

INSPECTION REPORT

ST CATHERINE'S RC PRIMARY SCHOOL

West Drayton

LEA area: Hillingdon

Unique reference number: 102424

Headteacher: Mrs Sara Benn

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 30th June - 2nd July 2003

Inspection number: 246204

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Money Lane West Drayton Middlesex
Postcode:	UB7 7NX
Telephone number:	(01895) 442839
Fax number:	(01895) 442631
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Frances O'Connell
Date of previous inspection:	1 st - 4 th December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Science Physical education English as an additional language	How high are standards? How well are pupils taught?
14347	Joan Lindsay	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22790	Jane Pinney	Team inspector	The Foundation Stage Information and communication technology Geography History	How good are the curricular and other opportunities offered to pupils?
22424	Kathy Taylor	Team inspector	Mathematics Special educational needs Educational inclusion	How well is the school led and managed?
4074	Roger Gill	Team inspector	English Art and design Design and technology Music	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Catherine's is a mixed one-form entry Roman Catholic voluntary aided school and caters for pupils aged three to 11. There are 202 pupils on roll, which is slightly below the average size nationally and includes 36 children in the nursery who attend on a part-time basis. The school serves the local parish, from which it draws the majority of its pupils. The proportion of pupils who join or leave the school other than at the usual times is much higher than in most schools. When children enter the nursery, their attainment is generally in line with expected standards. In most year groups, there are more boys than girls, especially in the reception class and in Years 1 and 5. There are 44 pupils from minority ethnic groups including some from mixed White and Black, and White and Asian backgrounds. Only one child in the school is in the early stages of learning English, with a number of children in the nursery and reception classes being bilingual, mainly in Spanish, Portuguese and Arabic. The proportion of pupils with special educational needs (SEN) is slightly below the national average, with their main needs arising either from moderate learning, emotional or speech and communication difficulties. The proportion of pupils with a statement of SEN is broadly in line with the national average, with some pupils having physical needs. The area is a mix of private and council housing and the proportion of pupils entitled to free school meals is below the national average.

HOW GOOD THE SCHOOL IS

This is an increasingly effective school. Under the leadership of the current headteacher, it has continued to make good progress in improving the standards of pupils' work, particularly in Years 2 and 6, are above age-related expectations in English and mathematics. Teaching has improved and is satisfactory overall, although there is much teaching in the school that is good or better. Pupils with SEN are integrated fully and achieve satisfactorily. The school provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership and is supported well by the governing body.
- Provision, including teaching, in the nursery and reception classes is good and children achieve well.
- Teaching is good in Years 2 and 6.
- By the time they leave the school, pupils' standards in English, mathematics and science are above those expected and most pupils are achieving well.
- Pupils' attitudes and relationships are very good and their behaviour is good.
- The school cares very well for its pupils and they feel valued and secure.
- Relationships with parents, who think highly of the school, are very good.

What could be improved

- The role of the senior managers and subject co-ordinators.
- Standards in art and design (AD) and design and technology (DT).
- The consistent use of information and communication technology (ICT) throughout the curriculum.
- 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

Since the school was inspected in December 1997, it has made satisfactory progress overall and good progress in recent years. After the last inspection, standards declined and the school's performance was subsequently monitored closely by the local education authority (LEA). The LEA's first monitoring report identified tensions in the management of the school and poor communication. In April 2000, a new headteacher took up her post and under her leadership, improvements, including those to standards, quickly began to take place. The current headteacher who followed her predecessor in September 2002 has successfully continued this strong commitment to improvement. Improvements include those to the curriculum, which is broader and more balanced than it was, although there are weaknesses in the curriculum actually taught in art and design and design and technology. There is now an appropriate strategy in place for appraisal and performance management and the governing body is more involved in the work of the school. Most importantly, the quality of teaching has improved substantially; standards in

English, mathematics and science are better than they were at the last inspection; the learning environment has improved considerably and there is now a good ethos in the school.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2002, the national test results in English at the end of Year 6 were well above those in schools nationally and were above those in schools in similar circumstances. In mathematics, they were in the highest five per cent nationally and were well above the performance of pupils in similar schools. In science, the results were well above those nationally and matched those in similar schools. The school's targets for English were broadly achieved and were exceeded in mathematics. These results were achieved through good teaching and because of careful preparation for the tests, including the provision of booster classes. The trend in the school's performance since 1998 is above the national trend. By the end of Year 2, standards in reading and mathematics were well above the national average. In reading, they were in line with those in similar schools and in mathematics they were above. In writing, standards were below the national average and well below those in similar schools.

Inspection finds that children in the nursery and reception classes, including children with SEN and those who are bilingual, make good progress as a result of good teaching and effective support. Because of the good progress children make in the nursery and build on in the reception, the vast majority of children are on course to attain the Early Learning Goals in all areas of learning. In Year 2, standards are above national age-related expectations in reading, writing and mathematics. Most pupils are achieving well. Throughout the school, most pupils with SEN are achieving satisfactorily, although in English and science most pupils with SEN are achieving well. Those with statements generally receive good support and achieve well in relation to their prior attainment. By the time pupils are in Year 6, standards are above those normally found in English, mathematics and science as a result of good teaching. In most other subjects in this year group, where there was sufficient evidence to judge, standards are as expected, except in music, where they are better than expected standards, and in AD and DT, where they are below those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good throughout the school and help pupils learn well.
Behaviour, in and out of classrooms	This is good in and around the school, including lunchtimes and in the playground.
Personal development and relationships	Personal development is good and relationships are very good. There is a warm and friendly atmosphere in the school.
Attendance	This is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & 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.

Although the quality of teaching is satisfactory overall, it has improved since the last inspection. There is more teaching that is good or better in this inspection and none that was unsatisfactory. In the nursery and reception classes, teaching is good and all children, including those with SEN and the few bilingual children, learn well. In the rest of the school the quality of teaching is more variable. It is good in Years 2 and 6 and in these classes most pupils, including higher-attaining pupils, make good progress, particularly in English and literacy, and mathematics and numeracy. Generally, the school meets the needs of most pupils appropriately, including those with SEN, who make satisfactory progress. In other classes, teaching, including the teaching of literacy and numeracy, is satisfactory and pupils generally make sound progress. The teaching of science is good overall and is very good in Year 6. The teaching of ICT has improved since the last inspection and is now satisfactory. The teaching of music, by a music specialist, is good. In most other subjects, where there is evidence to judge, teaching is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, but there is restricted provision in two subjects, AD and DT. ICT is under-used in most subjects to help pupils learn.
Provision for pupils with special educational needs	This is satisfactory. Pupils are supported appropriately and make steady progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Children in the nursery and reception who are bilingual make the same rate of progress as their peers. An older child in the early stages of acquiring English is supported well and is making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Provision for moral and social development is good; that for spiritual and cultural development is satisfactory. Cultural development has improved since the last inspection. There is appropriate emphasis on pupils' personal, social and health education.
How well the school cares for its pupils	The school provides very good levels of care. Parents value this and they think very well of the school. The school is working on its procedures to check on pupils' academic progress, but currently these are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and effective management in improving standards in teaching and learning. The roles of the senior managers and subject co-ordinators are not developed enough.
How well the governors fulfil their responsibilities	The governors are very supportive and, with the exception of some omissions of which they are aware, fulfil their statutory responsibilities appropriately.
The school's evaluation of its performance	Although there has been appropriate monitoring of teaching, the school does not check on pupils' progress enough and the co-ordinators do not have a clear view of pupils' standards and their performance generally.
The strategic use of resources	Good. The school uses its funds well, such as those for the ICT suite. It makes sensible spending decisions and reviews the benefits appropriately.

	Staffing, accommodation and resources are satisfactory overall, although some subjects are short of resources.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good. • Teaching is good. • The school is approachable. • It has high expectations. • It is well led and managed. • It helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Inspectors agree with most of the parents' positive views, although they found teaching to be satisfactory overall, with much good teaching. They found the range of activities outside of lessons to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Compared with the national picture, standards in the national tests for pupils in Year 2 in 2002 in reading were well above the national average but were in line compared with the performance of pupils in similar schools. In writing, standards were below the national average and well below those of similar schools. (Writing has been identified as an area for improvement in the school development plan). In mathematics, standards were well above the national average and above those of similar schools. In the teacher assessments in science, standards were above the national average but in line with those of similar schools for pupils achieving the percentage of Level 2 or above. In Year 6 in the 2002 national tests, standards were well above the national average in English and above those of similar schools. In mathematics, they were in the top five per cent of schools in the country and well above similar schools. In science, they were well above the national average but in line with similar schools. Unpublished data for 2003 can only be discussed tentatively, but the latest test results for pupils in Year 2 indicate similar results in reading and mathematics to those in 2002, with good improvement in writing. In Year 6, the unpublished results suggest slightly better results this year in English and similar results in mathematics and science to those in 2002.
2. The previous report judged progress made by children in the Foundation Stage to be satisfactory for children under five but unsatisfactory in most areas of learning for children who were five. Children entered the reception in the term after which they were five, so summer-born children had no experience of education in the reception and went straight into Year 1. Planning for these children was inadequate. Since then, there has been a change of teaching staff and all nursery children now have some experience in the reception class. Teaching in both the nursery and reception classes is now good overall and often very good and, as a result, all children, including those with special educational needs (SEN), some of whom have speech and language difficulties, make good progress. There are three children who are bilingual in the nursery and these children are as fluent in English as their peers and generally make good progress. In the reception class, there are also three children who are bilingual, with Spanish being their home language, and these children are as fluent as their peers in English and make good progress. Children enter the nursery with standards that are broadly as expected for children of this age. Because of the good progress children make in the nursery and build on in the reception, the vast majority of children are on course to attain the Early Learning Goals in all areas of learning. Some higher-attaining children are already working within Level 1 of the National Curriculum in speaking and listening, reading and writing.
3. The school's programme of support for pupils with SEN in the rest of the school is satisfactory, although they do not receive as much additional support as that found in some schools. These pupils achieve standards that are in line with their prior attainment. In English and science, most of these pupils attain standards that are in line with age-related expectations by the end of Years 2 and 6 and make good progress. Most pupils make satisfactory progress towards the targets in their individual educational plans, whilst those with an SEN statement are well supported and make good progress. The school has not yet identified any pupils who are gifted and talented.
4. Inspection finds that standards for pupils in Year 2 are above age-related expectations in reading and writing, and show improvement in writing as a result of the school's focus on this aspect, but are not as high as the 2002 results might suggest in reading. Similarly, standards in mathematics are above those normally expected but are lower than the 2002 test results would suggest. This is because in both Years 2 and 6 the school invests time and effort preparing its pupils for the teacher assessments and tests. This explains why inspection finds standards in science in Year 2 to be broadly in line with those expected and not as high as the recent teacher assessments. Standards in English, mathematics and science in Year 6 are above age-related expectations – not as high as the 2002 national test results. However, by the time they leave Year 6, pupils are achieving well. Girls tend to take more care in presenting their work than boys. This is particularly noticeable in science.
5. In Year 2, pupils speak with confidence and listen intently. Their teacher consistently gives them clear instructions and the very good relationships that pupils enjoy ensure that all groups, including

those with SEN, discuss issues and topics purposefully and enthusiastically. In Year 6, pupils respond well to the consistently good teaching. As a result, pupils' speaking and listening skills are developing well. In lessons, they benefit from opportunities to articulate their thoughts and ideas by talking in pairs and from the teacher's use of good questioning skills that allows them to answer and comment at length. When talking to adults, they are able to express their thoughts clearly and confidently, for example, about the authors they have been reading, and are keen to show off their knowledge.

6. In both Years 2 and 6, most pupils read well and their achievement is good. In Year 2, pupils benefit from a well-used home-school diary system. Pupils can sound out words well and read with reasonable expression. They enjoy reading and try hard with unknown words. As a result, most pupils read reasonably fluently for their age. Boys, particularly, benefit from the books purchased to engage their interest in reading, but some boys in Year 6 find reading dull. The library is out of use and pupils' skills in using this resource are not developed well enough, although they are good at researching information from the Internet.
7. Pupils' achievements in writing by the end of Year 2 are good because of the very good teaching and the school's focus on this aspect. In this year, pupils have made exceptional progress. Pupils use joined handwriting and write in simple sentences. Most pupils use capital letters and full stops appropriately. In Year 6, pupils write in a range of genres including persuasive writing, stories, letters, leaflets, description and poetry. Pupils often plan their work well before embarking on their final draft. Above-average pupils often use language imaginatively and evocatively, as when one wrote: *"The sun was like a dried-out orange that has been left in a fruit bowl for weeks"*. Pupils write confidently, punctuate well and when presenting their work, use handwriting skilfully. All pupils are achieving well in relation to their prior attainment. Standards in other year groups are not consistently as good for pupils' ages.
8. In mathematics in Year 2, pupils are achieving well and their standards are above those for pupils of this age. This is because of the good teaching in this class. In this year group pupils are making good progress and developing their confidence in numeracy and in using basic operations such as addition and subtraction. For example, they are confident when adding and subtracting both general numbers and money and use a range of methods when calculating and solving problems. In Year 6, the majority of pupils, when solving problems, use a variety of mental computations using the four operations (addition, subtraction, multiplication and division) and use and apply their mathematical skills effectively. They are also confident when using fractions, decimals and percentages and are very familiar with the types and values of angles within shapes. They have a sound understanding of probability.
9. In science in Year 2, pupils' attainment is in line with age-related expectations. Pupils use methods of scientific enquiry appropriately, but their progress is hindered by too much reliance on worksheets. Pupils have satisfactory standards in all areas of the subject, including 'Living things' such as plants and animals, and electricity, including work on simple circuits. By Year 6, standards are above those normally expected and all pupils have made good progress in all areas of the subject, including the use of scientific enquiry. For example, in a very good lesson in this year group, under the class teacher's effective direction, pupils conducted an investigation to test the strength and absorbency of paper towels and to determine which gave the best value for money. The standard of their work was above that expected for pupils' ages. Generally, the standard of presentation by the girls is neater than that of the boys.
10. In ICT in Year 2, pupils are attaining standards above age-related expectations. In this year group, pupils make very good progress as a result of the very good teaching and achieve well. In Year 6, pupils are attaining at expected levels and have improved well since the last inspection, particularly since the establishment of the ICT suite. However, the technology is not used effectively to help pupils learn in other areas of the curriculum, for example, in English, mathematics and science. In history and geography, standards are in line with age-related expectations. These are similar standards to those reported in history at the last inspection and in geography they have improved for older pupils, when previously they were below the standards expected. In art and design, standards have regressed and are now below age-related expectations. In design and technology, standards are slightly better than those reported at the last inspection but are still below expected standards. In

physical education, there was insufficient evidence to judge standards overall. In music, standards are above age-related expectations and have improved since the last inspection when they were in line with expected standards.

Pupils' attitudes, values and personal development

11. When children first enter the nursery, they come with a range of personal and social skills and respond well to the positive and supportive ethos. As a result, they make good progress and become increasingly confident and independent. In response to good teaching and the good role models provided by all members of staff, they learn to treat each other with respect and politeness. They play well together and happily learn to share and take turns and help to tidy up. This good level of provision continues in the reception class. Routines and rules are consistently enforced and children are clear about what they have to do. They grow increasingly in maturity, are developing a clear sense of right and wrong and know how important it is to be kind to one another. By the end of the reception, children are on course to achieve the Early Learning Goals in personal, social and emotional development.
12. Pupils of all ages, including those with SEN, have very good attitudes to school life and almost all parents who responded to the pre-inspection questionnaire reported that their child likes coming to school. Pupils' attitudes have improved since the last inspection, when they were considered to be good. Pupils are very enthusiastic about the work they do in class and they maintain a high level of interest and involvement in their tasks, particularly when they are appropriately challenging and interesting. For example, in a Year 5 geography lesson, pupils were fully involved in their work in producing a poster to advertise the merits of Betws-y-Coed. They worked hard at devising original slogans and at the end of the lesson, one boy said spontaneously "I really enjoyed that!" Younger children are also very enthusiastic and eager to participate in activities that are challenging for them, for example, balancing a ball on a tennis racket. Pupils also show a high level of interest in other aspects of school life, including assemblies, when they all listen avidly and are eager to participate, discuss issues with a partner and answer questions such as why Jesus was originally ignored by the people of Nazareth.
13. Behaviour has been maintained at the good levels reported during the last inspection. The school has a relatively new behaviour policy that all pupils understand and this, together with the anti-bullying policy, has been very effective in reducing to a minimum oppressive behaviour such as sexism, racism and bullying. There was no evidence of any such behaviour during the inspection and pupils are confident that if anything does occur, the staff will act quickly and fairly to resolve the matter. There have been no exclusions in the current academic year.
14. Pupils make good progress in their personal development and are keen to show initiative. They are very willing to help with either formal roles such as those carried out by the prefects from Year 6 or in class, where even the youngest children are eager to tidy up games equipment. In some lessons, the opportunities for independent learning are limited and as the school library is currently not in use this restricts the opportunities for pupils to carry out their own independent research. Although currently there is no school council to allow pupils the opportunity to participate in the development of the school, the results of a pupil attitude survey are included in this process.
15. Relationships are very good throughout the school and have improved since the last inspection. As a result, there is a very warm and friendly atmosphere in the school. There is usually a very good rapport in lessons between the teacher and pupils and also amongst the pupils when they work together. For example, many teachers make learning fun yet maintain discipline well and, as a result, there is a very high level of mutual respect. Pupils also relate very well to each other, such as when they work in pairs or small groups, for example, in physical education, when pupils in Year 5 were developing their throwing and catching skills. Pupils have a very good understanding of the impact of their actions on others and also a very high level of respect for others' feelings, values and beliefs. This is consistently emphasised throughout the school and especially during assemblies. Themes such as on 'selective hearing' show pupils how their action or inaction can have an adverse impact on others. Outside in the playground, relationships are also very good and pupils mix very well together regardless of background, race or educational ability.
16. Attendance levels have dropped slightly overall since the last inspection and are now below national

averages. However, there has been some improvement in the number of unauthorised absences. The most recent annual figures show another small decline overall. Although the great majority of pupils have very good attendance, a small minority have been absent for extended periods for a variety of reasons such as serious ill health. However, parents removing their children for holidays during term time account for a relatively high proportion of the authorised absences. This is having an increasingly adverse impact on the school's attendance figures. Nearly all pupils arrive punctually to school, although a very small number are frequently late. Register sheets are marked appropriately at the start of the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching has improved since the last inspection when, although it was satisfactory overall, there was much less teaching reported that was very good or better and much more that was less than satisfactory. In this inspection, 21 per cent of lessons were very good or outstanding, over four times the proportion at the last inspection. At the last inspection, over 17 per cent of lessons were unsatisfactory, whereas in this inspection there were none. Teaching is consistently good and sometimes better in the nursery and reception and in Years 2 and 6.
18. Since the last inspection, the school has gone through a period of decline, with tensions between the (then) headteacher and staff resulting in very low staff morale that adversely affected teaching and standards. The current headteacher, in post less than a year at the time of this inspection, has done very well to continue the upward trend in raising staff morale to its current high level, started by her immediate predecessor, and to improve the quality of teaching.
19. In addition to improved teacher morale and the quality of teaching, brought about partly by regular internal and external monitoring, particularly in literacy and numeracy, there are a number of other improvements to the weaknesses identified in the previous report. Good improvements have been made to the following:
 - lesson planning is much better, with clear objectives being related to the National Curriculum attainment targets;
 - in their planning, teachers take more account of the targets in the individual education plans of pupils with SEN;
 - more attention is given to the needs of the higher-attaining pupils;
 - teachers' subject knowledge is generally more secure, although not in every subject; and
 - teaching and planning in the nursery is now good.
20. Provision in the Foundation Stage (for children aged three to five) has improved significantly since the last inspection. This is partly because there is now a reception class to which all children transfer, not just those who were born in the autumn or spring terms, as previously. However, most significantly, the quality of teaching in all areas of learning has improved and is now good overall, with a large proportion, all in the reception class, being very good. In the nursery, two different teachers teach the morning and afternoon sessions. The quality of both was good. Planning was a weakness at the last inspection and this is now very secure, reflecting the good understanding that both teachers and support staff have of the needs of young children. All staff use the good resources very well to help children learn, including the outdoor play area, which have been much improved since the last inspection. Staff develop very good relationships with children, ensuring they settle in well and are happy and feel secure. All members of staff in both classes ensure that the children, including those with SEN and those who are bilingual, are able to benefit from opportunities to experience all the areas of learning.
21. In the rest of the school, the quality of teaching is satisfactory overall and is good in Years 2 and 6. In the classes in Years 2 and 6, lessons that were very good or outstanding were also observed. In these classes, the teachers have high expectations that their pupils will achieve their best and set challenging work that enables them to do so. All teachers manage their classes well, including pupils with behavioural problems, and treat all their pupils in a consistent manner. This good class management contributes positively to a very purposeful learning environment.
22. The teaching of English and literacy and mathematics and numeracy is satisfactory overall and is

good in Years 2 and 6. These teachers are particularly secure in their subject knowledge and explain clearly to their pupils what they want them to achieve during lessons. Pupils are expected to work hard and teachers ensure that the tasks are matched well to pupils' prior attainment. As a result, more challenging tasks are often set for the higher-attaining pupils. These are improvements since the last inspection. However, although the teachers take account of the needs of pupils with SEN, there are fewer learning support assistants on the staff than found in many schools to help them complete their activities effectively. Standards and pupils' achievements would be even higher if the quality of teaching found in Years 2 and 6 was replicated throughout the school. In some numeracy lessons, the oral mental starter is not used skilfully enough to stretch pupils' responses to their limits. In one lesson in mathematics, pupils were expected to listen for an unreasonable length of time and began to lose their concentration, but this was an isolated incident and generally pupils enjoyed their lessons and responded well.

23. Teachers and support staff, including the few learning support assistants, try to take account of the needs of all groups of pupils appropriately, including those with SEN, higher-attaining pupils, the few pupils who are bi-lingual and a child who is in the very early stages of acquiring English. In literacy and numeracy lessons, for example, teachers usually plan tasks at an appropriate level for pupils with SEN. When teaching to the whole class, during introductions to lessons and plenary sessions, most teachers direct specific questions to these pupils to ensure they understand and are included. Pupils with a statement of SEN usually have additional one-to-one support provided during literacy and numeracy lessons. This support is effective because teachers meet with the support assistants beforehand to discuss the part they will play in the lesson. Some pupils also receive some additional teaching input when they are withdrawn from class for individual or small group work. The quality of this teaching that was observed was good. It was very specific and tasks were well matched to pupils' needs and the targets in their individual education plans.
24. In science, the quality of teaching ranges from satisfactory to very good and is good overall. In the best lessons, planning is very good and technical vocabulary is emphasised well. In these lessons, teachers have very good subject knowledge, very high expectations that pupils will work to the highest level of their ability, manage their classes very well and use resources effectively. Most teachers have good relationships with the class and manage pupils' behaviour firmly but fairly.
25. In ICT, the general standard of teaching is satisfactory, although one outstanding lesson was observed. Lessons take place in the new ICT suite and are directed at a good pace. Pupils' interest and enthusiasm are high – they enjoy these lessons. Since the last inspection, teachers' subject knowledge and confidence have improved as a result of a programme of effective training. In an excellent lesson in Year 2, the teacher's own subject knowledge was very secure and she taught very confidently. As a result, pupils made very pleasing progress. Generally teachers do not encourage their pupils to use the technology enough to support learning in other areas of the curriculum.
26. In music, the subject is taught by a specialist and is good, overall. In most other subjects, where it is possible to judge, teaching is satisfactory. In art and design, design and technology, geography and physical education, there were insufficient lessons observed to be able to make secure judgements. In lessons that were observed, teaching was at least satisfactory and in physical education it was good. However, the narrowness of the curriculum in art and design and design and technology suggests that teachers' knowledge in these subjects is not entirely secure.
27. In the questionnaire and at the meeting, the vast majority of parents were happy with the quality of teaching and the homework given to their children. The school has a clear marking policy but this is not applied consistently. The best marking includes comments for pupils to self-correct, but some marking is unhelpful in taking pupils' learning forward. The amount and quality of homework given are satisfactory.

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

28. The quality and range of learning opportunities are satisfactory overall. There have been some good improvements made in the curriculum provision overall since the last inspection, but there remain some weaknesses. Significant improvements include provision for children in the Foundation Stage,

which is now good, and provision for ICT, which is now satisfactory. There are schemes of work in place for all subjects but the school acknowledges that there are still limitations in the provision for design and technology and it does not find the national guidance on the subject very helpful for non-specialists. In art and design, although there is an appropriate scheme of work in place, it is not being used fully, leaving gaps in the taught curriculum. All pupils have appropriate opportunities to experience the school's curriculum and it broadly meets the interests, aptitudes and needs of all the pupils, including those with SEN. A pupil in the early stages of acquiring English is supported well, particularly in literacy and numeracy lessons.

29. The curriculum for children in the nursery and reception classes has been significantly improved since the last inspection. It provides good experiences for all children in these classes. The organisation of learning is good and is largely based on first-hand experiences, making good use of the children's natural curiosity and keenness to learn. Children are given good opportunity to take part in focused learning tasks and for child-initiated activities. The teacher's planning ensures good continuation of progress as children move from the nursery to the reception class. As a result, children are well prepared for entry to Year 1. Children with SEN are well supported and make good progress, as do the few bilingual children in the nursery and reception classes, who are as fluent in English as their peers.
30. In the rest of the school, curriculum planning is satisfactory overall and is generally based on appropriate schemes of work that provide adequate guidance for teachers on the content to be covered each year. This supports the progress of pupils and aids the continuity of learning in the majority of subjects as they move through the school. However, the provision for art and design and design and technology is not as broad and balanced as might be expected. The curriculum for both subjects is limited in terms of breadth and pupils' skills are not developed systematically from year to year. Although medium-and short-term planning is presented to a common format, it does not consistently identify what different groups of pupils are expected to do and learn. The school is aware that, in most subjects of the curriculum, the full possibilities of ICT to enhance pupils' progress have not yet been exploited fully.
31. The school has implemented satisfactorily the National Strategies for Literacy and Numeracy. Each teacher has a folder that contains a curriculum overview, schemes of work and half-termly planning, which is subsequently broken down into weekly planning.
32. The provision for pupils on the SEN register is satisfactory. These pupils have access to the curriculum and are included in all aspects of school life. Their individual education plans are well written with clear achievable targets and these are reviewed regularly. However, there are weaknesses in the procedures for identifying these pupils. The school receives some additional input from the LEA support services, which it considers is comparable to that given to other schools in the authority. Pupils with a statement of SEN receive effective one-to-one support from designated learning support assistants. Because of financial constraints, there is little other provision for pupils, besides what class teachers and the general classroom support assistants are able to provide. However, pupils with special needs are well supported by the school's very positive and caring ethos and pupils with behavioural needs are supported well to improve their behaviour.
33. The school offers a satisfactory range of extra-curricular activities for a small school, mostly for pupils of junior age, which provides them with the opportunity to develop new skills. There is a flourishing sports club and a basketball club run by specialists. In addition, pupils benefit from the opportunity to play guitars and recorders and to sing in the school choir. Pupils in Year 5 attend a one-day course that includes raft building and initiative exercises, while in Year 6, pupils have the opportunity to take part in residential trips that include outdoor and adventurous activities such as orienteering, a range of water sports, fencing, archery and quad biking.
34. Pupils benefit from effective links with the local community such as those that have provided them with the opportunity to participate in local events, for example, joining with the parish choir to sing Christmas carols. Pupils have also benefited from their involvement with local centres for the elderly, where Year 6 pupils have performed concerts. The school places a high priority on fostering good links within the community and joins with the Parent Teacher Association (PTA) and members of the parish in fundraising events. The school benefits from good support from a local estate agent, who

sponsors the school football and netball teams.

35. Relationships with partner institutions are good. Valuable links have been established with the various secondary schools to which pupils transfer. There is effective communication, which provides good opportunities for sharing ideas and has enabled good arrangements to assist with the smooth transition of pupils from Year 6 to their secondary schools. These 'taster' days enable pupils to familiarise themselves with their new school, meet other pupils who will be transferring at the same time and talk about any concerns. Pupils also complete 'bridging units' of work in mathematics to help prepare them for the next stage of their education.
36. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and has improved since the previous inspection. The provision for pupils' spiritual development is satisfactory. There is a positive ethos in the school and a daily act of collective worship at which there is a spiritual element in the assembly. For example, pupils are given time to think and pray for different people, leaders, those less fortunate than themselves and members of their family. Morning and afternoon sessions begin with a prayer. Planning does not yet consistently include a spiritual element but there were some good examples where this was the case in lessons. In Year 6, pupils listened to and discussed John Lennon's song 'Imagine'. In a history lesson on the Egyptians in Year 3, pupils discussed the afterlife and what Ancient Egyptians would want to take with them and why. In the reception class, children were enthralled as they examined snails through their magnifying glasses. However, such moments were too few.
37. There is very good provision for pupils' moral development, a further improvement on the good levels seen at the last inspection. From an early age, pupils learn the difference between right and wrong and are consistently encouraged to think about the impact of their actions on others. Pupils are encouraged to think of others, such as when all pupils were presented with a 'miraculous medal' by the headteacher, not for them to keep but to pass on to someone they felt needed to be watched over. The school's behaviour policy is well known amongst the pupils and they understand the rewards and consequences. Pupils who show good levels of behaviour or are particularly kind to others are rewarded with a visit to the deputy headteacher and a 'Brain Box' treat. All adults are very good role models for pupils in the way they promote principles such as fairness, treating everyone consistently and having a very high level of regard for the welfare of others.
38. The school makes good provision for pupils' social development. This has improved since the previous inspection. There is a strong sense of community within the school. Pupils are encouraged to work together, often in pairs or small groups and even in assembly. Pupils in Year 6 benefit from a residential visit that enables them to interact with their peers as well as staff in a different social setting. Older pupils are given responsible roles such as accompanying younger pupils back to their class after lunch and they do this maturely and effectively and themselves become good role models for younger pupils. Pupils also have the opportunity to develop their understanding of the needs of others through charity collections. Although much is done in the school to provide for pupils' social development, there is no school council to enable pupils to take a more formal role in the development of their community. The school reports it intends to set one up next year.
39. Provision for pupils' cultural development is satisfactory and has improved since the last inspection. There are now more, albeit still limited, opportunities for pupils to have a deeper appreciation of today's multicultural society. For example, speakers have recently visited to talk to older pupils about the Windrush experience and some pupils are looking at the work of black characters in history such as Mary Seacole. In music lessons, pupils occasionally hear music from other countries such as the Solomon Islands. However, there is a limited multicultural element in art. Pupils do not yet have the opportunity to visit other places of worship, although they do study other religions such as Judaism and there is a good display about this in the entrance hall. Pupils' cultural development is enhanced through opportunities for many to learn a musical instrument, by playing classical music on entry to assemblies, by studying artists such as Picasso and by watching visiting theatre companies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The procedures for child protection and for ensuring pupils' welfare are very good and have improved from the good levels reported at the last inspection. The deputy headteacher is the designated co-

ordinator for child protection and she, as well as the welfare assistant, has been formally trained. In addition, all other staff, including support staff, have been trained in the school's procedures. The school's policy is brief, but staff follow LEA guidelines. However, there is not yet a school specific policy on the physical restraint of pupils.

41. There is very good provision made for pupils' welfare, as there are several staff members who are trained in first aid, a separate medical room and always a welfare assistant on duty. The procedures for pupils with particular medical needs such as allergies and asthma are very good and the school keeps all appropriate records of any accidents or illnesses. The health and safety policy gives clear guidelines of specific roles and responsibilities. Governors are involved in regular site checks with the caretaker and contractors check the fire and electrical equipment at appropriate intervals.
42. The school's procedures for monitoring and improving attendance are satisfactory. Several of the procedures were introduced in recent years, such as writing to the parents of pupils who are frequently late or regularly absent. The school uses a computer system to record attendance and this enables staff to use the information to highlight those with poor attendance. The education welfare officer visits regularly to follow up any attendance issues. Parents are required to put in a written request for family holidays during term time but the number doing so is increasing and having an adverse impact on attendance overall. There are not as yet any individual or class incentives such as certificates or awards to encourage good attendance, although this is something the school is considering for the future.
43. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. Records are kept of any incidents of poor behaviour, with the headteacher recording the most serious ones. A very small minority of pupils have challenging behaviour and a variety of strategies and good levels of support have been put in to help these pupils. As a result, the school has been successful in keeping some pupils in education who might well have been excluded by many schools. Good behaviour is promoted very well through the use of positive praise and using other pupils as examples of good behaviour. Staff members have been very successful at eliminating oppressive behaviour by emphasising that any problems should be shared and by giving pupils the opportunity to have a range of adults to talk to, including support staff and the welfare assistant. The school has the appropriate means to monitor and record any racist incidents but they occur very rarely.
44. Procedures for monitoring and supporting pupils' personal development are good. Most parents feel that the school is helping their child to become mature and responsible. Monitoring is done largely on an informal basis as the school is small and all adults know all the children and many of their families very well. However, a useful proforma is used at each parent consultation meeting to track how happy the pupils are in addition to how well they are doing academically. The annual pupil progress report also includes a detailed section on pupils' personal development, used to track their progress as they move through the school.
45. Although there have been some improvements in checking on pupils' progress since the last inspection, current arrangements are still unsatisfactory. Senior managers are aware that this is an area that the school needs to continue to work on. Some satisfactory systems for checking pupils' attainment are in place in Years 1 to 6. For example, the school uses standardised reading tests in these years and the optional and statutory National Curriculum tests in English, mathematics and science in Years 2 to 6. What is lacking is detailed analysis of test results to be used in any changes to teaching and the curriculum and more regular ongoing teachers' assessment that is used to guide their teaching to move their pupils' learning on. Teachers are aware of the general broad ability groups within their class and use this information effectively to allocate them to appropriate groups.
46. Recent improvements have resulted in pupils' writing now being assessed termly and some systems for checking on pupils' progress in mathematics and science on a termly basis are being introduced. In all other subjects, systems to check pupils' attainment and progress are largely informal and are not rigorous enough. Furthermore, some teachers' knowledge of the age-related National Curriculum levels is insecure, so that when they make assessments, these are not consistently reliable.

47. Pupils with a high level of SEN are identified promptly. However, there are weaknesses in the school's overall assessment procedures that raise questions about the accuracy of the school's identification of other pupils with SEN that are not so obvious. Identification is based on limited information and includes termly discussions between class teachers and the SEN co-ordinator, and is informed by pupils' results in reading tests and the statutory National Curriculum tests in Year 2. Currently, almost all of the children on the special needs register are boys, which reflects the pattern of boys' weaker test results in English in Year 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school have improved since the time of the last inspection and are now very positive. The main aspect highlighted by parents who returned the questionnaires that they would like to see improved was the extra-curricular activities. Overall, the inspectors consider these to be satisfactory, although the school is aware of the variety and availability being very restricted for younger pupils and is considering how to improve them without overburdening staff.
49. The headteacher and her staff work hard to establish strong, productive relationships with parents and, as a result, there are now very effective links with them. These are established effectively when children first start at school through home visits and they continue as pupils progress through the school. Staff ensure that they are accessible to parents should any concerns arise.
50. Parents make a very positive contribution to their children's learning at school and at home and the impact of parents' involvement on the work of the school is very strong. They consider themselves to be very much a part of the school community and talk warmly about its family atmosphere. As a result, they are very supportive in practical and financial ways. For example, parents regularly help in school listening to pupils read or with practical activities such as art. A rota of parents has been drawn up to assist with the younger children in the Foundation Stage. The PTA is very active and supportive. Several major fundraising events are held each year and, in addition, one parent organises twice-weekly lotteries to provide a small but regular flow of income. As a result, substantial sums are raised that have been used to enhance the school's facilities such as the creation of the adventure playground and ICT equipment. Parents are also supportive in the way they help their children with work at home and by signing their homework diaries or reading record books. This has a positive impact on their learning.
51. The quality of information that parents receive is good overall. The annual progress report is well regarded by parents, who are appreciative of the amount of information they receive. The reports are individual to the pupil and give much information about achievement and progress. However, they do not yet consistently provide parents with information about what their child needs to do to improve further. Parents have three formal opportunities to meet teachers each year and to discuss progress but staff members are very accessible on a daily basis to discuss any concerns. In addition, the homework or reading diaries can be used as a means of communication between home and school. Parents are kept well informed about school matters through weekly newsletters and they also receive regular information about what their child will be learning. However, the school prospectus and the governors' annual report to parents both have several statutory items missing, which was also the case at the previous inspection. For example, more information needs to be given about attendance statistics and the school's policy on SEN. The governors' annual report lacks information about school security, teachers' professional development and the arrangements for the access and admission of pupils with disabilities. The school was already aware that the documents did not meet the latest requirements.
52. The SEN co-ordinator works well to maintain links with external support agencies and these links are well established and effective. Links with parents are good: some parents in their letters to inspectors praised the way in which the school has worked with them to support their children. Parents are invited to attend reviews of pupils' progress and the school also involves pupils appropriately in the review process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. At the last inspection there were weaknesses in the leadership of the school: there was a lack of

shared purpose in the way the headteacher and the senior management team were working. Following that inspection, the school went through a period of uncertainty and decline, with tensions between the headteacher and staff resulting in very low staff morale that adversely affected teaching and standards. It declined to the point that the LEA identified it as a cause for concern. The first annual review by the LEA after the school had been placed in that category referred to poor relationships and communications in the school. An acting headteacher took up her post in January 2000 that was made substantive the following April, and she managed to bring about positive change to the point where the school was subsequently removed from that category. The current headteacher, the third since the last inspection, had been in post less than a year at the time of this inspection. She has done very well to continue the improvements begun by her predecessor, including continuing to raise staff morale to its current high levels and to improve the quality of teaching. As yet, the school has not been in a position to appoint a permanent deputy headteacher.

54. The headteacher provides good leadership and clear educational direction for the work of the school and has successfully moulded a team that is working to a commonly held shared purpose of raising pupils' standards. She is well regarded by staff, governors, parents and pupils and has a clear view about the way in which she wants the school to develop. Since her appointment, she has been working hard and determinedly to make improvements. The headteacher is instrumental in ensuring that the school has a very positive learning environment in which pupils and staff can feel happy and valued. The school meets its stated aims well and parents value the school's Christian, caring ethos and its clear commitment to achieving high standards.
55. Data analysis in English and mathematics is at an early stage of development and the headteacher has been working hard to get this up and running. More work is needed so as to provide information about pupils' progress as they move up the school and about patterns of pupils' attainment by gender and ethnicity so that the school can be satisfied that all pupils are progressing at an appropriate rate. Target-setting procedures for pupils in Years 2 and 6 are securely in place.
56. The acting deputy headteacher and key stage co-ordinators provide effective support in ensuring good communication in the school and that any day-to-day matters relating to pupils and staff are dealt with promptly. There are secure systems in place to monitor the effectiveness of teaching in some subjects. This has been largely carried out by the headteacher and by LEA advisers. Good attention has been given to monitoring and developing teaching since the last inspection, so that, as a result, the quality of teaching is now much better than it was then. Teachers new to the school, including those from overseas, are given good support and additional training when necessary. Teachers throughout the school have good opportunities to attend relevant training. The school's strategy for appraisal and performance management is satisfactorily in place. This represents improvement since the last inspection when the lack of such systems was identified as a key issue for improvement. The school has begun the good practice of incorporating non-teaching staff into its performance management process.
57. The school office functions smoothly. ICT is used satisfactorily in accounting, recording registration figures as well as in supporting the curriculum. As yet, the school is not able to analyse its test results using an ICT package and this is an area that it has identified for development.
58. There are co-ordinators for all subjects, some of whom are new to the role. The leadership and management of work in The Foundation Stage, music and physical education are good and in ICT are very good, but those in other subjects are unsatisfactory. The co-ordinators do not have a role in analysing data and test results, or in monitoring teachers' planning or pupils' work. As a result, they do not have a clear view about pupils' standards and progress or about what is working well and where improvements are needed. Many of the co-ordinators, especially those who have no previous experience of leading on their designated subjects, have not been trained in how to carry out their role more effectively. This is an area that needs to be developed as a matter of priority so as to provide better support for the headteacher in developing and improving the school.
59. The leadership and management of SEN are satisfactory. The co-ordinator works hard to support and advise colleagues. She ensures there is good contact with the external support services and that reviews of pupils' progress take place regularly. However, she has a minimal amount of release time from class teaching, not enough to monitor, evaluate and guide adequately the provision in the

classrooms so as to ensure that pupils' needs are being met and that staff receive first-hand support and guidance.

60. The Foundation Stage is well managed. The co-ordinator is hardworking and efficient and is a very good teacher. She has a clear vision for the development of provision for young children and the capability to achieve it. In this, she is well supported by all staff who form an effective team.
61. The governors make an appropriate contribution to the leadership and management of the school and bring with them a good range of expertise. Governors meet all of their statutory requirements, with the exception of some omissions in the school prospectus and the requirement to ensure the monitoring of the school's outcomes according to pupils' ethnicity. The governing body's work is effectively co-ordinated through committees, with clearly defined terms of reference. Governors act appropriately in their role as a critical friend, asking questions and holding the school to account for its standards. As a result, they set very challenging targets for test results in English, mathematics and science each year. Governors have recently become more involved in looking at other curriculum areas and each is now responsible for a particular subject or area such as SEN. This approach is intended to help governors develop a broader perspective about the way in which the school needs to develop.
62. Governors have been involved in drawing up the school development plan. Although it was devised before the current headteacher took up her post, she was involved as the (then) deputy headteacher. The document provides general information about which subjects and aspects are a current school focus; however, it lacks detail about what precisely needs to be improved and what the intended outcomes of any focused developments might be.
63. The governors, headteacher and the finance officer manage the budget well and make good use of any grants given to assist the school's development. The new ICT room is a good example of how the school spends its funds wisely. Since its opening in April 2003, the school has used a commercial provided to buy into effective technical support for ICT. There are efficient administrative systems in place to support the governors' management of the budget. The school makes sure that money is spent wisely by researching how to spend it and by choosing the goods and services that represent the best value for the pupils. For example, parents' views are sought and standards are compared with those of other schools. Limited funding for SEN is spent appropriately on staff and physical resources. However, there has not been an external financial audit since before the last inspection.
64. Accommodation is satisfactory. The building is very clean and is well maintained. Improvements since the last inspection include a new ICT suite, which provides a very good resource for learning, and improvements to the hall. At the time of the inspection, the library was not in use and this has inhibited the development of pupils' research skills. Resources elsewhere are satisfactory overall, but not extensive and there are some shortages in subjects such as art and design, design and technology and history, where there is a shortage of artefacts to encourage the development of historical skills. The school uses its ICT resources satisfactorily. Computers are used well enough in the school office, and a start has been made in using them to keep a check on pupils' achievements. They are not used in helping pupils learn sufficiently throughout the curriculum and this is a weakness that limits their learning. The quality and number of teaching and support staff are satisfactory overall, although, because of financial constraints, there are relatively few general teaching assistants to support pupils or help teachers in the classroom. Because there are vacancies in most year groups, the school does not receive as generous a budget allocation as it would if it were full. There are a number of SEN support assistants who are attached to individual pupils with a statement. They have all had some basic training. They provide good support for pupils because they know them well, communicate effectively with class teachers and the SEN co-ordinator and because they use their initiative to seek out and find new ways to support pupils' learning. Job descriptions for all staff have been reviewed and amended, with the exception of that for the acting deputy headteacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To raise standards and improve the quality of teaching, the headteacher, staff and governors should:

I. extend the senior managers' and subject co-ordinators' role in the overall leadership and management of the school by:

- providing relevant training, including that relating to how to monitor and evaluate teachers' planning and ensure all teachers have secure knowledge of National Curriculum levels in their subjects;

(Paragraphs 46, 58 and 101)

- ensuring that rigorous systems to check on pupils' attainment and progress are introduced and this information is then used in the process of school development planning; and

(Paragraphs 45, 46, 62, and 106)

- introducing rigorous systems to identify pupils with SEN accurately.

(Paragraphs 32 and 47)

II. raise standards in art and design and design and technology throughout the school by:

- improving teachers' subject knowledge;

(Paragraphs 26, 104, 106 and 108)

- reviewing the curriculum for design and technology and ensuring that the scheme for art and design is fully taught; and

(Paragraphs 28, 40, 102, 108 and 110)

- ensuring pupils' skills in these subjects are developed systematically.

(Paragraphs 30, 40, 103, 104, 105 and 108)

III. extend the use of ICT to support pupils' learning in other subjects by:

- encouraging pupils to use the technology more in the classrooms; and

(Paragraphs 10, 25, 30 and 123)

- endeavouring to provide more computers in the classrooms.

(Paragraph 125)

IV. raise the levels of attendance to match national averages and improve punctuality by:

- continuing to implement the strategies recently introduced to deter poor attendance and introducing incentives to encourage good attendance;

(Paragraph 42)

- deterring parents from taking their children on holiday in term time; and

(Paragraphs 16 and 42)

- encouraging the minority of parents who send their children to school late to develop a culture of sending them to school on time.

(Paragraph 16)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure the governors' annual report to parents, the school prospectus and other policies meet statutory requirements.

(Paragraphs 40, 51 and 61)

- Review the school development plan to identify what precisely needs to be improved and what the intended outcomes are.

(Paragraph 62)

- Improve teachers' subject knowledge in dance.

(Paragraphs 26 and 132)

- Ensure there is greater consistency in teachers' marking.

(Paragraphs 27, 90 and 100)

- Make more use of the library and ensure it is adequately stocked.

(Paragraphs 6, 14, 64, 86 and 91)

- Where resources permit, endeavour to provide more support assistants in classrooms.

(Paragraphs 3, 22, 32 and 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	7	18	16	0	0	0
Percentage	4.7	16.3	41.8	37.2	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	184
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	27

English as an additional language

	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	6.4

Unauthorised absence

	%
School data	0.1

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Total	22	21	24
Percentage of pupils at NC level 2 or above	School	88 (96)	84 (93)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	20	22	24
Percentage of pupils at NC level 2 or above	School	80 (93)	88 (93)	96 (96)
	National	85 (85)	89 (89)	89 (89)

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

The individual data for boys and girls is omitted as there were fewer than 10 girls in the group and the results of such small groups would be unreliable.

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	19	11	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	10	10	10
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	93 (87)	97 (77)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	17
	Girls	10	10	10
	Total	27	29	27
Percentage of pupils at NC level 4 or above	School	90 (93)	97 (77)	90 (100)
	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
117	0	0
11	0	0
21	0	0
4	0	0
0	0	0
4	0	0
5	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
2	0	0
3	0	0
0	0	0
3	0	0
1	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)	6.5
Number of pupils per qualified teacher	28.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	157.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	18
Total number of education support staff	2
Total aggregate hours worked per week	50.5
Number of pupils per FTE adult	9

Financial information

Financial year	2002/2003
	£
Total income	556,851
Total expenditure	574,486
Expenditure per pupil	2,828
Balance brought forward from previous year	44,180
Balance carried forward to next year	26,545

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	2	1	0
My child is making good progress in school.	54	31	10	1	2
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	36	45	11	0	6
The teaching is good.	60	37	2	0	1
I am kept well informed about how my child is getting on.	48	40	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	3	1	1
The school expects my child to work hard and achieve his or her best.	68	28	2	0	1
The school works closely with parents.	53	36	9	2	0
The school is well led and managed.	66	31	0	0	2
The school is helping my child become mature and responsible.	56	33	3	0	7
The school provides an interesting range of activities outside lessons.	16	29	29	7	18

Summary of parents' and carers' responses

Inspectors agree with most of parents' positive views, with the exception that they found teaching to be satisfactory overall, although there is much teaching that is good or better. They found the range of activities outside of lessons to be satisfactory, but agree with the school that they are restricted to older pupils and younger pupils do not get the same opportunities.

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

66. Provision for children in the Foundation Stage has significantly improved since the last inspection when a number of weaknesses were identified, mainly related to planning, suggesting insecurity in the teachers' subject knowledge of the areas of learning. Provision is now good and a strength of the school. Since the last inspection, following a change of policy by the LEA, the school has established a reception class that operates throughout the year. This enables all children to have some experiences in this class, with children generally entering from the nursery in the term before they are five. Most children enter the nursery with skills that are broadly as expected for children of this age, although a significant minority have speech and language difficulties. The varied and interesting range of learning experiences, together with the very positive relationships between staff and children and effective teaching, provide a stimulating learning environment where young children feel safe and secure. Staff work well together to ensure that the good start made in the nursery is built upon in the reception class.
67. The good curriculum for all children in the Foundation Stage promotes the Early Learning Goals well in all areas of learning. It is appropriately based on talk, practical experiences and structured play. As a result, all children, including those with SEN, make a good start to their education and make good progress. By the time they are ready to start in Year 1, almost all children have attained the Early Learning Goals in all areas of learning and some are already working within Level 1 of the National Curriculum. There are three children who are bilingual in the nursery and these children are made to feel very welcome and secure. They are as fluent in English as their peers and generally make good progress. One of these children occasionally loses concentration and when this happens staff intervene appropriately to give additional support. In the reception class, there are also three children who are bilingual and these children are as fluent as their peers in English and make good progress.
68. All members of staff work hard and develop effective links with parents. These links help to make the transition from home to school a non-stressful experience. The quality of teaching is good in all areas of learning and is frequently very good. All staff have a good understanding of the needs of young children. Activities are well planned to provide interesting experiences that are varied and which children greatly enjoy. There are good opportunities for focused support and for children to choose their own activities and work independently. Resources are used very well to help children learn, including those in the outdoor play area, which have been much improved since the last inspection. Staff form very good relationships with children and are very good role models. This ensures that all children 'blossom', are happy and relaxed and are able to benefit fully from activities. All members of staff are caring and supportive and ensure that the children, including those with SEN, have full access to areas of learning. Staff are encouraging and good-humoured in their conversations with children and when needed they quietly reinforce expectations of behaviour, praising and rewarding effort. This approach prepares children well for their move into Year 1.
69. The provision is well managed by a hardworking and efficient co-ordinator who is herself a very good practitioner and has a clear vision for the development of learning. She is well supported by all staff and they form an effective team. The record-keeping system is clear and manageable and has been developed well since the last inspection. It gives staff a well-informed basis on which to plan work. On entry to the nursery, simple but effective procedures provide clear indications of children's attainment. These are monitored well to track children's progress. The procedures are continued in the reception class and are used effectively to build a profile of individual attainment.

Personal, social and emotional development

70. Children enter the nursery with a wide range of personal and social skills, but because of the positive and supportive ethos, they make good progress and become confident and increasingly independent. Children enjoy coming to school; they follow the rules and join in the activities enthusiastically. They play well together and take responsibility to help tidy up and are proud to do so. This is because of

the supportive lead of the staff who encourage them to share and take turns. Children therefore feel safe and secure in this positive environment and develop increasingly mature attitudes.

71. This caring, supportive attitude continues in the reception class, so that children are aware of the routines and rules and are clear of what is expected of them. They begin to take a full part in the life of the school, such as joining in the weekly hymn practice. Well-planned activities help to develop their maturity, such as drawing pictures illustrating the importance of being kind to one another. Children relate very well to each other, such as in physical education lessons. The staff's consistent approach ensures children are well prepared for entry to Year 1.
72. Teaching is consistently good and all members of staff promote children's personal, social and emotional development well in both the nursery and reception. They provide very good role models and treat the children politely, courteously and with respect. As a result, most children are on course to reach the Early Learning Goals before they leave the reception class.

Communication, language and literacy

73. When children enter the nursery, their communication skills and vocabulary are broadly as expected, although a minority are unable to speak clearly and experience difficulty in making themselves understood. They make good progress and almost all children have achieved the Early Learning Goals before the end of the reception year. Higher-attaining children in the reception class are attaining within Level 1 of the National Curriculum in speaking and listening, reading and writing. Children achieve well because the teaching is good and often very good. Teachers and support staff take every opportunity to encourage the children to talk. In the 'garden centre' in the nursery for example, staff extend the children's vocabulary, through perceptive questioning, support and encouragement. This approach continues in the reception class with staff interacting well with the children, encouraging them to talk about what they see when looking at snails.
74. Many children in the nursery enjoy looking at books, listening to stories and engage well in imaginative play. In the reception class, all children have embarked on the school's reading programme. Most of these children are able to read simple texts and recognise familiar words. They take books home each night to share with their parents. In writing, nursery children increasingly delight in making marks on paper. Staff are supportive and encourage the children to hold pencils and crayons correctly and to increase their control. Many children write their first names and enjoy pretend writing at the writing table. In the reception class, children are beginning to write familiar words on their own. A few higher attaining children are starting to show an understanding of the use of full stops and capital letters. At this stage of the school year, the literacy strategy is being well implemented.

Mathematical development

75. Children make good progress in this area as a result of good and often very good teaching. By the time they are ready to enter Year 1 the children have attained the Early Learning Goals, with higher-attaining children working within Level 1 of the National Curriculum in their numeracy. In the nursery, many and varied activities are used to develop mathematical skills, with staff effectively planning to meet the needs of the children. This was illustrated when each child was given a basket with a different number. Half the children were able to identify two-digit numbers to 20 and the rest were able to identify single-digit numbers. The children delighted in using the outdoor play area to search for the correct number of pebbles to fill their baskets and were well led by skilful questioning from their teacher.
76. Activities continue to be well planned and stimulating in the reception class. In one lesson, for example, children made very good progress in their knowledge of two-and three-dimensional shapes. The teacher had very good understanding of the way in which young children learn and had high expectations that her children with prompting would recall the correct mathematical vocabulary, such as 'vertices'. Because she had established a very good relationship with the children they were keen to answer questions and not afraid to 'have a go'. In numeracy, most children have begun simple addition and subtraction, by counting one more and one less and a few have begun to record their number facts as sums.

Knowledge and understanding of the world

77. Consistently good teaching, based on effective planning of a wide range of activities, encourages children to use all their senses. Children are introduced to a world of meaningful experiences, which they enjoy immensely and from which they learn well. For example, children in the nursery investigate the world of living things as they grow beanstalks after reading the story of 'Jack and the Beanstalk'. They use their senses of taste, touch, sight and smell to investigate a variety of fruits and vegetables. Staff involve themselves in these activities ensuring that children are interested, motivated and challenged. Children also use the computer confidently, controlling the mouse to draw lines and swirls.
78. In the reception class, children continue to make good progress and are beginning to be aware of the conditions necessary for life through their topic on living things. Through planting and growing plants in the outdoor garden, they are aware of the needs of plants. As they go on a 'snail trail' around the outdoor area, they begin to develop an understanding of different habitats. A group of children examined snails through magnifying lenses and made very good progress in their understanding, encouraged by their teacher's very good questioning. They were totally enthralled by the snails and engaged in animated discussion about how the snails move and the purpose of their antennae. This high standard of enriching, varied experiences ensures many children are exceeding the Early Learning Goals in this area of learning.

Physical development

79. The outdoor play area in the nursery, with a wide variety of equipment, supports children's physical development effectively. Children move confidently and show co-ordination and balance appropriate for their age as they climb, slide and jump on the large climbing apparatus and ride on tricycles and scooters. Construction kits and varied activities, such as cutting and sticking, help develop the children's hand-to-eye co-ordination effectively. The good resources, consistent teaching and positive support ensure that children grow in confidence, with the majority of children attaining the Early Learning Goals and some exceeding them.
80. In the reception class, as well as the stimulating outdoor area, children have regular physical education lessons in the hall or on the main playground. When children were observed practising their bat and ball skills, they showed an appropriate sense of space in relation to themselves and others and all were able to walk while balancing a beanbag on a racket. A few higher attaining children were challenged well as they began to try to balance a ball on the racket. During the lesson children developed their catching skills well as they worked very co-operatively in pairs to catch large and small balls. They made very good progress in the development of these skills because of a high level of challenge and because of the very good relationships between the teacher and the children. Support staff are effectively involved, ensuring that children with SEN are able to participate fully.

Creative development

81. Children's development in the nursery and reception class is promoted well through art, music and role-play activities. Sensitive encouragement by adults increases the children's confidence to explore a wide variety of creative media, often linked to the current topic. For example, nursery children were thoroughly involved as they chose colours to use when printing with different vegetables and fruit. Reception children listened with concentration as they were shown how to use marbling inks and were delighted with the results, as they used them to make a background for pictures of snails. They showed great pleasure as they explored the different shades and effects. The majority of children are on course to achieve the Early Learning Goals by the end of the reception class.
82. In both classes, the children enjoy exploring wet and dry sand, water and painting on a regular basis. A music specialist enhances children's musical understanding very well and standards exceed expectations, as for example when they identify whether tuned percussion instruments are making a high or low sound. The quality of teaching is good. Staff plan activities that engage the children well and there is very good provision of a wide variety of easily accessible resources to allow children to work creatively and independently.

ENGLISH

83. By the end of Year 6, standards in national tests have improved very well since the time of the last inspection. In 2002, for example, pupils' rate of improvement since the time of the last inspection was well ahead of that found nationally. In Year 2, pupils' reading has improved well, but writing levels have varied depending on the proportion of pupils in the class with SEN. This accounts for the below-average level of writing in 2002. Currently, standards at the end of Year 6 and Year 2 are above those expected nationally for pupils' age in speaking, listening, reading and writing. This represents good achievement in both classes for all pupils including those with SEN. The school's unpublished results for the national tests, this year, which should be treated with caution as the national picture is not yet available, suggest that the results may be similar to last year's in Year 6 and are likely to show improvements in writing in Year 2.
84. The lively and ambitious teaching in Year 6 ensures that pupils speak and listen well in lessons. They are able to express their thoughts clearly, for example, about the style of the authors they have been studying, with a good depth of knowledge. They benefit greatly from the opportunity to rehearse their ideas by talking in pairs and from the teacher's skilful handling of questions and comments. At the end of lessons, pupils can comment well on how effective their learning has been. Pupils in Year 2 achieve well owing to the good encouragement that they receive. The clear instructions they are given and the very good relationships in the class ensure that pupils are able to discuss with purpose and enthusiasm. As a result, they speak with confidence and listen intently.
85. Pupils' progress in the other year groups is satisfactory. In some Year 1 lessons pupils do not listen as well to each other because they are sitting on the carpet for too long and some become restless. Girls sometimes dominate discussion and teaching does little to encourage the boys to make an equal contribution. Teaching does not always use, to good effect, techniques such as quick-fired paired discussion to elicit ideas from the class. As a result, some pupils do not contribute well enough. In some lessons, such as that in Year 5, the teacher's good questioning maintained pupils' interest and her lively approach stimulated good discussion.
86. Pupils' achievement in reading, by the end of Year 6 and Year 2, is good with regard to their fluency in reading and understanding the text. Pupils are able to sound out words well and read with reasonable expression. Pupils have good attitudes, except some boys in Year 6 who find reading dull. Most pupils lack breadth and depth in their knowledge of fiction and library skills. They are better at searching for and using information from the Internet because the ICT room is well equipped. The library is under-stocked and has been out of action for a year.
87. Pupils, in most years, take books home regularly and communication between home and school is well established by the use of a diary. Parents are involved well in this process. Those pupils throughout the school who have difficulty in learning to read have additional regular support designed to help them catch up, particularly when they need to improve their ability to recognise the correct sounds in words. Generally, however, pupils are reluctant to talk about authors with any confidence. There are enough books of fiction around the school, but these are not displayed in a way to promote authors and different genres. Lower attaining pupils are well catered for by books designed to help them improve in the basic skills. As a result, many lower-attaining pupils can read simplified texts reasonably fluently. Boys, particularly in Year 2, benefit from the books bought specifically to engage their interest in reading.
88. Pupils' achievements in writing by the end of Year 2 and Year 6 are good because teaching has considered carefully what pupils need to do to improve and effective preparation has been undertaken, particularly in advance of the national tests. Acceleration in Year 2 and Year 6 has been rapid and has outstripped progress in the preceding years because teaching has higher expectations and the marking of work, particularly in Year 6, is so precise about what needs to be improved. The school also points to the good teaching these pupils received when they were in Year 5 by an advanced skills teacher, who left the school last Christmas and taught the current Year 6 until then. As a result, pupils in Year 6 often produce writing that is powerful and controlled. One higher-attaining pupil, for example, wrote in setting the scene for a story, 'The clouds gathered as if they were meeting for a conference.' This confidence in composition, coupled with the ability to punctuate well and use handwriting skilfully to present work, is common in Year 6. Equally, in Year 2, pupils'

progress is reflected in well-constructed sentences such as: 'It was a dark stormy night when the wicked witch was inside her big evil haunted house.' Many pupils in Year 2 have made outstanding progress as a result of the ambitious teaching they have received.

89. Progress made by pupils in the year groups other than in Years 2 and 6 is satisfactory. They are developing the ability to spell and present their work reasonably well. They write satisfactory stories that build on the skills learnt in diary writing in Year 1. Pupils in Years 2 to 6 experience a wide range of writing, following the requirements of the literacy strategy.
90. The teaching in Year 2 and Year 6 is good overall, and sometimes very good. It is satisfactory elsewhere. The school has implemented satisfactorily the National Strategy for Literacy. The idea to help pupils to write longer pieces of writing, in some lessons, during the week is paying dividends. Pupils with SEN are supported well by being given special classes designed to help them catch up. They make good progress overall in Years 2 and 6 and satisfactory progress in lessons in other year groups. The marking of pupils' work varies throughout the school. Teachers sometimes provide good advice for pupils about how to improve, but at other times they receive very little help. This limits the progress made. Teachers, for example, write, 'Good, but check your spellings' without giving any indication of how to do this. The school has introduced various systems of giving pupils targets to help them achieve at a higher level, particularly in their writing.
91. Leadership and management of the subject are unsatisfactory, despite the sound work undertaken by the co-ordinator in some aspects. The quality of teaching has improved in Years 2 and 6 since the last inspection and this has helped to raise standards. Some good initiatives have been adopted to improve pupils' writing in all classes, for example, the regular assessment of sample pieces to show what progress has been made. The co-ordinator acknowledges the lack of systems to improve speaking and listening, but has not yet begun to put anything in place. Resources for teaching are adequate, but library facilities are weak. There are not enough books, for example, that teach pupils about cultures other than their own. Leadership and management are unsatisfactory overall because the co-ordinator does not monitor pupils' progress enough to recognise the strengths and weaknesses. However, some improvements have been made, for example, systems are now in place to check on the quality of pupils' writing on a termly basis. Girls often do better than boys in class and in tests. The school has provided books that would appeal to boys to improve their interest in reading, but learning has not been fully evaluated to see if boys could make even better progress. Teaching and learning have been monitored by the headteacher and LEA adviser. ICT is not used frequently enough to broaden the scope of work in reading and writing.

MATHEMATICS

92. In the current Year 2 and 6 classes, pupils' standards exceed national age-related expectations. Most pupils attain at least the expected levels and a high proportion of pupils are achieving standards that are above those expected when pupils are in Years 2 and 6. This is a very similar picture to, but not quite as high as, pupils' test results in 2002. Test results in Years 2 and 6 have improved well since the last inspection. This is because of the good teaching in these classes and the effective systems to boost pupils' attainment in these year groups. Teaching in most of the rest of the school is not of such a high quality to ensure that learning across all year groups is entirely effective. As a result, pupils' progress is less consistent and pupils in Years 2 and 6 do spend more time on the subject in order to achieve above-average standards.
93. Almost all pupils in Year 2 are able to work confidently using addition and subtraction of numbers and money. They use a range of methods to calculate and to solve problems, measure accurately in standard units and understand how to tell the time. Pupils know the properties of two-dimensional shapes and use the correct terminology to describe them. By Year 6, almost all pupils have a good knowledge of number and the four operations. They confidently calculate equivalence using fractions, decimals and percentages. Pupils are very familiar with the types and values of angles within shapes and are able to translate shapes using all four quadrants. They have a sound understanding of probability and a good approach to solving problems. Pupils make good progress in these year groups, although pupils with SEN who frequently do not receive additional help from support assistants make satisfactory progress. Throughout the rest of the school, pupils of all prior attainments make sound progress overall.

94. The overall quality of teaching and learning is satisfactory overall and is good in Years 2 and 6. One of the strengths in teaching includes teachers' secure subject knowledge. Teachers share the learning intentions with pupils clearly, emphasise the correct mathematical vocabulary and regularly provide feedback to pupils through marking of work. The quality of marking is good in a number of classes. Areas for development include increasing some teachers' skills in the oral mental starter, as there are some missed opportunities here to explore pupils' thinking and to correct their mistakes. In one lesson, pupils were expected to listen for too long and, as a result, they became restless and then did not have enough time to learn through written practice. In the good lessons observed, the tasks set were generally both challenging and sufficiently open-ended to ensure that pupils of all prior attainment were challenged to think and to explore mathematical facts and ideas. In lessons such as this, pupils responded well and with very good levels of interest, collaboration and perseverance.
95. The curriculum is satisfactory and provides suitable breadth and balance. Teachers plan lessons using the National Numeracy Strategy guidelines appropriately. Systems to check on pupils' progress on a termly basis have been introduced, although it is too early to judge fully their effectiveness. There are some examples of pupils using their numeracy skills in other subjects such as science, although in general the linking of work in mathematics to pupils' work in other subjects, including ICT, is not yet well developed. Work in mathematics provides good opportunities to promote pupils' social development as pupils have frequent opportunities to work in groups and pairs.
96. The management of the subject is unsatisfactory. The subject co-ordinator is very new to the role and already has other key responsibilities in the school. She has not yet received training nor relevant opportunities to gain appropriate expertise to carry out this role independently. However, she has received some support from the previous co-ordinator who is a specialist in the subject. Mathematics teaching is regularly monitored, mainly by the headteacher or the LEA adviser. Those new to teaching in this country have been supported well to develop their understanding of the National Numeracy Strategy. Provision for pupils with SEN is satisfactory, but support for these pupils is much less than that found in many other schools. In most classes where lessons in mathematics were observed, there was no learning support assistant helping in class. In some classes where there are children with a statement of SEN, there is a teaching assistant specifically funded to support their learning and this support is effective. Resources for teaching are satisfactory.

SCIENCE

97. The results of the 2002 National Curriculum teacher assessments for pupils in Year 2 were above the national average but were in line with those in similar schools for pupils achieving the percentage of Level 2 or above. In the national tests for pupils in Year 6, the results were well above the national average but, again, they were in line with the performance of pupils in similar schools. When these results are compared with schools that achieved similar standards in their teacher assessments when they were in Year 2, the progress of Year 6 pupils is above average. Inspection finds that standards in the current Year 2 are broadly in line with those expected for pupils of this age and are similar to those reported at the last inspection. In Year 6, standards are above those expected and show improvement since the last inspection when they were reported as being in line with age-related expectations. Although above expected standards, they are not as high as the results in the 2002 tests would suggest. Pupils in Year 6 achieve standards above those expected because the quality of teaching and the resources available are good and the school has recently focused on developing science work, especially scientific enquiry. Unpublished data from the 2003 tests for pupils in the current Year 6 indicates that the proportion of pupils achieving the expected Level 4 and above is similar to that in 2002.
98. Because of the generally good quality of teaching, most pupils, including those with SEN, make good progress overall. They make very good progress in Year 6 because of the very good teaching in this class. There is only one pupil with English as an additional language in Years 1 to 6. This child, who is in the early stages of learning English, is well supported and makes good progress.
99. Work in the books of pupils in Year 2 indicates that their attainment is in line with national expectations for this age group. It includes appropriate emphasis on scientific enquiry, including 'Things we can compare through measuring' and 'Things we can compare through observation'. Other

work covers 'Living things' including plants and animals and there is also work on electricity, such as simple circuits, but much of pupils' work is worksheet-based and there is evidence of spellings frequently being wrong and not selectively corrected by the teacher. However, the work shows evidence of good progress throughout the year in standards of presentation and handwriting. In a good lesson in Year 2 that took place in the hall, the learning objectives were clearly explained to the pupils, such as 'to be able to carry out an investigation to solve a problem'. The teacher's planning was very good, ensuring that the lesson objectives would be achieved. The class was divided into six groups of four pupils, each group being charged with the task of investigating which of four unmarked tin cans would travel the furthest and the least distance when rolled down a ramp. Most pupils were able to say which could travel the least and the furthest distance and were able to identify why 'fair testing' is vital during an investigation. Pupils presented their results in a satisfactory way. All pupils, including SEN pupils who were well supported by a qualified nursery nurse, enjoyed the lesson and worked well. In addition to very good planning, the teacher emphasised technical vocabulary well and ensured that a small group of SEN pupils were well supported. She managed the class very well and used resources well, including a digital camera to record the graphs pupils had made to record their results.

100. Work in pupils' books in Year 6 indicates that all pupils in this class have made very good progress. Their work includes the use of scientific enquiry, such as an experiment to show plants need light and work covering 'living things and their environments', with the focus being the effect of micro-organisms in making bread. Generally, the work of the girls is much more neatly presented than that of the boys. Some of the boys' work suggests not enough care is taken in their presentation. Even the work of the girls whom the school describes as 'below average' is well presented and is of a standard normally expected of pupils of 'average' ability. The work of the boys described as 'below average', however, accurately reflects that assessment in terms of presentation and also suggests that the boys have a less secure grasp of the concepts compared with the girls. In a very good lesson in this year group, using pupils' skills in scientific enquiry, the teacher skilfully led the class in conducting an investigation to determine which kitchen paper towels were the strongest, which were the most absorbent and which gave the best value for money. Most pupils worked well together in planning the experiment and in playing their part in writing it up, having measured the towels' absorbency characteristics and their strength. Pupils have good speaking and listening skills, with each group leader explaining clearly the results of their experiment while the rest of the class listened intently. The standard of their work was above that expected for their ages. Pupils enjoyed this lesson and showed their very good attitudes to the subject. The teacher had very good subject knowledge and very high expectations. When a pupil, in offering an explanation of what is meant by 'fair testing' said, "*You keep the stuff the same*", the teacher replied, "*I am sure you can use scientific vocabulary better than that!*" She has very good relationships with the class but is also firm in managing behaviour. Not all of the teaching in the school is up to this standard but it is good overall. Work in pupils' books indicates that marking is very variable; some of it contains helpful comments but some obvious spelling mistakes have not been identified and some of the teachers' exhortations such as 'to finish a piece of work' are not consistently followed up. ICT is generally under-used in science.

101. The role of the co-ordinator is under-developed. Procedures to check on pupils' standards and progress are being introduced but it is too early to judge their effectiveness. Currently, the headteacher monitors teachers' planning and teaching has been monitored by the LEA's science adviser in the early part of the academic year. The present co-ordinator, to date, has had no input into the school development plan, although science was a focus in the school's plan in the last academic year. Resources for the subject are good.

ART AND DESIGN

102. Standards have fallen since the time of the last inspection. In 1997, most pupils in Years 2 and 6 reached age-related expectations, but now they are below it. Achievement is unsatisfactory for all pupils. The school had a scheme of work that was described in the last inspection report as excellent. This is still being used, but not in its entirety. This leads to a narrow curriculum that contributes to pupils' unsatisfactory achievement.

103. By the end of Year 6, pupils' limited skills prevent them from responding well. For example, in one well-prepared lesson, pupils were expected to gain ideas from an Internet website and apply them in

making a colourful, abstract response to a collection of Van Gogh's paintings. Some did reasonably well, but the majority found it difficult to go beyond the basic skills of layering tissue paper or screwing it up to create an effect. Their work was typical of that produced by younger pupils. They found it hard to talk about their pictures at the end of the lesson or comment on the work of their classmates. Several pupils became talkative and lost interest.

104. Teaching was only observed in Years 3, 4 and 6, but pupils' work was examined in depth; they were asked about their learning and the co-ordinator's plans were assessed. Some good work takes place such as in Year 5 where pupils have used ideas taken from Picasso's portraits and produced their own, which are imaginative and colourful. In Year 6, pupils have been inspired by Van Gogh's self-portrait to try their own using his brush-stroke techniques. However, these successful results do not form part of a continuous acquisition of skills throughout the school. Pencil sketching in Year 5, for example, is not continued or preceded by examples that demonstrate the development of drawing. Although in Years 3 to 6 in the lessons observed, teaching was satisfactory overall, the limited curriculum and the weak build-up of skills from year to year suggest there are weaknesses in teachers' subject knowledge.
105. In Year 2, despite the enthusiasm shown by teaching and the pupils, they do not acquire skills at a steady pace. Several pupils spoke eagerly about the decorated hot air balloons that they had made with papier-mâché. All pupils learnt the same basic skills of layering glued paper and none went beyond this. The curriculum they experience is too narrow and pupils, particularly those capable of higher attainment, are not sufficiently stretched.
106. Leadership and management are unsatisfactory despite the good work undertaken in the last four months by the new co-ordinator. At present, the assessment of standards is less secure than in most other subjects. The recent inclusion of art as a high priority in the school's development plan has had little impact because the co-ordinator has not been given any time to carry out the improvements needed and the training planned for teachers had to be deferred. The subject makes a weak contribution to pupils' understanding of cultures other than their own. The assessment system identified in the scheme of work is not implemented in full. This has an adverse effect on pupils' learning. Further drawbacks are caused by the very limited use of ICT in the production of art.

DESIGN AND TECHNOLOGY

107. Standards attained by pupils by the end of Year 6 are below those expected for their age. This is unsatisfactory achievement for all pupils. The school has made slight improvement since the last inspection when standards were even lower.
108. The poor standards at the time of the last inspection were due to a narrow curriculum that was under-equipped with tools and materials. The subject was not managed well enough to provide pupils with the required experiences. For example, pupils lacked the chance to evaluate what they had made. Since the last inspection, not enough has been done to improve the situation. The national guidance for the subject has been adopted, but teachers struggle with this as their subject knowledge is insecure. Consequently, the school has not adapted it to ensure that the skills of designing, making and evaluating, learnt in each year, are transferred and developed throughout the school.
109. No lessons took place during the inspection. There is therefore insufficient evidence to judge the overall quality of teaching. However, detailed information was collected from the recently appointed co-ordinator and pupils spoke with interest about their learning.
110. The school has, from March 2003, put in place a good plan of action for the subject. This is correctly focused on raising standards by improving teachers' subject knowledge, putting in place an effective scheme of work and purchasing the necessary resources. Some aspects of the plan have already been achieved. Staff have, for example, been trained in a way that will help them implement their new scheme of work from September 2003. However, currently pupils' work is not assessed and teachers do not evaluate pupils' work in a way that would help them improve their teaching to ensure that pupils make better progress in subsequent lessons.
111. Pupils design and make items in lessons. For example, in Year 2 pupils have made fridge magnets

and in Year 6 they have made models of fairground rides powered by battery-fired motors. However, standards are low because all pupils carry out the same task, with no additional challenges for those capable of higher attainment. Furthermore, when the artefacts fail to work, pupils are not given the opportunity to evaluate the causes and to try again. The work is often abandoned too early and pupils become frustrated with their lack of success. The co-ordinator is unaware of pupils' underachievement because neither pupils' work nor the lessons is checked to monitor progress. Leadership and management of the subject are therefore unsatisfactory despite the good work that has been achieved in the last few months.

GEOGRAPHY

112. It was only possible to see two geography lessons during the inspection but evidence from an analysis of pupils' work, planning documents and displays and informal discussion with pupils indicates that their standards are in line with age-related expectations. Standards at the end of Year 6 have improved since the last inspection, when they were judged to be unsatisfactory. This is largely due to improved planning for progression in the development of knowledge and skills.
113. In Year 2, pupils have made sound progress in their acquisition of geographical skills and knowledge and achieve satisfactorily compared to their prior attainment. Pupils with SEN make progress in line with the rest of the class. Pupils in Year 1 learn about their local area through walks around the immediate locality and draw simple maps of their route to school, locating key buildings and features. Pupils in Year 2 compare their hometown with a seaside environment and, as a result, they are developing an understanding of life in different places. For example, they looked at how people move around the island when studying their work on the fictional island of Struay. Pupils use maps and atlases appropriately and use colour keys to identify different countries and continents. The ongoing travels of the class bear 'Barnaby' are a good technique for helping pupils familiarise themselves with the major countries of the world.
114. In Years 3 to 6, pupils, including those with SEN, continue to make satisfactory progress in their geographical knowledge and skills. Pupils are developing a secure understanding of environmental issues and pupils in Year 3 use their literacy skills well to write a letter of protest against building a third airport runway at nearby Heathrow airport. Pupils use their mapping skills effectively to study maps of different scales, are familiar with mapping symbols and begin to use co-ordinates to plot routes. They continue to develop their knowledge and understanding of people and places beyond the United Kingdom, as, for example, when they make geographical comparisons between where they live and a fictional village in India. Pupils in Year 6 make good progress in their understanding of how people can cause damage to the environment, as they learn about the reasons for the destruction of the rainforests. In conversation with Year 6 pupils, they recall how they have conducted a detailed study into rivers. They understand the water cycle, can identify the main rivers of the British Isles and are familiar with the course of a river, understanding the meaning of vocabulary such as 'source', 'meander' and 'tributary'.
115. There is insufficient evidence to make an overall judgement on the quality of teaching, but, in the two lessons seen, it was good. In both lessons the teachers ask challenging questions to extend pupils' thinking, as when Year 6 pupils were asked how deforestation causes flooding. Very good relationships have been established that create a positive atmosphere for fruitful discussion. A brisk pace is maintained and given tasks are stimulating so that pupils work productively and with obvious enjoyment. One Year 5 pupil was heard to say, 'That was good!' as he left a lesson, comparing the similarities and differences between Betws-y-coed and West Drayton. However, an analysis of pupils' work indicates that generally there is no difference in the work set for pupils of different abilities. There is limited evidence of independent writing on the subject and the use of the same photocopied worksheets for all pupils constrains their progress, particularly that of higher-attaining pupils. Pupils use CD-ROMs effectively to access information, but otherwise, there is insufficient use of ICT in developing their geographical skills.
116. The co-ordinator is new to the role and as yet has had no opportunity to monitor planning or teaching in order to have an overall view of the geography curriculum in action. Leadership and management of the subject are therefore unsatisfactory. Assessment procedures are satisfactory but are not yet used effectively to plan work suited to individual needs. There is a satisfactory range of resources

and fieldwork and visits make a useful contribution to pupils' learning.

HISTORY

117. The standards of pupils' work in Years 2 and 6 meet age-related expectations and pupils' achievements are satisfactory in relation to their prior attainment. This is a similar picture to the last inspection. In Year 2, pupils' knowledge and understanding of history and its place are developing satisfactorily and they have sound understanding of chronology. In Year 1, for example, pupils begin to understand the difference between 'then' and 'now' and make comparisons across time periods as they compare their own homes with those of long ago. Pupils in Year 2 often demonstrate good knowledge of historical events and of famous people in the past. For example, as they participate in role play concerning 'The Great Fire Of London', pupils demonstrate a good knowledge of the events leading to that catastrophe, with one pupil proudly stating, 'I know it started on 2nd September because that's my birthday.' Most can explain changes that took place as a result of the fire. As pupils read books and look at paintings and videos, they begin to understand how different sources of information can reveal clues about the past.
118. Satisfactory progress is made by all pupils during Years 3 to 6 and by the end of Year 6, pupils have a broad view of the history of Britain and of ancient civilisations. They display a sound general knowledge of the periods of study. For example, in Year 3, pupils enjoy the Egyptian period, which is reflected in their good knowledge as they talk about the treasure found in Tutankamun's tomb. In this lesson, a pupil who is in the very early stages of learning English was well supported and made satisfactory progress. Pupils gain appropriate insight into what life was like for people living in significant periods in history, as when pupils in Year 4 write about a Yeoman's life in Tudor England. Skills of historical enquiry and interpretation are satisfactory. Pupils are confident in using a variety of information to carry out research and record their findings in a variety of ways. This was evident when Year 6 pupils examined the main facts of the life of John Lennon and his contribution to history.
119. The quality of teaching is satisfactory overall, but some is good. In the good lesson, planning was good and pupils were well managed. Pupils were well motivated as they were provided with good resources with which to carry out their historical research. This was the case, for example, when pupils in Year 6, having listened to John Lennon's song 'Imagine', engaged in animated discussion as to the meaning of the lyrics. In this lesson, the teacher demonstrated very good subject knowledge and pupils' knowledge was enhanced well by her clear explanation of the events leading to the Vietnam War. In lessons, pupils with SEN receive appropriate support and are given tasks suitably challenging to their needs and abilities. However, an analysis of pupils' books shows that, for the rest of the class, pupils mostly undertake the same worksheet. This limits the development of historical skills, particularly for higher-attaining pupils. In all classes there is little evidence of tasks set for independent research and the opportunities that ICT offers for historical research are insufficiently used in history.
120. The co-ordinator is from overseas and her knowledge of British history is insecure. She has only recently taken on the role and as yet the leadership and management of the subject are unsatisfactory. The headteacher, rather than the co-ordinator, monitors planning and there has been no monitoring of the teaching of history in order to raise standards. Assessment procedures are used satisfactorily to track pupils' progress in the subject against the requirements of the National Curriculum, although they are not used effectively to ensure work is well matched to individual needs. Resources for the subject are adequate but the co-ordinator is aware of the need to build up a greater number of artefacts to enhance the development of historical skills. The subject makes a good contribution to pupils' cultural development, such as when they learn about such pioneers as Florence Nightingale and Mary Seacole.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. In Year 2, pupils are achieving above age-related expectations, while in Year 6, pupils are working at age-related expectations. There have been good improvements in the provision for ICT since the last inspection, particularly since the recent establishment of the ICT suite, and these are having a very positive effect on pupils' progress. All pupils, including those with SEN, make satisfactory progress overall in each aspect of the subject and achieve satisfactorily given their capabilities. In Year 2,

pupils make very good progress because of very good teaching and achieve well.

122. Throughout the school, pupils are confident and enthusiastic in their use of ICT. They concentrate well on the tasks they are set, so that by the end of Year 2, pupils are very familiar with the keyboard and mouse. They locate the software they need using computer icons and enter the information confidently. Pupils use their word processing skills well as, in pairs, they prepare a three-slide presentation on animals, using Powerpoint'. Having first accessed information on their chosen animals from a CD-ROM, most pupils effectively use their word-processing skills to insert the text, using bullet points, for example, and changing the font size. They apply a design template before finally using clip art to select and drop down their chosen pictures. In conversation, pupils confirm their enthusiasm for the subject and are keen to explain how they have been helped to overcome problems. One pupil, for example, explained how he experienced difficulty in inserting the password to log on, *'But now I've done it lots of times and it's really easy'*.
123. Pupils in Years 3 to 6 make satisfactory progress in the development of their ICT skills and in their understanding of databases, word processing and use of graphics programs. In Year 4, pupils use their word-processing skills effectively to write for different audiences. Most are able to change the font style and size competently, cut and paste, open the spell checker and save and print their work. In Year 5, pupils are introduced to spreadsheets as they create a database in order to organise a party. By Year 6, pupils collect and enter data independently and convert it into a range of graphs and charts. They learn how to use spreadsheets and perform calculations, converting this information into graphs also. Throughout the school, pupils are becoming used to undertaking research using CD-ROMs and the Internet. There are some good examples of the use of ICT to enhance learning in other areas of the curriculum, as, for example, when Year 6 pupils download information on the deforestation of the Amazonian rainforests. However, analysis of pupils' work indicates that, although a start has been made, teachers do not provide sufficient opportunities for pupils to use ICT to help them learn in other areas of the curriculum. The school is aware that this is an area for future development.
124. The general standard of teaching is satisfactory, although in one lesson the quality of teaching was outstanding. Most lessons take part in the new ICT suite. Careful demonstrations by the teacher ensure that pupils achieve the learning outcomes expected. The pace of the lessons is usually good and the level of pupil interest and enthusiasm is high. Since the previous inspection, teachers have undertaken a programme of training to give them sound subject knowledge and they are much more confident using the technology. Pupils with SEN are well supported and make similar progress to the rest of the class. However, in lessons, pupils generally undertake the same task regardless of their varying abilities. This tends to limit the development of their skills, particularly for the higher attaining pupils. In the excellent lesson, the teacher transmitted her own enthusiasm for the subject and had very high expectations that her pupils would achieve well. The pupils rose to the challenge with relish, worked together with great concentration and very productively.
125. The co-ordinator has held the post since the beginning of the year and is both enthusiastic and skilled. She has worked hard to develop the subject throughout the school and has developed a very clear understanding of the school's strengths in the subject and the areas in need of development. For example, she is aware of the need to establish formal procedures to check on pupils' standards and the progress they are making. The headteacher has monitored teachers' planning to check on coverage and in the coming term, the quality of teaching will be monitored in order to raise further pupils' standards. National guidelines for the subject have been usefully adapted to meet the needs of the school. The ratio of pupils to computers is satisfactory, although the presence of only one computer in each classroom limits their availability for use in other subjects of the curriculum.

MUSIC

126. Pupils attain standards by the end of Year 6 that are above those expected for their age. This represents good achievement for all pupils. Attainment, in general, has improved well since the last inspection. Standards in singing have improved dramatically. Pupils are able to sing with expression and clarity by the end of Year 6. In one lesson, pupils practised their warm-up exercises with relish and superb self-discipline. They responded eagerly to the teacher's advice, "Cold air in and waterfall out to the count of eight." As a result, pupils could change the pitch and dynamics of their singing

with great control. Singing in the choir and during collective worship demonstrates that this high level of performance is replicated throughout the school. As a result of the rich experiences they enjoy, pupils in Year 6 know the rudiments of traditional notation and can write and perform music for an audience. Talented pupils thrive under these circumstances. They have the opportunity to sing solos and play instruments in the school's productions. Lessons in Year 2 were not observed during the inspection, but pupils' records indicate that they attain beyond the age-related expectations for their age.

127. Teaching is good. Crystal-clear lesson plans are taught with high expectations. Confident specialist teaching focuses pupils' attention well on listening, singing and composing. The limited range of instruments is very well used to provide a rich variety of activities and a chance for all pupils to be fully involved in their learning. Pupils enjoy their lessons and generally behave well. Sometimes teaching is over ambitious and the last part of the lesson is rushed. For example, in an otherwise satisfactory lesson in Year 3, pupils had difficulty in applying their knowledge of pitch when using instruments. Some pupils were not clear whether longer tubes, when blown, gave a high or low pitched sound. Not enough time was left for a discussion to consolidate what pupils had learned. Occasionally, teaching does not allow enough time to tackle the lack of self-discipline shown by some pupils. This was the case in a Year 4 lesson: pupils' learning was satisfactory and by the end of the lesson, they could improvise a repeated pattern to accompany a song using violins, piano, tuned and un-tuned percussion instruments, but they could have learned better with more self-control.
128. The subject is well led and managed. The co-ordinator provides effective specialist teaching, which results in the very good standards in singing throughout the school. Music is well integrated into the life of the school. This has a direct bearing on the progress that pupils make. All pupils have the chance to learn how to play an instrument and many do. At the time of the last inspection, there were enough musical instruments for use in lessons, but too few from non-western cultures. There are more instruments now, but the range is still narrow. Pupils have few opportunities to play and appreciate music from cultures other than their own. Moreover, there are not enough tuned percussion and electronic instruments to provide an extra challenge for older pupils. Computers are rarely used in music as tools for composition. A good assessment is made of pupils' learning annually, but this information is not used enough in lessons to ensure that pupils are always making the best progress.

PHYSICAL EDUCATION

129. Only two lessons were observed during the inspection, in Years 2 and 5, and pupils' standards were in line with age-related expectations. However, there is insufficient evidence to judge pupils' standards overall or the quality of teaching. At the last inspection, there was insufficient evidence to judge standards in Years 1 and 2 and in Years 3 to 6, standards were below age-related expectations.
130. Both lessons observed during this inspection were in games. In a very good lesson in Year 2 in the playground, the main learning objective was for the pupils to strike a ball using a bat or racket. Before doing this, they were asked to select and evaluate the apparatus to be used. In selecting a bat or racket, most pupils were able to choose an appropriate sized ball from a generous selection. However, some pupils chose an inappropriate sized ball for their bat or racket. For example, some pupils were unaware that a large ball was not suited to a relatively small racket. Most pupils consolidated their technique of striking a ball using their bat or racket very well. In this lesson, teaching was very good. The teacher set a good example by dressing appropriately for the lesson and, as a result, was able to demonstrate techniques in an effective way. When demonstrating how to tap a ball to keep it up in the air she acted as a good role model, saying, "*If I miss, will you laugh at me?*" to which the class nodded negatively and took on board the implication not to do so to others. She emphasised important elements of technique such as 'follow through' very effectively and monitored her pupils' performance very well. She used her whistle very judiciously to call the class to attention to make an important teaching point. Pupils enjoyed the lesson, had very good attitudes to physical education and responded very well to their teacher's very good class management skills.
131. In a good lesson in Year 5, pupils practised their catching skills and those of under-arm and over-arm bowling. Pupils generally worked well in pairs and consolidated their skills well. A pupil with SEN was supported well both by the teacher and a learning support assistant. He was given

encouragement and helped to achieve by moving his target slightly closer. As a result, he was fully included in the lesson despite having some difficulties with co-ordination. The teacher used warm-up exercises appropriately and gave clear instructions to avoid any loss of teaching time. As a result, the lesson moved along at a good pace and the pupils did not spend too long on any one activity. This ensured that all pupils remained focused well and participated in the activities throughout. Their learning was good. Pupils enjoyed the lesson and had very good relationships both with their teacher and each other. For example, they would readily apologise if they threw balls to each other that were too high.

132. The curriculum tends to focus on games and gymnastics. Teachers are less confident in teaching dance despite it being covered in the school curriculum. There is a need for training for some teachers, of which the co-ordinator is aware. With this exception the subject is managed well. The school uses the pool of a local primary school for swimming and, by the time they leave, the majority of pupils in Year 6 are able to swim the nationally expected 25 metres, as well as having a secure knowledge of water safety. Pupils in Year 5 are introduced to outdoor adventurous activities by undertaking a day at the LEA's centre and consolidate these skills in Year 6, when they attend a residential week in Shropshire. Resources are satisfactory.