that there has been no monitoring with a view to improving the quality and consistency of teaching and raising standards. Formal assessment procedures have yet to be developed, although sound informal assessments are made that are reported to parents in pupils' annual reports. Good use is made of the local area. For example, Year 4 pupils interviewed members of the public in the local shopping centre

about their shopping habits. A residential visit for pupils in Year 6 provides good opportunities for fieldwork.

HISTORY

119. The attainment of pupils in Years 2 and 6 is average. Overall, pupils, including those whose first language is not English, achieve satisfactorily over time. Pupils with special educational needs also make sound progress, relative to their individual attainment levels.
120. By the end of Year 2, pupils have a sound understanding of chronology and an appreciation of changes over time. In Year 1, pupils examine pictures of homes over the last one hundred years. They compare them with our homes today, noting changes, for example, in cooking and washing facilities. Pupils recognise that a major event can have an important impact on a community as, for example, the Great Fire of London. They appreciate the importance of first-hand evidence from the diarist, Samuel Pepys.
121. By the end of Year 6, pupils develop a deeper understanding of English history through an examination of the Celts, Tudors and the Second World War. Throughout Years 3 to 6 in particular, pupils become accustomed to using a range of source material and develop appropriate skills of historical inquiry. In a Year 5 lesson, for example, pupils used songs and copies of old posters to find out about salvage, recycling and saving campaigns in the Second World War. However, pupils' appreciation that historical events have been interpreted in different ways is limited. Pupils' literacy and numeracy skills are satisfactorily used and enhanced in history. Sound examples are found in Year 5, through the composition of letters written as if the pupils are evacuees, and in Year 4, where pupils do addition and subtraction questions using Roman numerals. The standard of pupils' attainment has been maintained since the last inspection.
122. Only two history lessons were observed during the inspection and so it is not possible to make a judgement on the quality of teaching. However, pupils' work indicates that teaching is likely to be at least satisfactory overall, maintaining the quality observed at the time of the last inspection. In one very effective and very well-structured lesson, the tasks set matched the needs of the range of pupils within the class very well. This had a positive effect on pupils' motivation during the lesson and consequently learning was very good. In this lesson too, pupils were encouraged to share with the rest of the class information about the war years that they had discovered from older relatives or friends of the family. This contributed well to the development of pupils' speaking and listening. The scrutiny of pupils' work overall, however, indicates that the match between task and the needs of pupils is not always as finely tuned.
123. Teachers mark pupils' work and the most effective marking contains constructive comments and pertinent questions for the learner. Some good quality wall displays, which include pupils' work, enhance classroom and corridor walls around the school. These effectively raise pupils' awareness of history. Aztec newspapers are a good example of this and indicate the use of pupils' word processing skills in supporting the subject. Few examples of the pupils' use of independent research outside the classroom were noted during the inspection. However, the use of CD-ROMs as a resource is identified in plans, as is the use of museum web sites, indicating that the support of the subject by ICT is developing well.
124. The curriculum is sound, though plans do not make the provision for pupils in mixed-age classes sufficiently clear. Links with other curriculum areas support the history curriculum satisfactorily. For example, pupils are encouraged to use famous paintings as a source for inquiry and to listen to Tudor music. The use of visits to historical sites and museums and visitors, who share relevant expertise, is satisfactory. The school has provided more opportunities for pupils to develop multi-cultural perspectives, noted as an area for further development during the last inspection. In Year 5, for example, pupils investigate the part played by India and the Caribbean countries in the Second World War. The curriculum has improved since the last inspection and contributes well to pupils' cultural development.

125. The experienced subject co-ordinator continues to lead the subject well within the confines of her role. She monitors a sample of pupils' work from Years 2, 4 and 6 to ensure that appropriate standards are reached. This constitutes an improvement since the last inspection. However, a portfolio of work, annotated with National Curriculum levels, in order to help teachers in their assessment of pupils' work, has not yet been completed. Consequently whole-school assessment procedures and their use in forward planning remain in need of further development. Pupils continue to be assessed annually and this information is used appropriately in annual reports to parents. The role of the co-ordinator has not yet developed to include the monitoring of teaching. Resources are adequate and are supplemented well by a lending library service. The school has made satisfactory improvement in the development of this subject since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

126. Standards are average in ICT by the end of Year 2 and above average by the end of Year 6, which is good improvement since the last inspection. Pupils achieve satisfactorily throughout the school until Year 6, where they achieve well. This is largely due to the new ICT suite and good quality, modern software. These facilities enable pupils to have class lessons combined with a new programme of work that focuses on developing skills and understanding at a challenging level. In addition, Year 6 has a residential visit that furthers their ICT experiences very well. Pupils with special needs and those who are at the early stages of learning English do not always achieve as well as the rest of the class because the work can be too hard for them.
127. Pupils in Years 1 and 2 are proficient at using the mouse with increasing control to make things happen on screen. They select different on-screen tools and colours to create pictures. They have sufficient familiarity with the keyboard to write sentences for class story displays, such as the Three Little Wolves and the Big Bad Pig, forming capital letters and inserting full stops where necessary. Older pupils know how to program an electronic toy. They know how to log on and off at the start and end of lessons.
128. Pupils in Years 3 know how to use a drop-down menu in a Windows program to change the font style, colour and size, and to insert graphics from Clip Art. For example, they choose words, such as 'curly worm', to write in the most imaginative way. They understand databases are an effective way of storing information and make their own during their topic on animals. By Year 4, pupils have a greater understanding of different types of programs, such as screen logo, and competently input supplied number data to create shapes. Higher-attaining pupils have sufficient knowledge to write their own programs to do this. Pupils in Year 5 begin to access Internet sites to find out about world weather and the planets. They have developed good keyboard skills to write and edit on screen; for example, writing plays about the Second World War. They know how to flip, rotate and tessellate shapes and create PowerPoint slide presentations. Year 6 pupils create and use spreadsheets and input formulae to cost out the food for a party. On the residential visit they make their own website pages, inserting a photograph of themselves. They make good quality multi-media presentations by using programs to compose music, and a webcam to film model people and animals. They then combine and edit, add in appropriate backgrounds, and select speeds of frames.
129. Insufficient teaching was seen to form an overall judgement. It was satisfactory in the lessons observed, which is similar to the findings of the previous report. Teachers have good subject knowledge and link their ICT teaching meaningfully with subject content from other curricular areas, especially mathematics, literacy, science and history. For example, Year 5 pupils are taught how to use a publishing program to create a newspaper about everyday life in the Aztec culture. The good strategy of demonstrating through projecting a magnified computer screen is well used throughout the school. In all lessons there are aspects of good teaching, but also areas that need to be more focused. In Years 2 and 4, the program was clearly demonstrated, which engaged pupils' attention well and made them want to get started. Those with lower prior attainment found the mathematics within the program too difficult and were unsure how to proceed without adult help. This slowed their rate of progress and prevented them developing their ICT skills well enough. In Year 3, a potentially good lesson on creating databases was hampered by hardware and software failure. The projector did not work, leaving the teacher without the means to

demonstrate how to create and copy tables to make databases. The file containing pictures for pupils to download into their work could not be found. Although the teacher quickly adapted the plans, the lesson lacked the level of challenge necessary for new learning to take place. Pupils could do little more than consolidate their word-processing skills.

130. Pupils' attitudes are satisfactory. In Year 6, attitudes are very good because pupils feel excited and challenged by their learning, especially their experiences on the residential visit. As this happens in the autumn term, it gives pupils a platform of high expectations and interest from which to launch for the rest of the year. When teaching is pitched at too difficult a level, pupils become de-motivated. For example, in an interview with pupils from Year 2 they reported, *"several pupils in their classes do not like computer lessons because they get stuck."*
131. The programme of work, based on the new national guidance, is comprehensive and medium-term plans show that teachers link ICT to other subjects satisfactorily. However, insufficient use is made of assessment to establish what different groups of pupils already know and what they should learn next. The school is currently unable to say what levels, in National Curriculum terms, pupils reach overall, either at the end of Year 2 or Year 6. The school takes reasonable steps to protect pupils from offensive material on the Internet via email and chat rooms. It has appropriate procedures to check they operate within the law for software licences.
132. Parents have made a very strong contribution to raising standards in the school by raising money to provide and maintain the ICT suite.
133. The leadership and management of the subject are mainly satisfactory. The teacher with responsibility for ICT has very good personal expertise and supports colleagues well. For example, courses have been provided to familiarise teachers with the use of Internet sites and in how to use ICT to better support mathematics. The co-ordinator works hard to maintain the hardware in optimum condition as well as being a full-time class teacher. However, teachers complain that printers often break down, thus hampering their work. Most teachers have sufficient expertise and attended the government training scheme for ICT, but found the content at too low a level to benefit their teaching. Forward planning is unsatisfactory, as there is no clear plan for what the next stages of development should be or for observing lessons to check the quality of teaching.

MUSIC

134. By the end of Year 2 and 6, attainment in music is average and above average in singing. The majority of pupils, including those with special educational needs, achieve well against their prior attainment as they are increasingly exposed to a range of musical traditions. This is because the quality of teaching is consistently good and the specialist teacher motivates pupils and makes the learning accessible. Lessons are well planned to build on what pupils have learned previously, with singing as a regular feature. Much of pupils' experience arises naturally from practice and is strengthened through astute and careful modelling by the teacher. There are frequent opportunities to listen to a range of music and develop musical skills and knowledge. Good use is made of questioning to extend pupils' understanding of musical elements. Pupils' attitudes are positive without exception and this also contributes to their good achievement.
135. Younger pupils listen to music by Vivaldi and identify a range of opposites, such as quiet and loud sounds and slow and quick tempo. They have memorised a range of songs, which they sing tunefully and enthusiastically. They demonstrate good knowledge of instruments and identify them from listening.
136. In Year 3, pupils show good understanding of duration and build on their knowledge of different types of music. They listen to Handel's oratorio and identify the range of instruments heard. They sing with enthusiasm and use actions appropriately to fit the words. They explore contrasts in the use of sounds based on a piece by Verdi and begin to develop skills in describing the music they hear and how it makes them feel. By the end of Year 6, pupils explore the concept of scale and show good skills in using it to invent their own tunes. They recognise and discriminate between different notes as they take turns in lining up to show their note within the scale.

137. The provision for music is enhanced through some very good curricular opportunities. The school is rightly proud to have developed an excellent choir, with 65 pupils taking part. Other activities include a singing group and some instrumental tuition for the violin and cello. Often pupils' performance and the quality of singing are moving and contribute substantially to their spiritual and cultural development. ICT is well used to record pupils' work so that they can evaluate the quality of their singing and playing. The school has also recently purchased specific software for pupils to compose using computers, but this has not yet been put to use. There is also little use of the National Curriculum levels of attainment when assessing pupils' progress. Although aspects of literacy and numeracy arise naturally in the subject, they are not systematically identified and promoted.
138. Progress since the last inspection has been good with improvement in the quality of teaching and learning making the most impact on pupils' achievement. The co-ordinator's very good subject knowledge has contributed to making music a strength of the school.

PHYSICAL EDUCATION

139. From the evidence available, attainment is at least as good as it was at the time of the previous inspection. It is average by the end of Year 2, and above average in Year 6 in games and athletics. Discussions with children from Years 2 and 6 suggest that they develop appropriate knowledge and understanding and a broad range of skills and that achievement in the subject is good. A significant number of pupils in Year 6 successfully compete in competitions between local schools. They achieve well in swimming with a high proportion meeting or exceeding the 25 metres expected by Year 6. Currently, the school has trophies for competitions in football and athletics and has won a Rugby Fair Play award. Last year it won the football league, athletics and boys' cross-country, and was runner up in the netball competition and girls' cross-country. There is no significant gender difference in pupils' learning and pupils with special educational needs and those at the early stages of speaking English are in no way disadvantaged. It is largely through the co-ordinator's enthusiasm and drive that the school is so successful in local competitions.
140. Teaching is predominantly good. A games lesson for infants, and a lesson for Year 3 in gymnastics, were very good. Two swimming lessons for pupils in Year 4 were good. One lesson in gymnastics in Year 5 was unsatisfactory because there was ineffective management of behaviour of the majority of the boys. There was a slow pace to learning, due to constant stoppages to call for order and remind pupils of safety in the balances they were developing with partners. In very good lessons, teachers use their very good subject knowledge and understanding both to teach the basic skills and to set a high level of challenge. They strive to ensure pupils produce the very best quality movements and skill, whilst developing a clear understanding of safety and fair play. In response to the very good teaching, pupils make very good progress and perform at above average standards. For example, pupils in Year 1 were taught the correct way to hold and run with a rugby ball, dodging in and out of spaces. Pupils in Year 3 were taught how to perform different types of jumps both on the floor and from a bench. There was a focus on stretching muscles, seeking height or length, but remembering to keep backs straight and knees bent on landing. They were encouraged to identify one thing that was good and one thing that could be better after watching a child perform a star jump from the bench. The lessons maintained a very good pace, with regular breaks to evaluate work and to motivate pupils to improve. These opportunities are helping to develop pupils' speaking and listening, their powers of critical thinking and to recognise that constructive criticism leads to better performance.
141. With the exception of the lesson described in Year 5, pupils' attitudes to learning are at least good, and sometimes excellent. Where teaching is very good, pupils work hard, rise to the challenges set, and try diligently to produce their best efforts. Because they are focused on improvement, they behave very well. Pupils in Year 6 have very positive attitudes and are enthusiastic about the subject and those who teach it. They say teachers have high levels of personal ability and encourage them, whatever standard they are. They appreciate the time that teachers give to run clubs, coach squads and run teams. Pupils in Year 2 say that whilst most

pupils behave well in lessons there are a few pupils who regularly disrupt and prevent them getting on.

142. The last inspection report identified the need for a scheme of work and consistent planning. This is now in place, thanks to the hard work of the co-ordinator, who has ensured an interesting variety of opportunities, especially for older pupils. The school's programme of work includes the use of demonstration videos, orienteering at Kingswood Residential Centre, training in rugby skills by Wasps and Saracens rugby clubs and in athletics by the local Royal Air Force. Courses attended by the co-ordinator have led to a new dance curriculum. Pupils in Year 6 talk enthusiastically about this element, having especially enjoyed composing group performances to the story and music of West Side Story. The curriculum provides a good vehicle for pupils' personal development, particularly their social development, fostering ideas of fair play, friendly competition, and the need for rules. It promotes the qualities of co-operation, a desire to improve and an understanding of how physical activity is essential and an enjoyable part of a healthy lifestyle. Teamwork is a feature of most lessons. The annual sports day and inter-House competitions provide an impetus for all to do their best towards winning the House cups. The many after-school clubs for junior children and opportunities to train to high levels in different sports in order to represent the school in the community enrich the curriculum for the many pupils who participate.
143. Many parents support this subject very well. They ferry teams to matches and inter-school sports meetings, support on touchlines and help run clubs. Those with particular expertise, such as one parent who is a Football Association coach, help to raise standards.
144. The teacher with responsibility for the subject has very good subject knowledge, which is well used to support colleagues. The Year 1 teacher who demonstrated very good teaching was keen to point out this was as a result of very good support from the co-ordinator. Pupils benefit from access to a good level of resources. The subject is lucky to have several members of staff with high levels of personal expertise. This is well used. For example, in Year 6, one teacher takes physical education for the whole year group whilst the other teacher takes religious education. The school has not yet developed the subject manager's role to include devising an assessment system to track standards or a strategy to monitor the quality of teaching and learning in lessons.

RELIGIOUS EDUCATION

145. Attainment is in line with that expected by the locally agreed syllabus in both Year 2 and Year 6, and has been satisfactorily maintained since the last inspection. All pupils, including those with special educational needs, and those whose mother tongue is not English, achieve satisfactorily throughout the school.
146. In Year 2, pupils have a satisfactory knowledge of religion. They know that Christians celebrate festivals, such as Christmas and Easter, and that churches are special places for them, as mosques are for Muslims. They begin to understand the nature of these special places by considering places that are special to them personally. They know that Jesus taught people by drawing from events in everyday life, and recall well-known Bible stories, such as the 'Lost Sheep'. In their studies on Islam they find out how Muslims worship, looking carefully at their preparations for prayer.
147. Pupils in Year 6 are aware of different major world religions and of some of their features, for example their founders, worship, festivals, buildings, scriptures and teachings. Their understanding of these is less secure; they confuse aspects of different religions, and do not have a sufficiently clear picture of the different faiths studied to be able to make a comparison between them. Year 6 pupils realise the importance of learning about different people and their beliefs in order to become more tolerant and understanding. In their work on leadership they see a difference between famous celebrities and those who are recognised for their example and sacrifice, such as Martin Luther King. The lack of sufficient recording, particularly by Year 6, does not help pupils to clarify their ideas, or provide written evidence of their developing knowledge and understanding of religion.

148. From pupils' past work and the lessons observed, teaching and learning are satisfactory, with potential to improve the quality of planning and methods used to extend all pupils. Planning is generally brief. Therefore, it is not always sufficiently clear how learning will proceed or what activities are planned for the range of abilities within classes. For example, a Year 1/2 lesson about the 'Lost Sheep', was delivered somewhat 'off the cuff'. In better lessons, teachers display good subject knowledge and questioning is used well to help develop pupils' understanding. This was evident in a Year 3 lesson on Hindu worship, where a comparison was made between a mandir and a church, drawing on pupils' own knowledge and experience. Judging from pupils' past work, teachers' expectations are not always high enough. For example, older pupils sequenced and recorded the events of Christmas, using duplicated pictures and adding sentences, an activity also carried out lower down the school. Pupils generally behave well and show positive attitudes to learning as a result of good class management.
149. The use of ICT is developing. Use is made of the Internet, for example, to visit different places of worship and gain information. Insufficient use is made of literacy skills, particularly writing, as a means of communicating knowledge and understanding and of practising and developing these skills at an appropriate level.
150. The co-ordinator is new to the role and is keen to move the subject forward. She recognises the need to review long and medium-term planning, so that knowledge, understanding and skills can be progressively developed. There has been no monitoring with a view to improving the quality and consistency of teaching and learning and raising standards. Formal assessment procedures have yet to be developed, although sound informal assessments are made that are reported annually to parents. The school visits local churches, but there have been no visits to the places of worship of other faiths to support pupils' learning.