

INSPECTION REPORT

SOUTHVILLE JUNIOR SCHOOL

Feltham

LEA area: Hounslow

Unique reference number: 102497

Headteacher: Mr Ian Grocott

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 10th - 13th February 2003

Inspection number: 246208

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Bedfont Lane Feltham
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Dowden
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Science Music Art and design	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
19664	Mr John Bayliss	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
16773	Ms Raminder Arora	Team inspector	English History Physical education Special educational needs	
32021	Mr Andy McClean	Team inspector	Mathematics Information and communication technology	The quality of the curricular and other opportunities offered to pupils
3574	Mrs Kanwaljit Singh	Team inspector	Design and technology Geography History Religious education Educational inclusion English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southville is a large junior school for boys and girls aged seven to 11 years. There are 345 pupils on roll which is an increase since the last inspection. Pupils mostly live in the immediate area and are from a range of backgrounds and housing much of which is disadvantaged. Although many pupils entered are of white ethnic origin about 23 per cent of pupils come from other ethnic backgrounds. For many of the pupils from other ethnic backgrounds, English is not their first language and 17 are at an early stage of learning English. The school provides education for a number of refugees, asylum seekers and children from traveller families. A significant percentage of pupils enter and leave the school other than at the start of the school year. This fluctuates from year to year. Pupils' attainment when they enter the school is below average and it is well below average in some aspects of literacy. About 41 per cent of pupils are eligible for free school meals, which is well above the national average. Thirty one per cent of pupils have been identified as having special educational needs; this is also well above the national average. They have difficulties with learning, behaviour or mobility. Nine pupils (2.6 per cent) have statements of special educational need, which is above the national average.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils work hard and have good attitudes towards their work, which has a positive impact on their achievements during lessons and over time. Although the most recent national test results showed standards were well below the national average in English, mathematics and science at the end of Year 6, inspection evidence indicates that standards are now much better than this. They are below average in English and are average in mathematics and science, however pupils make good progress and achieve well overall. The quality of teaching is good and the school places great emphasis on the care and welfare of its pupils. The school meets their needs well and staff value all pupils as individuals and try to ensure they get their best from their time at school. The headteacher gives clear and positive direction to the work of the school and the governors are knowledgeable and appropriately involved. The school provides good value for money.

What the school does well

- Teaching is good and enables pupils to make good progress.
- Standards in art and design are above average by the end of Year 6.
- The school makes good provision for pupils with special educational needs, those for whom English is an additional language and for the education of pupils from traveller families.
- Relationships, between the pupils and between the pupils and adults, are very good.
- The good attitudes, behaviour and personal development of the pupils are due to the consistent application of the very good procedures in place to deal with their care and well-being.
- The leadership and management of the school are good.
- Provision for pupils' moral and social development is very good.

What could be improved

- Standards in English, geography and religious education, which are below average.
- The curriculum, which is slightly unbalanced and which means pupils do not spend enough time learning geography and religious education.
- The assessment of pupils' attainment in subjects other than English, mathematics, science, ICT and art and design.
- The management of their subjects by some more inexperienced curriculum co-ordinators.
- Pupils' attendance.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Since then it has made good progress and successfully addressed most of the key issues identified at that time. The curriculum has been improved and all subjects of the National Curriculum and religious education are covered. However, there is room for further

improvement to ensure all subjects receive equal status. Most subject co-ordinators are now managing their subjects effectively. Where improvement is needed it is because they have not been in post long or are acting in a caretaking role whilst waiting for a permanent position to be filled. Methods of assessment have improved and are now used very effectively in English, mathematics and science, although systems for assessing some of the non-core¹ subjects require some further attention. Attainment in information and communication technology (ICT), design and technology and music have improved significantly since the last inspection and the staff are now confident teaching these subjects. Good links have been developed with the infant school, with regular meetings between senior managers and subject co-ordinators to make transition smoother. Attendance is still below average. Although the school has highly effective systems in place to try and improve this, their efforts are hampered by a few families who do not value education sufficiently and do not realise the link between attendance and learning.

STANDARDS

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

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

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

In 2002, the school's results in the national tests at the end of Year 6 were well below average in English, mathematics and science when compared with schools nationally and when compared with those of a similar kind². The overall trend in pupils' attainment is currently at a rate lower than that seen nationally. However, it is difficult to make judgements about trends in pupils' attainment from the National Curriculum tests as different groups of pupils present diverse attainment and the numbers taking the tests are affected by many pupils joining and leaving the school during the year. A high percentage of pupils do not spend four full years in this school. Last year's Year 6 experienced many social, behavioural and educational difficulties throughout their time in the school which adversely affected their performance. Over half of the pupils had special educational needs and few pupils attained higher grades.

The standards attained by the pupils currently in Year 6 are judged to be better than those attained by last year's pupils. The school has placed an appropriate emphasis on the teaching of English, mathematics and science. Although standards in English are below average they are average in mathematics and science and pupils generally achieve well. In most other subjects, standards of attainment are in line with those expected, except in geography and religious education where standards are below average. In art, pupils achieve very well and attain standards that are above those expected. It is not possible to make an overall judgement on music as too little was observed during the inspection.

The school has set appropriate targets for pupils to attain the levels expected and the higher levels in the National Curriculum tests. These are significantly higher than those for last year and reflect the improved standards being attained. The school is currently on course to meet them.

Pupils with special educational needs make good progress in their learning and those pupils with marked behavioural problems achieve well given their prior attainment. Pupils for whom English is an additional

¹ The non-core subjects are all subjects apart from English, mathematics and science.

² Similar schools are defined by the proportion of pupils eligible for free school meals. This measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

language make good progress, as do the pupils from travelling families. This is because of the good levels of support provided for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils are keen to learn and they enjoy their work. They respond well in class and participate enthusiastically.
Behaviour, in and out of classrooms	Good. There has been a significant improvement from last year when there was a high number of exclusions because of very poor behaviour. Pupils behave well in class, the playground and around the school.
Personal development and relationships	Good overall. The pupils have satisfactory opportunities to take responsibility and the school council makes an effective contribution to school development. Relationships are very good, pupils work and play very well together and care for each other.
Attendance	Unsatisfactory. Last year's statistics show attendance as well below average but it is improving. This was influenced by the high number of exclusions. The statistics are also affected by the poor attendance of pupils from a few families and the percentage of pupils taking cheap holidays during term time as part of cheap deals for airport workers.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 - 6
Quality of teaching	Good

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

Teaching is good and some very good and excellent teaching was observed. Nearly all that observed was at least satisfactory. Evidence from pupils' previous work indicates that standards in teaching are consistently at least sound. The school has implemented the National Strategies for Literacy and Numeracy effectively, although the teaching of key skills in numeracy is more effective than in literacy. Teaching of mathematics is good overall and pupils learn effectively because areas for development have been identified and focused upon. In English, teaching is sound, with some good teaching observed in Year 6. However, the lack of experience in teaching the literacy strategy by inexperienced and overseas staff means that some of these lessons are less motivating for the pupils. The teaching of ICT across the school is good and has a positive effect on pupils' learning. The use of ICT is beginning to be successfully used across the full range of subjects. No secure judgement can be made about the teaching of music as only one lesson was observed, but the curriculum and scheme of work has been improved since the last inspection.

Pupils learn effectively because lesson introductions are usually interesting and hold pupils' attention. Class discipline is good and pupils concentrate well and respond thoughtfully to well-focused questions, which enhance and extend their learning. When teachers' subject knowledge is good they have high expectations of what their pupils can achieve. Tasks are generally well matched to pupils' needs and enable them to work at an appropriate level. In many classes pupils are asked to evaluate what they have learned and this is a good feature. However, assessments in most subjects are too informal at present, although there is some evidence of short-term planning being amended in the light of what pupils have or have not achieved in the previous lesson. Pupils have good opportunities for working collaboratively and developing the skills they have been taught. This is particularly evident in science, where pupils plan and carry out their own investigations from an early stage. The pace of lessons is usually good but occasionally it is too slow and the teaching is too directed, which does not lead to pupils' independent learning.

In the very few lessons where teaching was unsatisfactory it was due to the teacher's lack of confidence and subject knowledge. This led to tasks set being inappropriate and at an incorrect level for pupils' prior attainment. The teaching of pupils with special educational needs and English as an additional language is good and the school meets the needs of all its pupils effectively through careful planning and paying heed to the requirements of pupils' individual education plans. Pupils from traveller families are well supported and benefit from weekly lessons from a specialist teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The school provides a rich and broad curriculum. A range of visits and visitors enhance the basic provision. However, the curriculum is not as well balanced as it could be and some subjects receive too much taught time and others too little. This means the depth of coverage in some subjects is uneven.
Provision for pupils with special educational needs	Good. Individual education plans are of a good quality, specific to each pupil and have relevant and achievable targets, which are regularly reviewed.
Provision for pupils with English as an additional language	Good. Work is planned with a specialist teacher from the local authority, who provides good quality support on an individual or small group basis.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Sound for spiritual and cultural development and very good for social and moral development. The personal, social and health education programme makes a good contribution to pupils' development.
How well the school cares for its pupils	Very good in terms of care, welfare and child protection. The procedures for improving attendance are good. Those for improving behaviour are very good and having a positive impact. Assessment of pupils' attainment is good in mathematics and science, sound in English, ICT and art and design, but not as well developed in the other subjects. The information acquired is generally well used to identify areas for development. The school works hard to promote racial harmony and equality and prepares pupils well for living in a multicultural society.

Pupils' rights to equal access to the curriculum are generally very well promoted. Parents think very highly of the school and good efforts are made to include them. Parents receive appropriate information about their children's progress and school events and issues. Links with the infant school and the local community have greatly improved since the last inspection and this is having positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good. He has effectively managed a time of considerable staffing disruption and ensured the continued smooth running of the school. The leadership and management of senior staff are sound overall, but there are weaknesses in the management of some of the foundation subjects.
How well the governors fulfil their responsibilities	The role of the governors has significantly improved since the last inspection and they now take a full part in the management of the school. They are more influential in shaping its direction. They provide good support, play a more active part in the school's development and improvement and are aware of the school's strengths and weaknesses.
The school's evaluation of its performance	This is sound. There are good, clear aims and a good improvement plan identifying appropriate areas for development. However, although the headteacher and deputy headteacher appropriately monitor teaching,

	subject co-ordinators do not have enough opportunities to monitor their own subjects effectively.
The strategic use of resources	Good. The management of finances is careful and funds are appropriately directed to priority areas. Their use is controlled and monitored well.

The school is confidently moving forward again having suffered setbacks in the last school year. There is a good commitment to improvement but the lack of training for some curriculum co-ordinators is holding back further development. There are sufficient staff who are well trained although the school suffers from high staff turnover. However, the use of supply teachers who know the children and the school is of great benefit. Resources are generally sound. The library has improved and the range of books available is increasing. The accommodation is good and used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children:</p> <ul style="list-style-type: none"> like school; are making good progress; and are expected to work hard and behave well. <p>That the school:</p> <ul style="list-style-type: none"> is well led and managed; helps their children to become mature and responsible; works closely with parents; and is very approachable and willing to listen to concerns or problems. 	<p>A small minority of parents:</p> <ul style="list-style-type: none"> would like there to be more homework; and think that behaviour could be better.

The inspectors agree with the parents' positive views. Homework is generally satisfactory although it is better organised in Year 6 than the rest of the school. Behaviour is good and the school has worked very hard to address the problems created during the last school year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils enter the school in Year 3 they are attaining standards lower than those expected, especially in aspects of writing, speaking and listening. These assessments are based on the results of national tests and internal assessments made by class teachers during the first half term.
2. At the end of Year 6, pupils' results (Level 4 and above) in the 2002 National Curriculum tests were well below average in English, mathematics and science. The percentage of pupils reaching the higher Level 5 was also well below the national average in all three subjects. Compared with similar schools, results were well below average in English, mathematics and science. However, these results do not show the whole picture. Although statistics show that standards have improved at a slower rate than that seen nationally over the last few years, these are heavily influenced by the very pronounced drop in the school's national test results last summer. Well over half the pupils in the Year 6 classes last year had much higher than normal learning difficulties, as well as many pupils with acute behavioural problems and poor attitudes towards their work which affected their learning. In addition, nearly ten per cent of these pupils had an attendance rate of less than 80 per cent, which is the equivalent of one day a week absent from school, this, despite the best efforts of the school and authorities to get them into school. The very poor behaviour of a significant number of these pupils not only affected their own attainment but also, to a certain extent, the attainment of other pupils in their classes. Despite evidence to show that the school tried very hard to maximise the learning opportunities for these pupils, the results were the poorest the school had ever achieved. These pupils have now moved on and inspection evidence shows a significantly improved picture. Prior to last year, results of national tests showed the school to be consistently performing at an above average level in all the core subjects when compared to schools of a similar kind. The targets for this year are set significantly higher than for last year. This reflects the higher ability of the Year 6 group and good use of the assessment information which has accumulated as pupils move through the school.
3. The school analyses the results of National Curriculum and optional end-of-year tests well, using the information gathered appropriately for grouping pupils and predicting future trends. In addition, this information is used to set targets for each pupil to achieve by the end of each year and at the end of Year 6. This gives a very clear picture against which to measure the progress of each pupil. The analysis also shows that there is relatively little difference in the performance of boys and girls, which is confirmed by the inspection findings. As yet, performance is not analysed by ethnic group, although the school has the means to do so. Targets for pupils to attain the required grade in the National Curriculum tests and also a higher grade, have been set and are appropriate and the school is likely to achieve them. Individual ongoing target setting is being used consistently in English but not in other subjects; this is something the school plans to develop further. Current priorities to raise standards in writing and particularly spelling, are wholly appropriate.
4. In English, pupils attain standards that are below average in all aspects of the subject. Pupils listen carefully, but their limited vocabulary means their responses to questions are short and they are not always able to explain their reasons adequately. Their speaking skills are supported better by Year 6, with some opportunities to take part in drama activities, but although they show confidence they are not yet articulate speakers. Pupils' reading skills are generally below average. Pupils enjoy books and reading and there are many appropriate opportunities for individual and guided reading in school. Despite this, although some can interpret text well, they are not skilled at inferring meaning, for example in what a person's actions tell the reader about his character. The school encourages pupils to read widely, including for homework and they develop good attitudes to books. Pupils' writing is below average. Although they have opportunities to write for a range of purposes and for different audiences, standards of spelling, grammar and sentence construction are generally below what is expected.
5. In mathematics, pupils' achieve well, make good progress and by Year 6 attainment is average. Pupils consolidate and extend their numeracy skills and their ability to make mental calculations is

developing well overall. The whole range of the curriculum is covered and pupils are beginning to use their skills effectively to solve problems, although the more complex of these are not always interpreted correctly.

6. Attainment in science is average at the end of Year 6 and pupils achieve well. The full range of the curriculum is well covered and pupils make good progress, consolidating and extending their skills and knowledge in a planned, consistent way. Methods of recording develop well over time, with the youngest pupils recording what they have learned in diagrammatic or written form using a framework and older pupils recording investigations and experiments independently. Pupils build well on their prior learning as they move through the school particularly in Year 6. They are given good opportunities to plan a task, carry it out and to record their results independently, with the result that learning is more secure.
7. Overall, progress through the school is generally good and pupils achieve well. However, progress in religious education is unsatisfactory as pupils have not been taught enough over time to reach the standards required by the locally agreed syllabus. Similarly, pupils have not made enough progress in geography to enable them to develop skills as well as knowledge and understanding, because too little time is spent on the subject. Pupils make very good progress in art and design and attain standards above those expected because of the good provision made and the expertise of the subject co-ordinator, who has ensured that a full, stimulating programme of work is covered.
8. Standards in ICT are in line with those with expected and pupils make good progress. This shows significant improvement since the last inspection. Pupils learn relevant skills in the well equipped computer suite and the school is making a good effort to integrate the use of ICT fully into all subjects of the curriculum. This is not yet consistent across all year groups and classes. This is because it has not yet been fully integrated into whole school planning. Standards in design and technology have improved considerably since the last inspection and are now sound. Pupils undertake a range of projects involving the whole design process with their written evaluations showing a sound understanding of the whole process. In history, topics are well planned to take into account the development of skills alongside the acquisition of knowledge and understanding. This enables the pupils to make good progress and achieve standards well in line with what is expected. In physical education, pupils cover a varied and interesting curriculum. All pupils have the chance to go swimming during their school career and the majority attains the required standard of 25 metres by the time they leave Year 6. It is not possible to make an overall judgement on music as little was observed during the inspection. However, it is now fully planned for and a commercial scheme is used which provides good support for teachers who have little expertise.
9. Pupils with special educational needs make good progress because they receive good well targeted support. Individual education plans give good information for class teachers and targets are short term, achievable and regularly reviewed. Much of the support provided is in a small group situation for which pupils are withdrawn from lessons. Occasionally pupils are withdrawn for this support during other core subject lessons, which is not appropriate. The school is aware of this and is making efforts to resolve this timetabling problem.
10. Although the school has a policy for identifying and providing for pupils who are gifted and talented there is currently no-one on the register. However, the school generally provides appropriately for the higher attaining pupils in lessons through extension tasks and focused questioning.
11. Pupils with English as an additional language (EAL) make good progress and attain standards that are similar to their monolingual peers. Pupils at an early stage of learning English make good progress and attain well in relation to their prior attainment because of the well focused support that they receive from the specialist teacher who works closely with the school to devise an appropriate programme of work. There is no appreciable difference in the progress made by other minority groups in the school and all pupils benefit from the school's awareness and care in ensuring their needs are provided for.

Pupils' attitudes, values and personal development

12. When inspected in January 1998, pupils' attitudes to school, their behaviour and personal development were judged to be good. This positive situation has been maintained. Despite having a small number of pupils with emotional and behavioural problems, the school is successful in supporting these so that very few pupils display less than satisfactory attitudes to work and behaviour, with the large majority working hard and behaving well. Attendance continues to be below the national average for primary schools.
13. Pupils' attitudes to school are good. There is a constructive atmosphere in classrooms, with the very large majority of pupils displaying a level of enthusiasm that is above that expected. Even when, very rarely, teaching is less than stimulating, the large majority of the pupils do not take advantage and continue to involve themselves in the lesson, listening carefully to the teacher and trying to do their best. In lessons the pupils enjoy taking part in question and answer sessions, during which they are happy to take turns without inappropriate shouting out. The pupils gain in confidence as they progress through their school life. They relate easily with adults, very rarely in a disrespectful way. Year 6 pupils, when talking to inspectors, display mature attitudes, readily talking about how much they enjoy school and the work they are expected to do.
14. The school has worked hard to promote good behaviour and though a small number of pupils fail at times to meet the standards expected, overall the school is a very orderly community. Ninety- one per cent of parents who responded to the pre-inspection questionnaire feel that behaviour is good, a view supported by inspection evidence. Year 6 pupils do not see behaviour as a problem, although they recognise that some of their number needs additional help. They have little experience of bullying, other than some minor name calling, as they have moved through their school life. Problems with the Year 6 cohort last year appear to have been contained within the year group and there is no evidence that they have affected the behaviour of the majority of the pupils throughout the rest of the school.
15. Throughout the school there is an ethos of good behaviour with pupils being polite, friendly and behaving in line with the school's high expectations. Boys and girls of all ages and backgrounds get on well with each other, showing respect for the feelings of others. Break times are pleasant social occasions when the pupils behave well, playing together without any sign of bullying or other anti-social behaviour. There is some boisterous behaviour but no more than that to be expected when pupils are given the opportunity to let off steam away from the constraints of the classroom.
16. There are some potentially disruptive pupils within the school, with recognised emotional and behavioural problems, but all adults are very skilled in managing instances of inappropriate behaviour and as a result very little was seen during the inspection. There is nothing to suggest that when misbehaviour occurs it is the result of sexism or racism but there have been instances of oppressive behaviour in the past, especially last year when several Year 6 pupils stepped outside the boundaries for acceptable behaviour set by the school. When inappropriate behaviour occurs the school adopts a rigorous but sensitive approach that recognises the impact such behaviour by a very small number of pupils can have on the majority. As a consequence, 19 fixed term and two permanent exclusions were necessary during the last school year. This is a high figure but it is a reflection of the very challenging behaviour exhibited last year by a small group who had a history of unsatisfactory attitudes and behaviour throughout their time in the school. For some of these pupils education in a mainstream school has subsequently proved to be inappropriate. Recent experience indicates a substantial reduction in the number of exclusions to a more typical level. Given the evidence of the inspection there is no reason to suppose that last year's high level will be repeated.
17. There is equality for all within the school and as a result harmonious relationships exist throughout the school community. Relationships between pupils and between pupils and adults are very good. Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. Pupils of all ages respond appropriately to the school's provision for their personal development, which is in line with that recommended. They have opportunities to assume responsibility, which steadily increase through their school life. Older pupils accept responsibility for helping to look after younger ones, during lunchtimes for example and they are conscientious in fulfilling their classroom and school responsibilities. Opportunities for displaying initiative and accepting responsibility have increased since the time of the previous inspection. Members of the school council, two from each class, take their responsibilities seriously. Their views

are treated with respect by staff and have a positive impact on pupils' own development as well as that of the school.

18. Levels of attendance continue to be unsatisfactory, as they were at the time of the previous inspection. Despite improved procedures the school has been unable to increase attendance, but it has been successful in maintaining it at levels consistently above 92 per cent when they might so easily be less. Too many parents, taking advantage of special deals in connection with their employment at the local airport, organise annual holidays during term time, contrary to the school's advice. Levels of unauthorised absence are higher than is usual for primary schools but truancy is not a problem. The pupils come to school when they can. Unauthorised absence is the result of a small number of parents having a relaxed attitude to the importance of school attendance and not complying with the school's expectations and procedures. Absence that can be avoided is a concern because of the way it reduces the quality of learning for the pupils that are involved. There is some lateness but when it occurs it is generally of a minor nature and not disruptive to lessons.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching observed was good. Fifty seven lessons were observed during the inspection. Of these, one was excellent, nine very good, 27 good and 18 satisfactory. There were, in addition, two lessons which were less than satisfactory. The overall quality of teaching and learning has improved since the last inspection, with a much higher percentage of lessons being of a good or better standard. Good teaching was observed across the school and it is this consistency that has a positive impact on pupils' learning and is instrumental in raising overall standards. Teaching is equally good for pupils with special educational needs, those who speak English as an additional language, for pupils from traveller families and all other minority groups for whom the school provides.
20. In general there is evidence that the teachers' knowledge and understanding of the curriculum is good. This is a marked improvement since the previous inspection when there were shortcomings in teachers' knowledge and understanding of design and technology, ICT, music and physical education. Appropriate training has ensured their confidence and competence in teaching these subjects has improved significantly and is borne out by the improved standards in pupils' learning and attainment. Teachers plan their work thoroughly, so that lessons proceed smoothly and at a good pace. The tasks and learning elements presented to pupils are within their capabilities but provide a good challenge. Teachers work hard to teach the basic skills in literacy, however it was noted that occasionally they did not always check their own work carefully enough when writing for the pupils, resulting in a few cases of incorrect spelling. In a school where the standards of English are below average it is imperative that all teachers write correctly.
21. Where the few weaknesses occurred during the inspection it was because teachers who had only started very recently in the school were unfamiliar with the subject being taught. This resulted in inappropriate tasks being set at too low a level to enhance pupils' learning. There was also some evidence of a lack of subject knowledge in geography.
22. Teachers have high expectations of what they expect their pupils to achieve and provide the means for them to do so. They have a sharp focus throughout their lessons on what they want pupils to learn and this is reflected in their planning, which generally includes different activities or levels of support to meet the needs of different groups, often involving support staff. For example, in a science lesson on investigating forces, the support assistant enabled a group of lower attaining pupils to accurately answer questions relating to gravity and upthrust through her own careful explanations, which did not give them the answers but enabled them to work them out for themselves.
23. The teachers are particularly good at managing pupils, including those who find it difficult to settle down or in other ways present behaviour problems. They use a judicious mix of good humour and warmth along with a firm and businesslike approach, with consistent use of the school's behaviour policy and all emphasise and reward positive behaviour, with good results.
24. Time and resources are generally used well. Lessons mostly proceed at a good pace and the activities for pupils are relevant and appropriate, with little time lost in distributing work and organising pupils. On the few occasions when the pace of a lesson slows, pupils tend to lose interest and a few

misbehave. Support assistants are used particularly well; they are very well trained and work very closely with the class teachers. They provide effective support for lower attaining pupils and also for those with more particular needs and have a positive impact on these pupils' learning.

25. Teachers have good assessment procedures for English, mathematics and science, and assess pupils' progress and learning needs effectively. However, it is patchy in the foundation subjects and shows a lack of consistency across subjects and across the school. Marking is generally of sound quality; sometimes it makes helpful suggestions as to how work might be improved in the future, or how it might be taken forward, but this is not consistent throughout the school. Teachers keep clear and useful records and know their pupils very well. Homework is appropriately used to support work being carried out in class and is particularly good for the older pupils.
26. The school has successfully implemented both the National Literacy and Numeracy Strategies, although that of numeracy is currently more effective. To raise standards in literacy and numeracy, the school groups the pupils in Year 6 by prior attainment. This enables teachers to focus their teaching in these classes where, as a consequence of the grouping, there is a narrower range of attainment. In literacy, the quality of teaching is sound across the school and basic skills of grammar and punctuation are appropriately taught. However, the school did not adopt the strategy when it was first introduced and the staff, whilst teaching appropriately, are not totally confident and tend to be a little stilted and pedantic in their approach. This means that pupils are not always enthused by the teaching and while they respond appropriately, their work is not inspiring or of high quality. The teaching of numeracy is good and monitoring and assessment of work is of a good standard, being based on the painstaking collection and organisation of a wide range of detailed information. The teaching is confident and often contains the flair that is lacking in literacy. The good teaching ensures pupils make good progress in their understanding of mathematics and their ability to make use of it.
27. Teaching in information and communication technology is good; it is an area of considerable improvement since the last inspection, when weaknesses made the subject a key issue for development. Teachers now have effective subject knowledge, which they use well in their planning to build pupils' knowledge, skills and understanding in a structured way. In the same way, although no overall judgement could be made on standards, the teaching of music observed was sound, showing an improvement since the previous inspection. It was not possible to make any firm judgements on the teaching of history and design and technology as no lessons were observed during the inspection. Standards of teaching in art and design were good enabling pupils to achieve very well and attain good standards of work.
28. In geography, although the standard of teaching observed was sound, it is evident that too little time has been spent on teaching the subject which means that pupils have not developed their skills and knowledge and understanding sufficiently to reach the required standards. In the same way, there has been insufficient time spent on the teaching of religious education in the past to enable the pupils to reach standards required by the locally agreed syllabus. This has already been identified by the school and been appropriately addressed.
29. Pupils with special educational needs are taught well. Well-qualified and experienced support staff provide good support which meets the particular needs of individuals or small groups. Work is well planned, based on careful assessment of achievement and well matched to individual education plans and the demands of the curriculum. Targets are clearly identified within the plans and also the means by which they may be attained. This enables the pupils to learn very effectively and make good gains in their learning.
30. The quality of teaching for pupils who have English as an additional language is good. Staff have high expectations and pupils are very responsive to the teaching provided. They are generally enthusiastic and highly motivated learners. The support staff work closely with class teachers and help pupils within classes. Successful strategies such as repetition of key vocabulary and presentation of work with a strong visual content, supports pupils well and this results in good achievement. Teachers provide good opportunities for pupils who speak the same language to support each other. Pupils' learning is also helped by the opportunities afforded them to discuss work with monolingual peers.

31. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. Pupils make good progress in developing basic skills in reading, writing, speaking and listening.
32. The quality of teaching for traveller pupils is good and supplemented by an appropriate programme of work for these pupils when they are not in school. This means that they maintain their studies when absent from school and do not fall behind their peers to any appreciable extent.

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

33. The curriculum meets statutory requirements and all the foundation subjects now have policies and schemes of work, which is an improvement since the last inspection. Planning is based mainly on units contained within nationally approved documentation, although this has not yet been sufficiently personalised to meet the school's own particular needs. However, although all subjects are being taught, the amount of time spent on each one in each year has not been sufficiently well monitored. This has led to too little time being spent on some subjects – notable geography and religious education, which means pupils are not reaching the required standards of the National Curriculum and locally agreed syllabus by the time they leave the school.
34. There have been improvements in the curriculum provision, notably in English and mathematics, since the last inspection. This has been due to the implementation of the National Literacy and Numeracy Strategies, where training in depth has resulted in a continuity of planning and teaching for all pupils. Currently this is more effective in numeracy than literacy –because the school adopted the literacy strategy later than its initial introduction. Consequently, staff are not quite so confident in the teaching of this. The provision for ICT has improved significantly since the last inspection, with better equipment, planning and teaching all contributing to this. There is sound evidence that ICT is supporting many other curricular areas as well. Music and design and technology were also identified as areas for improvement at the last inspection. The schemes of work for these subjects have been appropriately reviewed and improved alongside training for staff to ensure they are now appropriately taught.
35. The school has a suitable policy and effective programmes, for the teaching of health education, sex education and for bringing to the pupils, in an informed manner, the dangers associated with smoking and the misuse of drugs. All these aspects are offered within the context of a very caring school, where the development and high quality of individual care and inter-personal relationships are seen as very important. In consequence, the quality of the provision for the pupils' personal, social and health education is good.
36. Pupils who speak English as an additional language receive a broad and balanced curriculum and take part in all school activities. Mutual respect and tolerance of others' feelings and values underpin the good relationships within the school. Pupils get good opportunities to gain confidence about their culture through the study of art, history and geography, but there are less opportunities to develop pupils' knowledge and understanding of the multicultural traditions of Britain through the curriculum.
37. The school makes substantial efforts to include all pupils in every aspect of school life and is successful in ensuring that all pupils have equal access to the curriculum. All pupils are included both educationally and socially. The school has appropriate policies that include a useful checklist of issues to be covered. All test and assessment data is analysed to ensure that all boys and girls achieve well. However at present, the assessment data is not monitored in order to identify the performance of different ethnic groups, although a programme enabling the school to do so more easily has been installed and staff are being appropriately trained in its use. The school has developed a policy for gifted and talented pupils and is in the process of identifying these pupils. However, in some classes, pupils miss lessons in order to receive additional support in English. The school is aware of the issues raised by this and tries to ensure that pupils do not miss the same lessons every week, so that they continue to receive equal access to the curriculum.

38. The school has a very supportive learning environment and ensures suitable opportunities for all pupils. Travellers' children are very well integrated in the school life and are well cared for by the school. They have a good attendance record. Most parents when travelling make arrangements to ensure that their children do not miss school. In the last year no pupils needed a distance learning pack, as they attended the school regularly. The school is very aware of the needs of these parents and has built up good relationships with them and as a result parents feel confident to ask staff for help.
39. The curricular provision for pupils with special educational needs is good. The teachers plan the work well and frequently collaboratively, to ensure that opportunities are afforded in lessons for all the pupils to make progress. Individual education plans match the curriculum well and contain good relevant targets. In addition the support provided through individual or small group tuition has a positive impact on the progress that they make. The learning support assistants provide positive help in encouraging pupils, especially in literacy and numeracy lessons, and this helps them make good progress, in line with their individual capabilities.
40. The school provides a good range of extra-curricular activities and there is a positive contribution to learning made by its links with the community and partner institutions. When inspected previously all pupils were judged to have access to a range of extra-curricular activities and this continues to be so. The activities offer enjoyment for the pupils as well as contributing positively to their learning and personal development. The activities, some of which take place at lunchtime, include fitness training, a range of sporting activities, computer, art and homework clubs and a choir, as well as opportunities for skill development during informal play activities at lunchtime. No evidence was found to support the views of a very small number of parents who feel that there are too few opportunities for activities outside lessons.
41. Links with the local and wider community are good. A residential visit for Year 6 pupils, a variety of visits to local places of interest and visitors coming into school to talk about their lives and experiences enrich the curriculum by extending pupils' knowledge and appreciation of activities outside school. There is a very constructive relationship with the co-located infant school, with members of staff working closely together to mutual advantage. Regular meetings between senior staff have led to a more effective exchange of assessment information and other relevant data on pupils' achievement. This is a significantly better situation than that reported when the school was last inspected, when, although there was some effective liaison, a key issue was identified to develop closer links between the two schools, particularly between Years 2 and 3. Links with the secondary school to which most pupils transfer are properly organised to ensure that the transfer is smooth and with pupils being well supported.
42. Overall, the provision for spiritual, moral, social and cultural development is good. The provision for moral and social development has improved from good to very good since the last inspection.
43. The provision for pupils' spiritual development is sound. The development of pupils' self-esteem is central to the school's ethos and is firmly embedded in the teaching. Everyone is included and each individual is valued. Pupils' self-esteem is raised when they read their best work in assemblies and see their own work on display. Art plays a strong part in providing good opportunities for pupils' self-expression, as well as those for reflecting on the work of others. However, religious education does not provide sufficient opportunities to consider personal beliefs and those of others. Pupils are not consistently encouraged to develop an awareness of beyond the here and now. Although pupils had a good opportunity to reflect on the value of friendship in one assembly observed, opportunities for further reflection were missed in others. Daily acts of worship meet statutory requirements.
44. The very good provision for moral development is supported well by the personal, social and health education programme and is also evident in the very strong caring ethos of the school. There are very clear structures for behaviour management and an effective system of house points and rewards to promote good behaviour. All staff provides positive role models that give pupils insight into what is wrong and right. Any incident is dealt with immediately and fairly and because the behaviour policy is applied consistently by all school staff, pupils are treated fairly by all and clearly understand what is acceptable. Class rules are negotiated and discussed on a regular basis ensuring that pupils remain aware of school expectations. Visitors from such services as the police force are used very well to

promote understanding of what is good and bad behaviour. Clear messages are given to the pupils about how to treat property and each other and those pupils whose behaviour is sometimes challenging are managed skilfully and sympathetically.

45. Provision for pupils' social development is very good. Teachers encourage and provide good opportunities for pupils to work in collaboration with each other. They are encouraged to take responsibility in their classroom and around the school. Staff set good examples in their relationships with each other and the pupils. Pupils respect each other's opinions, listen and give their views confidently as was seen in a personal, social and health education lesson. Pupils regularly collect money for charities, which helps pupils to consider others. The extra-curricular provision makes a very good contribution to pupils' social development. An annual residential visit helps pupils to learn to live amicably with others in closer proximity.
46. The provision for pupils' cultural development is sound. The school provides a broad curriculum which helps pupils to develop their understanding through art, geography, music, history, dance and literature. Displays illustrate a range of cultural learning and experiences. For example, a frieze represents an Aboriginal creation story and the use of Aboriginal music in dance gives opportunities to appreciate, value and promote very positive attitudes to other cultures. However, the cultural and linguistic diversity found within the school is not sufficiently utilised. Pupils were observed answering registers in other languages but cultural and linguistic diversity is not well supported and celebrated as widely as it might be. There is limited evidence of notices, signs and books in different languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school meets its obligations for child protection and for ensuring pupils' welfare very well. This is an improved situation since the previous inspection, when although there were some strong features, some aspects of the school's provision needed attention. The weakness in the implementation of the school's procedures for child protection has been overcome. All members of staff understand their duty to be aware of the need to be attentive and they undertake this responsibility conscientiously and well. The school comfortably meets the aim that children should be happy and develop a sense of humour. The very effective support provided enhances the quality of education provided by the school by ensuring that pupils can work in a secure and happy environment. Parents are happy with the attitudes and values promoted by the school and the care provided for their children.
48. Led by the very caring headteacher, who puts a high priority on the needs of the pupils, with very effective guidance and support from the school's welfare officer, all adults work together to provide surroundings in which the pupils feel well cared for and secure. The staff handbook is an excellent document that contains practical guidance on many pupil related issues. Staff value all pupils equally so that all the pupils are treated appropriately and given proper support appropriate to individual need whatever their background or personal circumstances. All staff respond sensitively and positively to these individual needs. The school is successful in promoting social integration and harmonious and caring relationships exist both in and out of the classroom. There are well organised arrangements for playground supervision with teachers and lunchtime supervisory staff, who are well trained and relate very well to the pupils, ensuring that they are well looked after during periods of outdoor activity. This high quality support has a positive effect on behaviour and safety.
49. Governors take an active interest in health and safety matters. Together with teachers and the site manager they undertake regular risk assessments and have proper regard for the health and safety of the school community. The school's policy for safe use of the Internet is good. Fire safety arrangements are appropriate. Those for first aid arrangements are good. The school's procedures for dealing with the very occasional accident are good and appropriate records are maintained. There are very good procedures for liaison with parents when necessary.
50. The school's procedures for monitoring and improving attendance have improved since the time of the previous inspection and are now good. Parents are regularly, but sensitively, reminded of the importance of attendance particularly in the context of arranging holidays during term time. It is not for want of trying that the school has been unable to raise overall attendance levels further than has been the case so far. Governors are fully involved and have introduced an award for the class with the highest attendance each week. Records of attendance are properly maintained and comply with

statutory requirements. Procedures for recording lateness and unauthorised absence are rigorous. There are good procedures for contacting parents in the case of unexpected absence but many do not relate well to school and too readily provide reasons for absence on a regular basis. There is unauthorised absence, with parents failing to provide reasons for absence and these instances need action on a more formal and regular basis than the school is able to provide so that families with poor attendance records are given the necessary help and support.

51. The school's procedures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour, its assertive discipline and anti-bullying policies in particular, are very good. They are well focused on the need to promote good behaviour and there is good definition of rewards and sanctions. These are well understood and accepted by the great majority of the pupils. The school's involvement with other local schools in a behaviour improvement programme initiative and a productive partnership with the local authority behaviour support unit, work well, providing effective support for those needing it as well as providing opportunities to share best practice. Parents are expected to confirm their agreement to encourage their children to respect and adhere to the school rules. There is an emphasis on the positive that recognises that good behaviour deserves reward. Free time on Fridays, certificates and awards emphasise the positive and are much sought after by the majority of the pupils. All teachers have good strategies for dealing with the occasional instances of inappropriate behaviour and as a result there is very little disruption to the flow of lessons.
52. The school's arrangements for the monitoring and support of pupils' personal development are in line with those expected. A variety of strategies for the promotion of pupils' personal development include a personal, social and health education programme, a caring ethos, community involvement, Circle Time, when pupils sit together to discuss a range of personal and general issues and involvement in charitable activities. They make a positive contribution to the way in which teaching and support staff ensure that the personal needs of all the pupils are recognised and met, whatever their individual circumstances. Formal monitoring arrangements, including teacher records and summaries in the pupils' annual reports, are satisfactory although records of achievement are not used so opportunities to celebrate non-academic success are sometimes missed, except when 'good deeds' are recorded in the Fatima File, named in memory of a much missed past pupil who died during her time at school. These formal arrangements are complemented by very effective informal ones that benefit from teachers' knowledge of pupils as individuals.
53. The procedures for monitoring the progress of pupils for whom English is another language are good. Pupils with English as an additional language are identified and assisted at an early age and make good progress in their time in school. The school has a supportive learning environment and ensures suitable opportunities for all pupils to develop their understanding of English. They are well integrated in the school life and are well cared for by the school. Mutual respect and tolerance of others' feelings and values underpin the good relationships within the school. Monitoring of the progress of pupils with special educational needs is good. Careful records are kept, individual education plans regularly reviewed and updated and appropriate targets set which enable them to make good progress. The pupils from traveller families are monitored carefully. Records are kept both by the specialist teacher involved and class teachers and good liaison between the two ensures that pupils have very good learning opportunities both when they are in school and when they are away from school, travelling.
54. The school has satisfactory procedures for assessing pupils from Year 3 to Year 6. Statutory and optional National Curriculum tests in English and mathematics, as well as half-termly tests in mathematics are conducted throughout the school. Results of these tests are analysed by senior management and subject co-ordinators to identify particular strengths and weaknesses. The assessment and subject co-ordinators for English and mathematics ensure that this information is disseminated to class teachers to enable the setting of short-term targets for all ages and abilities. A good system of pupil self-assessment is in place to enable pupils to make their own judgements on progress and to identify areas where they need to improve.
55. Transfer of assessment data from the neighbouring infant school is good. Senior staff and core subject co-ordinators of both schools meet in the summer term prior to transfer to analyse information and other relevant data that will assist in the pupils' continuity of learning. This is an improvement

since the last inspection; as is the development of the more effective methods of monitoring, assessing and recording progress within the school.

56. The assessment co-ordinator has received recent training in the use of software to aid assessment, which will be used in the near future to further improve systems of tracking pupils' achievement. Pupils have a good understanding of their current levels of performance in mathematics, English and science and how they can make further progress. Although assessment in art and design and ICT is also good, in most other subjects, it is inconsistent and lacks overall continuity. Assessment opportunities in most of the foundation subjects are not written into planning in sufficient depth to enable teachers to track and measure pupils' achievements.
57. During inspection, no evidence was seen of the monitoring of assessment of particular ethnic groups. The comparative performance of boys and girls is analysed satisfactorily. Assessment is well co-ordinated and managed by a co-ordinator who is aware of the current strengths and weaknesses and has set appropriate priorities for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The parents who responded to the pre-inspection questionnaire and those that attended the pre-inspection meeting have very positive views about what the school provides for their children. Parents were particularly pleased that their children enjoy attending school, that they make good progress and are expected to work hard and behave well. They think the school is well led and managed and that it helps their children mature. They think the school is a very good one that makes them welcome and is responsive to suggestions and concerns. No aspect of what the school does, or how it relates to them, presented concern to a significant number of parents. The response of parents is much stronger now than at the time of the previous inspection when several aspects of the school's work did not satisfy a number of parents. A very small minority of parents would like more homework and think behaviour could be better. The inspection team agreed with parents positive views. They found behaviour was good and homework arrangements are satisfactory, although better organised for the older pupils.
59. The school recognises the importance of good relationships with parents and works hard to promote its partnership with them. The headteacher makes himself available at any time to meet with parents and teachers are happy to meet with them informally before or after school, or by appointment to ensure availability due to teaching commitments. The welfare officer, who undertakes her role conscientiously and well, provides a pastoral support service for parents and their children which complements the efforts of the headteacher and other staff very well.
60. There is much encouragement for parents to play a full part in the education of their children. It is a matter of regret to the school that only a few parents feel able to help directly in its work, either in school or at home and as a result parents' contribution to their children's learning, though satisfactory, has not improved since the previous inspection. There continues to be no formal parent teacher association though parents do support fund-raising events organised by the enthusiastic parents involved in the link parent group that acts as a sounding board for parental views as well as acting in many ways as an unofficial school association. Home-school links are supported by a home-school agreement that provides for commitment by all to the improvement of standards. Parental support for school assemblies, attendance at parents' evenings to discuss attainment and progress and support for fund-raising activities is satisfactory.
61. The quality of information provided formally by the school has some good features but overall is satisfactory. Parents are provided with regular opportunities, both formal and informal, to be informed of progress throughout the year. School and class newsletters, curriculum information and a variety of liaison activities held throughout the year provide opportunities for parents to be well informed about school activities. Pupils' annual reports are of good quality, giving parents a good review of what their children have done, can do and what is needed to improve. They reflect teachers' good knowledge of the pupils as individuals and are clearly the result of much thought. A general comments section is well used by teachers to record personal development. Statutory reporting requirements are met.

62. Other documentation is not so strong. The governors' annual report to parents is a satisfactory document that gives parents all the information to which they are entitled but misses opportunities to properly celebrate what the school is doing for the pupils in its charge. However, the parents' handbook is unsatisfactory as presently presented. The school acknowledges a need to review the handbook to better inform parents about the work of the school and the part they can play in its work. There is acceptance that statutory reporting requirements continue not to be met, as was the case when inspected previously, though for different reasons. Information on the curriculum is very brief and parents are not advised of their right to withdraw their children from religious education and collective worship, as they should be.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides good leadership and is an experienced and knowledgeable professional who has a very clear vision of the school's role in helping pupils to develop as individuals. He places a great emphasis on the care and welfare of the pupils and their families, believing that the school should offer stability and security to the pupils for whom it provides. This belief is shared by the school staff and contributes to the caring and positive school environment. His good leadership steers staff and governors towards the realisation of the school's aims. He has been instrumental in leading the school through some difficult times in its efforts to improve. For example, there has been a high turnover of staff in recent years, which, among other things, has disrupted the continuity of professional development for teachers. This situation has been relieved to a certain extent by the very good calibre of regular supply staff and by good temporary appointments of staff well placed to meet the needs of the pupils. Throughout the school relationships are good, providing the caring ethos central to the fulfilment of the aims of the school. The commitment to improve is shared by all staff and the school has the capacity to succeed in its aim to further raise academic standards.
64. The headteacher receives very good support from the deputy headteacher, who is also the curriculum and assessment manager. The skills of these two senior managers balance each other very well ensuring that all pupils in the school receive a full and well rounded education. Together with the rest of the senior management team, they manage to promote a very strong team ethos and a good understanding of what needs to be done to take the school forward.
65. The impact of the high staff turnover at the school has had an adverse impact on the development of the subject co-ordinators as these have been constantly changing. However, the school has already identified this as an area for development and made the strengthening of the role a priority. Established co-ordinators have a clear picture of what is happening in their subjects and all co-ordinators are responsible for carrying out an audit and drawing up appropriate action plans for improvement. The action plans are appropriately incorporated into the school development plan. However, at present some recently appointed and caretaker co-ordinators have not had the opportunity to monitor the quality of plans, lessons, results and pupils' work rigorously enough to be sure they have identified the most important areas for development.
66. The special needs co-ordinator is responsible for the effective co-ordination of the team of support assistants. Very thorough individual education plans and reviews are undertaken and arranged by the special needs co-ordinator, class teachers and support staff. The teacher responsible for teaching pupils with English as an additional language manages her area very well and liaises well with school to ensure her work has an appropriately high profile. She offers useful advice to the staff enabling them to continue to support language development in the classroom, often with the help of a teaching assistant.
67. The headteacher and his deputy have implemented a regular and well thought out monitoring programme. They carry out regular observations of lessons. This is particularly important as some members of staff are new to the country and others are newly qualified. The school has ensured they are well prepared to teach literacy and numeracy in particular and provided with appropriate training.
68. The professional development of teachers is appropriately supported by regular performance management interviews. These are also used to set new targets and identify training needs. These relate closely to whole school issues, for example, a target for all teachers is to improve the teaching

of spelling in order that pupils' writing might improve. There is a coherent and useful programme of training based on priorities identified by the school development plan and through staff interviews.

69. The governors are strongly supportive of the school and fulfil their statutory duties effectively. The governing body has been reconstituted since the last inspection and many are comparatively inexperienced. However, it is clear that the governors now play a fully active role in providing a strategic vision for the school. The chair and vice chair are both new appointees. However, despite this they are very involved and have a very good understanding of the strengths and weaknesses of the school. They receive good information about all issues affecting the school through reports from the headteacher and regular visits to the school. The committee structure is well organised and efficient, and deals effectively with issues as they arise. Governors visit the school when they can and the chair and vice chair are in school every week and they have developed a much better understanding of their monitoring role. They have appropriately identified governors responsible for literacy, numeracy and special educational needs and these roles are carried out effectively through regular meetings with co-ordinators and senior staff. The governors analyse and discuss the results of tests and use this information to make comparisons with other schools and are becoming more involved in setting the school's targets for literacy and numeracy. Their role as a critical friend to the school is developing well and increasing further as more training is held and knowledge and understanding become greater. Governors are becoming more directly involved in school development planning, reviewing progress made towards targets and helping to ensure that key priorities receive sufficient funding.
70. There are sufficient suitably qualified and experienced teachers to teach the curriculum. As previously stated, the high turnover of teachers in the past years has made it difficult to provide continuity in the leadership of curriculum subjects. This has been a contributory factor in the lack of development of some of their roles. However the recent appointment of curriculum leaders and further delegation of responsibilities have resulted in an improvement in the quality of subject management, although further improvement is still required. Learning support assistants play a good part in the learning of all pupils. However there are very few of these, particularly in the classes for younger pupils.
71. The adequacy of accommodation for the delivery of the National Curriculum is good rather than very good as it was considered to be at the time of the previous inspection. There are a number of very good features, such as the outside environment, the spacious corridor and resource areas and specialist provision for physically disabled pupils, the medical room and discrete areas for small group withdrawal activities. However, changes in the National Curriculum, especially the need for whole class teaching or circle time activities, puts pressure on space in the classrooms which are anyway somewhat cramped for the class sizes involved. The building is well maintained and kept clean and tidy by the conscientious site manager. Public areas and classrooms provide a stimulating environment with a good mix of pupil produced material linking well with commercial examples. The school hall and library area are adequate, but the computer room, though a positive development since the previous inspection, is small for the numbers involved.
72. There is sufficient playground space of good quality for the size of the school. Well-maintained grounds, including a grassed playing field with trees and shrubs, enhance the appearance of the school and the quality of its educational provision.
73. Learning resources are satisfactory overall. The good resources in science and art and design strengthen the quality and impact of teaching. The school is appropriately working on improving the range and quality of books in the library, as well as its regular use by all classes.
74. The school has improved its procedures for ensuring that the financial resources available to it are appropriately used and monitored. They are now good all round. 'Cautious' financial management has been replaced by positive corporate decision making. The conscientious and well-informed chair and vice-chair of governors work closely with the headteacher and other members of the school community to ensure that within the school there is a secure grasp of the school's financial situation, so that its budget is managed efficiently. In this the school is aided by the advice provided by the financial consultants that it has engaged to make sure that there are no weaknesses in the way in which it conducts its financial affairs. The use of consultants is cost effective and a good example of

how the school has recognised the need for support and taken appropriate action. Governors, especially those directly involved in financial matters, feel ownership of the budget.

75. The headteacher and governors are committed to providing a high standard of education and their financial planning is solidly based on ensuring that the school's educational provision is sustainable and that, as far as is possible, its educational targets are met. Planned financial reserves, the amount of money that the school expects to carry forward into the next financial year, are lower than good practice suggests. However, there is prudent contingency planning that should allow the school to respond to changing circumstances with minimal disruption to its planned strategies, enabling it to continue to focus on raising pupils' attainment and progress by giving increased attention to maintaining staffing levels, improving learning resource provision and raising the quality of the physical environment.
76. The use of the specific funds element of the school's finances and other additional funding, is very well focused. There is very good use made of the funding for pupils with special educational needs and others in need of support. The school contributes from its own funds to supplement the specific grants it receives to ensure that there is effective raising of the attainment of those who receive extra support to address special learning, language or behaviour needs. The investment made in providing welfare support from the school's own resources is a positive feature of its financial planning, recognising the academic, social and welfare needs of both the pupils and their parents.
77. The school's administration arrangements and the day-to-day control of its finances, are good. Clerical staff are conscientious, undertaking their duties efficiently. The school office works smoothly and effectively. Good use is made of the information available from the school's computerised management system and there are financial and administrative procedures in place that allow the administrative officer to make a positive contribution to the work of the school. The school's most recent audit visit, in November 2000, found little of consequence. Some minor procedural matters needed attention, all of which have been properly addressed.
78. In judging the school's performance, members of the governing body, supported by the headteacher, make satisfactory use of the four principles of compare, challenge, consult and compete, to plan and implement the work of the school. Governors are aware of trends in performance and are making some effective comparisons with how school standards compare with those expected. There is an appropriate appreciation of the need to challenge what is being done in the school and governors, well led by the chair and vice-chair, are beginning to do so sensitively but with increasing rigour. There is a realistic view of the need to target improved standards but this is balanced by recognition that how pupils progress is also a measure of the school's performance. Good procedures are in place for ensuring that best financial value is obtained when purchasing products or services and there are some good consultation procedures, with governors making use of a variety of information from parents, staff and the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order for the school to continue to improve further, the governors, headteacher and staff should:
- I. Raise pupils' standards of attainment in English** by:
- ensuring that all teachers are confident with teaching the requirements of the literacy strategy as interpreted by the school; and
 - providing training for those who are inexperienced or from overseas.
- (Paragraphs 4,20, 26, 79-87)*
- II. Raise pupils' standards of attainment in geography** and religious education** by:
- ensuring that these subjects have an appropriate allocation of time and that the amount of time allocated to religious education is in line with the requirement of the agreed syllabus;

- ensuring that all aspects of the subjects are covered and pupils acquire skills, knowledge and understanding in a coherent way; and
- providing further training for teachers where there is a need.

(Paragraphs 7, 21, 28, 32, 112-117, 139 -145)

III. Improving the balance of the curriculum by:

- planning the timetable so that all subjects have an appropriate allocation of time and there is an equitable balance of time for each subject.

(Paragraphs 32, 112, 139)

IV. Improve the assessment** of pupils' attainment in subjects other than English, mathematics, science, art and design and ICT by:

- devising systems for assessment that are consistent throughout the school; and
- making good use of the information acquired to influence planning and set targets for improvement.

(Paragraphs 55, 111, 117, 122, 133, 138, 145)

V. Improve the management of the more inexperienced foundation subject co-ordinators** by:

- providing appropriate training in monitoring and evaluation;
- ensuring they have an effective overview of the provision in their subjects by rigorous checking of planning;
- undertaking observations of teaching; and
- undertaking more analytical scrutiny of pupils' work so that they know the standards being achieved.

(Paragraphs 64, 69, 111, 117, 122, 145)

VI. Improve pupils' attendance by:

- continuing to work closely with the appropriate authorities in order to reduce absence; and
- making parents even more aware of the link between attendance at school and children's learning.

(Paragraphs 18, 49)

In addition the school should consider the following minor issue.

- To revise the school handbook for parents to ensure it clearly describes the work of the school and meets statutory requirements.

(Paragraph 61)

** The school has already identified these items for development in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	27	18	1	1	0
Percentage	2	16	47	31	2	2	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	345
Number of full-time pupils known to be eligible for free school meals	141

FTE means full-time equivalent.

Special educational needs	Y3 - Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	108

English as an additional language	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.9

Unauthorised absence

	%
School data	0.4

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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	36	46	82

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	26
	Girls	27	20	31
	Total	44	42	57
Percentage of pupils at NC level 4 or above	School	54 (73)	50 (68)	70 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	26
	Girls	28	21	17
	Total	47	41	43
Percentage of pupils at NC level 4 or above	School	57 (62)	51 (75)	52 (90)
	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
255	15	2
9	0	0
3	0	0
1	0	0
1	0	0
4	0	0
2	0	0
13	0	0
12	0	0
0	0	0
1	0	0
4	0	0
7	0	0
16	4	0
0	0	0
14	0	0
3	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	24.6
Average class size	28.75

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	212

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	795,897
Total expenditure	808,556
Expenditure per pupil	2,435
Balance brought forward from previous year	0
Balance carried forward to next year	-12,659

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	345
Number of questionnaires returned	46
Percentage of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	4	0	0
My child is making good progress in school.	46	46	8	0	0
Behaviour in the school is good.	41	48	11	0	0
My child gets the right amount of work to do at home.	41	48	9	0	2
The teaching is good.	54	42	4	0	0
I am kept well informed about how my child is getting on.	48	46	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	54	44	2	0	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	46	48	4	0	2
The school is well led and managed.	48	50	0	0	2
The school is helping my child become mature and responsible.	41	57	2	0	0
The school provides an interesting range of activities outside lessons.	41	50	7	0	2

Other issues raised by parents

No other issues were raised by parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

80. Standards of pupils' work seen during the inspection were below the national expectations. In the national tests for 2002, the proportion of pupils attaining the expected levels was well below the national average. This was because a high percentage of pupils taking the tests last year had learning difficulties and a number of social and behavioural problems as well which affected their ability to learn effectively. Most pupils' attainment in literacy on entry to Year 3 is low, particularly in writing. Against this background, pupils achieve well and their rate of learning is good. Teachers have worked hard to analyse and address weaknesses in the subject. A number of appropriate measures are taken to improve standards. For example, extra support is targeted, particularly pupils identified as in need of more intensive help, to boost their progress in the acquisition of basic skills in literacy. Most teachers are skilful in planning and teaching the basic skills and have appropriate expectations of all pupils. From a low starting point, pupils achieve well as a result and make good progress over their time in school. In lessons, pupils are organised in small groups where specific language skills are practised and reinforced well. The teachers are currently working towards introducing individual target setting for pupils to focus on what needs to be improved in English. Until last year standards in English had been steadily rising. Targets have been set this year that reflect the improvement in standards and the school is on course to achieve these. The provision for pupils with special educational needs is carefully organised to ensure better identification of concerns and a match of the well-structured literacy programme with realistic short-term targets. The pupils speaking English as an additional language achieve equally well and make good progress.
81. Bearing in mind pupils' limited starting points, their progress in speaking and listening is satisfactory, although standards are below average. In a few lessons, speaking skills are well promoted, but there are missed opportunities by most teachers to engage pupils in extended conversations. For younger pupils, small group work provides opportunities for adults to act as good language models and to encourage pupils to express themselves clearly. However, a restricted vocabulary means that many pupils are imprecise and hesitant in producing answers, which keeps the overall level of attainment below average. In a Year 3 lesson, following a much enjoyed story on the video, very few hands went up when questions were asked. Most pupils were reluctant and only gave one word answers. By Year 6, most pupils extend their vocabulary and the complexity of sentences they use, but their below average skills in speaking affect their capacity to respond to questions, explain what they mean or make the connection between ideas. Many instances were seen during the inspection of pupils' obvious frustration because they knew what they wanted to say but could not find the words to express it. Pupils' speaking and listening skills improve in particular where teachers provide good role models and encouragement is given for them to report back verbally on topics they have investigated. Pupils discuss their work with each other or in small groups and many higher attaining pupils, express their ideas clearly and confidently. Most teachers have very good relationships with pupils and use praise effectively to encourage the reluctant speakers to participate actively in class discussions. Pupils listen well to the teachers' advice and some demonstrate growing confidence to interact and share opinions and ideas about stories and poems. However, there are insufficient regularly planned opportunities, such as drama, 'hot-seating'- in which pupils are questioned by their classmates- or debate, to enable pupils to speak at length and use a variety of expression and vocabulary.
82. Pupils' attainment in reading is below average although progress is sound across the school. There are a number of confident and fluent readers in Year 6. Where guided reading sessions are skilfully structured, pupils enjoy reading and achieve well. They show growing understanding of what they read and are fast developing a range of strategies to decipher words they find difficult in reading. Careful monitoring records kept by most teachers include clear and relevant information about pupils' strengths and weaknesses and these are used effectively to improve standards in reading. In some classes, the pupils are not provided with a wide range of challenging texts. The match of reading book to pupils' level of abilities is not monitored effectively and this affects their progress. Most pupils enjoy talking about the books they have read. Some pupils have favourite authors, such as Roald Dahl and J K Rowling. They readily name books they have enjoyed reading, but very few explain why,

or talk about good qualities of fiction or non-fiction. While lower-attaining pupils still interpret their reading literally, a few average pupils show a growing understanding of more complex language. Most pupils however, find it difficult to identify underlying meanings or appreciate the subtleties of humour. They are able to explain the difference between fiction and non-fiction and how 'contents' and 'indices' can point the way to specific information, but they rarely study non-fiction texts. Pupils' ability to skim and scan and make meaningful notes is limited. They make insufficient use of reading skills to search for information in subjects such as history, geography and religious education. The school library has fiction and non-fiction books of a satisfactory range and quality. Pupils regularly borrow books to read at home, but the library is currently not visited by classes on a regular basis for research purposes and so pupils miss opportunities to develop these skills further. Pupils' skills to access information from CD ROMS and the Internet to extend their reading, are well promoted.

83. Standards in writing by the end of Year 6 are below expectations, but they make satisfactory progress over their time in school. The whole school focus on improving skills is having a beneficial effect on pupils' writing. In lessons where the literacy hour is well structured to combine the teaching of words and sentences and the writing is suitably modelled by the teachers, pupils are very well supported to think about the overall structure of their writing. At the start of Year 3, only a few pupils write more than a few simple sentences. By Year 6, the scope of writing increases appropriately to include narrative, descriptions, letters, poetry and story writing and most pupils are beginning to use more ambitious vocabulary and sentence structures. Pupils' competence in spelling and punctuation is generally weak. A small group of pupils with specific learning difficulties was very well supported by the teacher in the use of similes in their poems. Pupils made some good suggestions such as, 'as kind as the Fairy Godmother' or 'as tall as a castle'.
84. Pupils are introduced to the main features of specific genres, for example writing reviews, but this work is limited and not always extended sufficiently. There are not enough examples of sustained story writing with good attention to developing characters and plot. Pupils' spelling strategies, their proof reading skills and vocabulary choice in writing, are insufficiently developed. Opportunities to extend the use of skills learned in literacy to other subjects such as geography and history are sometimes missed.
85. By Year 6, a significant number of pupils have a satisfactory grasp of grammar and punctuation, but many make careless errors in their work. In their independent writing, pupils' spelling is often erratic and they do not check their work carefully and make corrections. Some pupils try hard to present their work neatly but most pupils have not developed a consistent handwriting style and they are not given enough time to practise their independent extended writing skills.
86. The teaching of English is satisfactory overall. Some good teaching was observed in Year 6. The school did not adopt the National Literacy Strategy when it was first introduced. However, the more established teachers have a secure understanding of the National Literacy Strategy and implement it well. However, there has been insufficient provision of appropriate professional development and monitoring of teaching to enable the newly appointed teachers to teach literacy as effectively as their experienced colleagues. This means that there is some lack of teacher confidence and some teachers are a little stilted and pedantic in their approach to the subject. Teachers did not always plan sufficiently closely to meet the needs of pupils with different levels of abilities in the class. Teachers do not always allow time to reflect on previous learning, or provide sufficient opportunities for repetition and consolidation of new learning. Pupils show obvious enjoyment and enthusiasm in the lessons that are well structured and engaging. Most teachers are very encouraging and use praise positively so that pupils respond well and try hard in lessons. They make sure that pupils know what they are expected to learn. The management of pupils' behaviour is good in most lessons. Teachers' marking varies considerably. It is generally regular and encouraging, but not always diagnostic and does not help pupils focus on correcting mistakes. Pupils are not encouraged enough to present their work neatly or know how the writing could be improved.
87. Pupils have sound opportunities to use their literacy skills in other subjects. For example, they write accounts of events in history and learn appropriate ways of writing up a scientific investigation. The use of ICT is also sound with pupils having the opportunity to develop their word processing skills and drafting and redrafting their poetry.

88. The management of the subject is good. The literacy co-ordinator is very thorough in her work. There needs to be a more systematic programme of monitoring teaching and learning. The school is well aware of the strengths and weaknesses in the subject and there is effective forward planning. The procedures for assessing pupils' progress are satisfactory and the results of all tests are effectively analysed in order to set individual targets. Useful additions have been made to resources to support and promote reading. The school is well placed to secure further improvements in standards.

MATHEMATICS

89. Standards attained by pupils at the end of Year 6 in national tests in 2002 were well below average when compared with results attained nationally and by pupils in schools of a similar kind. Very few pupils reached the higher levels obtainable. This is because many pupils taking the tests last year had considerable learning difficulties as well as problems of a social and behavioural nature which greatly affected their learning. However, inspection evidence shows that standards have improved again this year and currently pupils are attaining average standards. At the time of the last inspection standards were judged to be well above average. However, since that time there have been several staff changes and the school suffers from a greater fluctuation in its population than it did previously. In relation to their prior attainment pupils are achieving well and making good progress. Pupils with special educational needs make good progress because of the good support provided for them, as do the pupils for whom English is an additional language and the pupils from traveller families. There is no noticeable difference in the attainment of boys and girls either in lessons or in the work examined.
90. By the end of Year 6, most pupils show a good understanding of place value involving the four rules of number to 1,000. Pupils use a variety of methods to multiply three digit by two digit numbers and have a good grasp of the equivalence of fractions, decimals and percentages. Higher ability pupils perform complex operations with the multiplication and division of numbers to 1,000, as well as being able to distinguish between plus and minus values on temperature line graphs. Pupils have opportunities to solve problems which demonstrate their mathematical skills, where mathematical language of a high level is used. For example, where Year 4 pupils are asked to describe positions on a grid, they talk confidently about the horizontal and vertical axes to describe their findings. However, when problems are more complex and involve a series of mathematical operations, some pupils have difficulty in interpreting these correctly.
91. Pupils make good progress and achieve well throughout the school because the quality of teaching is good in every year group. Pupils are beginning to use mathematical vocabulary confidently and, given time, to explain correctly their working methods. They use their mathematical skills in other subjects. For example, pupils measure, estimate and weigh accurately in science, recording their results in graphs and charts.
92. The quality of teaching overall is good, with some examples of very good teaching. Pupils are grouped according to prior attainment in Year 6 and this greatly assists their learning, as teachers have a smaller range of ability to plan for. Where teaching is good or better, planning shows clearly what pupils are to learn, teachers have a good knowledge of the subject and give clear explanations which enable pupils to understand and feel confident. Introductory mental mathematics sessions are well structured and are used well to reinforce and extend pupils' knowledge of tables and mathematical facts. The teachers make good use of open-ended questions that stimulate pupils and encourage them to extend their thinking. They have high expectations so that tasks are usually tailored to match pupils' abilities appropriately and pupils are constantly challenged, interested and keen to work. In addition, there are consistent expectations of good behaviour and very good relations with pupils which ensure that there is an atmosphere conducive to work. Pupils are adept in explaining their mathematical reasoning and are given ample opportunity by their teachers to demonstrate their thinking in front of the whole class without fear of failure or ridicule. Such is the nature of lessons that pupils all enjoy celebrating what they know and can do, as they know that they will be praised for their efforts. Good classroom management and teachers showing enthusiasm for the subject result in all pupils having positive attitudes to mathematics. In addition, pupils are encouraged to assess their own performance at the end of each lesson, which is a useful ongoing method of assessment, enabling the teacher to change or adapt future lesson plans.

93. Pupils with learning difficulties are given good support and challenge by teachers. The high teacher expectations and commitment to the inclusion of all pupils in lessons is a particular strength. However, the use of support staff in Mathematics lessons is inconsistent. It is best when teaching assistants are actively engaged in helping the less able pupils and those with English as an additional language throughout the whole lesson and not just in assisting pupils with their independent tasks. Pupils are appropriately given termly targets in mathematics based on regular assessments of work. The results of these tests are closely analysed by teachers and used when planning the next units of work.
94. There is an increasing use of ICT in the subject and it is evident throughout the school in displays, for example, in creating and retrieving information from graphs. The use of mathematics across the curriculum is good. For example, pupils in Year 3 have used pentominoes as a basis for their artwork and Pupils in Year 5 have produced a display utilising their problem-solving skills showing how much food a teacher's dogs would consume in a week. In a Year 6 design and technology project, to make carrier bags, skills of measurement and estimation were put to very good use.
95. The subject is well led by an enthusiastic and knowledgeable co-ordinator, ably supported by colleagues. She has particular expertise in the subject and she provides valuable support and advice for colleagues. She has a clarity of vision for the future direction of the subject. Resources for the subject are satisfactory, although there are times when too few practical resources are available for lower attaining pupils, which means they take longer to complete their tasks.

SCIENCE

96. In the national assessments of 2002, pupils in Year 6 attained well below average standards in the tests. These results did not follow the trend of previous years and were indicative of the problems experienced, both in learning and behaviour, by this particular group of pupils. From the evidence seen during the inspection, in both pupils' work and in lessons, standards by Year 6 are broadly average. Pupils for whom English is an additional language and those with special educational needs are fully included in all science lessons and receive good quality support. They, like all other pupils, are achieving well overall. Higher attaining pupils also achieve well and are provided for through appropriate extension tasks which encourage them to use initiative and further their thinking. Good improvement has been made since the previous inspection, as, although overall standards were judged as being average, pupils' skills in experimental and investigative skills were identified as being below average. This issue has been appropriately addressed and the curriculum is now appropriately built around a good programme of experimental and investigative work. Inspection evidence noted no significant difference in the attainment of boys and girls in science.
97. Pupils achieve well and the programme of work provided carefully builds on their previous knowledge from year to year. Teachers make careful and accurate assessments, which means they know exactly what stage pupils have reached in their learning. To help this further, pupils' work is kept and passed on from year to year to ensure that teachers correctly identify and can plan appropriately for the next step. For example, in Year 3, pupils identify the major parts of a plant, draw and identify these correctly. By Year 6, the diagrams are extensively annotated, giving the functions of each part of the plant, such as the anther and stigma. The higher attaining pupils go on to explain clearly more complex processes such as photosynthesis. Pupils in Year 3 show that they understand the requirements for a fair test and in their groups decide how the test should be set up. In Year 4 they devised a fair test to find the best size and shape for a parachute canopy. They worked in groups, after class discussion, deciding on variables, how to record results and how they would evaluate results. The requirement for pupils to investigate and experiment is at the heart of the science curriculum and is well integrated into the pupils' work. There is a good programme of investigations and assessments to ensure consistency throughout the year groups and support teacher confidence. Teachers place good emphasis on the use of scientific language but do not always follow this through sufficiently in their marking, where slipshod spelling is sometimes accepted.
98. Pupils cover all the elements of the science curriculum in appropriate depth and an analysis of pupils' work in Year 6 shows that most of the work is at a sound level. For example, work on life and living processes includes appropriate work on the function of major organs such as the heart and kidneys and of the digestive system. Pupils in Year 5 discussed sensibly how an investigation should be set

up in order to discover the effects of exercise on heart rate. The quality of discussion is enhanced by carefully focused questions from the teacher such as 'why does the heart rate increase after exercise?' These pupils show a sound understanding of the function of the heart generally and one pupil explained that during exercise we need more oxygen so the heart beats more quickly, but after exercise the heart slows to a normal rate again. Older pupils in Year 6 were investigating reversible and irreversible changes. They could explain the behaviour of molecules in solids, liquids and gases when prompted by very good questions from their teacher. Good quality discussion showed that pupils had good recall of previous investigations and accurately described what occurred when, for example, bicarbonate of soda was added to vinegar.

99. Pupils collect information and record their results by drawing tables, diagrams and graphs. This represents a particularly good response to an issue raised at the previous inspection when methods of recording were criticised. It also provides much useful reinforcement of mathematics skills. The pupils' written observations are of sound quality, as, although they have appropriate opportunities to plan, predict and express their views orally concerning the possible outcome of an investigation, these are not always recorded in sufficient depth and spelling of scientific terminology is sometimes poor. Throughout the year groups, appropriate opportunities are provided for pupils to make written observations in lessons but teachers' expectations of pupils' presentation and the use of scientific language are not always high enough.
100. The quality of teaching is good, which enables pupils to learn very effectively. In all lessons observed it was at least good, with some very good teaching observed. Teachers are confident and knowledgeable when teaching science. The planning for every lesson is very good and all sessions have a clear structure. Lessons always begin with an appropriate recap of what was learned previously and the ensuing lesson builds on this prior knowledge. Teachers move the lessons along at a good pace so that pupils' interest is maintained and work is completed in the time allowed. For example, effective planning encourages pupils to work together to discuss tasks in short 'slots' of time. Pupils are expected to understand the planned activities and complete them without fuss. They think carefully and work together industriously to achieve the set objectives, which are shared with the pupils at the beginning of the lesson. Pupils have opportunities at the end of each lesson to assess for themselves how well they understood what they have learned; this is a useful exercise and is used appropriately by teachers to inform what will be taught in the next lesson. In all lessons teachers use scientific vocabulary well and try to ensure pupils do the same.
101. The subject makes a good contribution to numeracy and a sound contribution to literacy. Graphs and tables are frequently used to record results and although nearly all written work is completed independently, in an appropriate scientific style, spelling is weak. The use of information and communication technology in science is sound and is appropriately planned for within the science curriculum. For example, pupils use appropriate CD-ROMs to research the organs of the human body.
102. Resources are good and cater well for the emphasis on the development of experimental and investigative skills. They are sufficient to provide pupils with opportunities to create their own investigations and experiments.
103. The subject is currently being managed by the deputy headteacher, in a 'caretaking' capacity after the post holder recently left the school. The former post holder provided a very good overall level of support in science. Since the previous inspection, he organised the assessment of pupils' achievements to provide a greater level of awareness of standards and monitored work rigorously to develop a more consistent approach throughout the year groups. The acting post holder shows a good understanding of these developments and is continuing to provide this good support.

ART AND DESIGN

104. Inspection evidence showed that the standard of work attained at the end of Year 6 is above national expectations. This broadly reflects the position at the time of the last inspection. Teachers continue to teach pupils' skills to develop in a logical and structured way, developing pupils' understanding of the work of famous artists and developing skills in using a wide range of media. Teachers ensure that the contributions of all pupils' are valued and ensure that all are able to participate in lessons by

making appropriate provision for them. All pupils, including those with special educational needs and those for whom English is another language, achieve very well. It is particularly of note that some pupils with learning difficulties in other areas perform very well in this area and their success is celebrated and reflected upon. There are no discernible differences between the work of girls and boys.

105. Pupils have access to a good range of media and are taught how these can be used, as well as having the opportunity to experiment with different techniques for themselves. In Year 3, pupils have been studying Aboriginal art. They have gained a good understanding of the use of earth colours and carefully mixed their own to gain the desired effect. The work is highly individual and shows a good deal of imagination and skill. In addition, they have used chalks and pastels to create portraits. These show a good understanding as to the proportion and placement of facial features as well as careful blending of colours to obtain the desired tones and shades. Pupils in Year 4 have created jungle silhouettes, showing a good use of colour and carefully designed silhouettes to provide a stark contrast to the carefully toned background. Pupils in Year 6 created Egyptian tomb models out of clay. These are very carefully crafted showing a very fine attention to detail, with the features beautifully carved. They have been appropriately fired and glazed. In Year 5, pupils experimented with various kinds of printing after studying the work of William Morris. They created and printed their own designs showing a good sense of the techniques required for fabric decoration. Pupils have the opportunity to study the work of a wide range of artists and work from a wide variety of cultures. They are gaining a good appreciation of a wide range of styles and can comment knowledgeably. For example, pupils in Year 4 were discussing Monet's garden in Giverny and how he obtained the effect of water lilies on the lake there. They study artists such as Picasso and Sonia Boyce. ICT is brought into use and pupils in Year 6 used the computers to design their own shields.
106. The most notable aspect in the artwork in the school is the comprehensive coverage of the curriculum. The pupils study the work of a wide range of artists and use their knowledge well to create their own works of art. The range of skills taught is good and a good deal of expertise is shown. It is evident from the work seen that pupils work hard and gain great enjoyment from creating their own art works. They pay good attention to detail and show sensitivity when working. The expertise they are gaining has carried over benefiting other subjects so that in science, for example, diagrams are carefully executed.
107. The teaching observed was good overall although some very good teaching was seen. Teachers provide pupils with a wide range of opportunities to experiment, using a variety of media to increase their creativity. Planning is thorough and the school has a wide range of appropriate resources. In Year 6 lessons, pupils were being introduced to the work of Matisse. The teachers ensured the pupils' concentration was sustained by keeping the pace brisk and lively and providing activities for them, such as trying to establish how Matisse gained certain effects. From still life arrangements pupils progressed to using three-dimensional shapes to experiment with tones and shading in order to gain depth in their work. Teachers have good subject knowledge and are not afraid to experiment with new techniques and encourage the pupils to do the same. There is an active, investigational and experimental spirit to the teaching, which serves to enhance and develop pupils' skills and knowledge.
108. The co-ordinator manages the subject enthusiastically and effectively. She has very good subject knowledge and expertise and has devised simple methods of assessment which ensure that pupils learn the full range of skills and techniques, as well as learning about the work of a range of artists. The quality of resources is good, in particular, those for ceramics, with a kiln and a range of glazes being available to the pupils.

DESIGN AND TECHNOLOGY

109. Standards are in line with those expected by the end of Year 6. This is an improvement from the previous inspection when they were unsatisfactory and the full range of the curriculum was not taught. Pupils make sound progress overall and achieve satisfactorily. Pupils for whom English is another language and those with learning difficulties make similar progress to their peers.
110. All pupils are given a range of opportunities to develop their design and technology skills. For example, in Year 3 pupils design and make three-dimensional models of the High Street. They are

encouraged to look at photographs, design their own layout and identify shape, size and the type of materials they need to make models. This activity is further reinforced when pupils make and evaluate the models and talk about the difficulties encountered and how they could be addressed. Food technology is appropriately included in the curriculum and the display of work indicated that Year 4 pupils had enjoyed designing and making their pizzas – linking well with science to ensure healthy toppings were selected. By Year 6, pupils work with some accuracy with materials and components, paying attention to the function and quality of the product. For example, pupils in Year 6 discussed the model Victorian houses they designed and made when they were in Year 5. They worked with different materials such as cardboard, paper, wood and fabric, learning by experience about the need for accuracy in measurement and most appropriate methods of joining. More recently, in Year 6, they made paper carrier bags. They discussed relevant details such as who would use the bag, how big it should be and how they could ensure that the handles were strong enough, as well as keeping in mind that the end product should look good. They used the computer to help in the design process.

111. There was insufficient opportunity to observe direct teaching during the inspection to be able to make an overall judgements about its quality. However from the one lesson observed, which was good and the enthusiasm and knowledge shown by the pupils, it would appear to be at least satisfactory. Pupils made good progress in the lesson observed because of the confidence and good subject knowledge shown by the teacher. The lesson was well prepared and organised. Pupils were encouraged to work safely and to learn from evaluating each other's work. Good questioning helped pupils to think about the design and the shape and size of the recycled boxes required for making their models.
112. The subject is being effectively managed on a temporary basis by the headteacher until a new co-ordinator can be appointed. The scheme of work gives good guidance to teachers. Some teachers assess pupils' work and use this information for planning the next steps in learning, but this is not consistent throughout the school. However, procedures for monitoring of pupils' progress over time are not yet fully developed. Resources are satisfactory in number and range and enable pupils to cover the full range of the curriculum.

GEOGRAPHY

113. It was only possible to observe three geography lessons during the inspection. Other evidence was gained from the scrutiny of pupils' books, work displayed in classrooms and corridors and discussions held with teachers and with pupils in the Year 6 classes. Standards attained by pupils in Year 6 are below those expected nationally. The standards in the last inspection were in line with those expected but the school has been unable to maintain these. The reason for the decline is partly the increased emphasis given to literacy and numeracy – with a reduction in the time allocated to geography. In addition there is a new co-ordinator for the subject who has not yet had time to assess strengths and weaknesses in the subject. Because of all the recent staff changes the school has not been able to provide in service training to improve new teachers' knowledge and understanding of the subject. In the lessons observed, although pupils' achievement was satisfactory the standards reached were below expectations. There is no significant difference in the progress made between all groups of pupils in the school including those with identified learning difficulties or those who speak English as another language.
114. By Year 6, pupils read and interpret maps of their locality accurately and are learning to write grid references using their knowledge of the co-ordinates. They have some knowledge of the locations of main cities and countries of the world. However, pupils' knowledge and understanding of issues relating to the local environment, for example how development of roads and industry can damage the environment, is not as well developed. For example, in a personal, social and health education session, pupils could not discuss the advantages and disadvantages of living close to the airport. In Year 5, pupils make comparisons between schools in St Lucia and their own. They can describe the locality and its features but have some difficulty in understanding and explaining the impact of these features on the inhabitants. Year 4 pupils, learning about the journey of a river, had inadequate geographical vocabulary to describe all the elements of this. For example, they did not fully understand the word, 'meander'.

115. The overall quality of the teaching and learning observed was satisfactory – but the quality was inconsistent. In the three lessons seen, teaching was good in one lesson, satisfactory in the second and unsatisfactory in the third. Strengths in teaching included good planning, which involved appropriate opportunities for pupils to use their literacy skills. There were positive relationships and good management of behaviour. Pupils of all abilities met appropriate challenges in their activities. Pupils with learning difficulties and those who are new to speaking English were well supported by the teacher assistant. Careful questioning ensured that learning was assessed. The use of good resources such as brochures, a map of St Lucia and an information sheet to write a report about the island to attract tourists engaged pupils' interest.
116. Where there were weaknesses in teaching it was because of the teacher's lack of knowledge and understanding of the subject, inappropriate planning to meet the needs of pupils, low level activities that required only completing worksheets and missed opportunities to use pupils' literacy skills. Work in pupils' books in some classes is mainly worksheets with little use of pupils' own writing to show understanding of the topic studied.
117. Information and communication technology is not fully exploited although there are instances of pupils researching information on St Lucia at home. The curriculum makes a good contribution to pupils' cultural development through work carried out on local studies. Opportunities to work in pairs and groups support pupils' social development well. There are some links with numeracy when pupils collect and present information in graph form and use co-ordinates when they study their locality. However, opportunities for pupils to use their writing skills are not fully exploited.
118. The subject has a new co-ordinator and is now managed satisfactorily. She has appropriate plans to develop the subject. The subject has been identified for development on the school improvement plan. She understands the need to monitor planning and analyse pupils' work in order to identify strengths and weaknesses so that standards can improve. Assessment for each unit is not clear enough and marking of work does not tell pupils what is good about their work and what needs to be done to improve it. Resources are limited and not enough to cover the requirements of the National Curriculum.

HISTORY

119. During the inspection, history lessons were taught in Year 3 only. Additional evidence for judgements on the standards of pupils' work across the school was gathered from the analysis of their work in books and on display and interviews with Year 6 pupils and teachers. Pupils' historical knowledge and understanding is broadly as expected by the end of Year 6. This indicates that the average standards reported at the previous inspection are maintained satisfactorily. Pupils generally achieve well given their prior attainment. The progress made by pupils with learning difficulties and those for whom English is another language is good. The school has adopted the nationally recognised guidance in the subject and planned suitable coverage across the school. The topics are studied in appropriate depth and the arrangement of the curriculum supports the continuity of pupils' knowledge, skills and understanding. However, in some classes there is insufficient challenge for the higher attaining pupils, as most pupils of different ability in the same class often do the same work. Much of the work is completed on photocopied worksheets that do not always give pupils enough opportunities to devise own ways of recording what they have learnt.
120. The analysis of pupils' work indicates that most pupils are developing an understanding of the past and a sense of chronology by their ability to sequence events. Their knowledge and understanding of relating events and changes to their correct time periods is more limited. Discussions with Year 6 pupils indicate that whilst most have sound knowledge of the periods of British history, for example the 'Tudors' and the 'Victorians', not all can place them accurately on the time-line in relation to the ancient Egyptians, or the Aztecs they studied last term. However, Year 6 pupils' recent work on Aztecs is indicative of their sound knowledge and understanding of people, periods and events. They readily explain why events occur and most pupils are beginning to use words and phrases that relate to the passing of time with confidence and skill. However, not all pupils are sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Some pupils' enquiry skills are rather limited. However, ICT is used by Year 6 pupils successfully to support work and extend their understanding through active research and investigation by use of the Internet and CD-Roms.

121. It is not possible to make an overall judgement on teaching as only two lessons were observed, both in Year 3. In one lesson, pupils showed good interest and learnt about the life and work of Amy Johnson as part of their topic on the history of flight. Strategies and resources were used effectively to extend their thinking. Good questioning by the teacher at the start of lesson provided clear links with previous learning and consolidated pupils' understanding. Learning in the other Year 3 lesson was limited, due to the lack of familiarity with the subject by the teacher and a task set at an inappropriately low level for the pupils.
122. The teaching of history makes some contributions to the development and use of literacy skills such as the development of writing and spellings, where pupils are encouraged to record what they know in their own words. The teaching contributes adequately to the development of pupils' numeracy skills when they work on time-lines.
123. The new co-ordinator is well supported in her role and is managing the subject satisfactorily. There is a clear plan for the future direction of the subject. As yet she has had no opportunities to monitor teaching and learning, or pupils' work. There are no formalised procedures in assessing pupils' progress as they move through the school and this affects the quality of teachers' planning, as it is not necessarily based on pupils' prior attainment. Resources are satisfactory and there is appropriate range of books and artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards in ICT for pupils at the end of Year 6 are in line with those expected. Pupils make good progress in the subject and achieve well given their prior attainment. This represents an improvement since the last inspection when pupils displayed limited knowledge, understanding and skills. Pupils with learning difficulties receive good support from teachers and classroom assistants, as well as those who have English as an additional language. This enables them to make good progress.
125. The school follows a detailed scheme of work which results in pupils covering the full curriculum and gaining appropriate understanding. During the inspection pupils in Year 3 practised moving a turtle around their screens with increasing control, following appropriate instructions. Appropriate word processing skills are taught and pupils are taught good publishing techniques. For example, in Year 4, pupils modify their own poems and writing, changing colours, fonts and text layout. Year 5 pupils edit, check and print their own work about favourite pop stars and save their own writing to their personal files. Year 6 pupils also edit their own writing and add pictures to text from software to enhance the quality of their work. They design their own logos for their design and technology project and confidently use appropriate programs to successfully amend and change their original designs. Pupils are beginning to learn about the uses of other technology such as sensors and how these are relevant to everyday living.
126. Pupils are beginning to use the Internet on a regular basis for research purposes in order to appropriately support their topic work in geography and history, as well as other research software. Use of ICT across the curriculum is evident in many subjects. For example in Year 3, pupils word-process and spell check poetry and use an appropriate program to add illustrations. Pupils prepare labels for school display boards, showing their versatility in selecting a range of colours and fonts. Pupils in Year 6 use the computer to create their own Aztec designs to support their work in history.
127. The quality of teaching is good. Teachers have all received good, intensive training since the last inspection and are confident and competent. They have good subject knowledge and consequently plan lessons that are well matched to pupils' ability with an appropriate degree of challenge. Where new techniques are being taught, teachers' explanations are clear and they circulate around the suite to ensure that all pupils participate. As a result pupils are enthusiastic. They concentrate well and work well in their pairs, making suggestions and providing each other with ideas. These good pupil attitudes and behaviour ensure that learning is effective.
128. The co-ordination of the subject is good. A comprehensive four year development plan for the subject is in place, which is regularly revised. Resources are satisfactory. The school makes good use of its new computer suite, with all classes receiving weekly lessons. Whilst there are some minor technical

problems with machines, the school makes good use of its part-time technician to ensure continuity of learning. All staff are aware of the need to fully integrate the use of ICT into curriculum planning to ensure pupils have opportunities to use the skills learned in ICT lessons. Assessment procedures are good and the information from assessments is used well when planning future work for the pupils.

MUSIC

129. At the time of the last inspection standards in music were below average at the end of Year 6. The school has made good improvements since then and although it is not possible to make an overall judgement on the standards reached, in the few lessons observed they were well within those expected. The quality of the curriculum is enhanced by extra-curricular activities such as the choir, as well as instrumental lessons in guitar and keyboard.
130. An appropriate scheme of work has been introduced which ensures full coverage of all elements of the curriculum. The scheme is highly suitable to be taught by non-specialist teachers and this has contributed significantly to the improvement in the teachers' confidence. In the lessons observed all pupils were provided for appropriately and there was no significant difference in the performance of boys and girls or between those with learning difficulties or those pupils for whom English is an additional language.
131. Pupils in Years 3 to 6 have sound knowledge of a range of music. They use correct musical terminology and have a sound understanding of rhythm. They have had experience of listening to music from other cultures, such as Africa and the Caribbean and this links in well with topics being studied in other subjects. Pupils of all abilities make sound progress and they develop a breadth of knowledge across the whole music curriculum. The quality of singing is generally sound and pupils in Year 5 are tuneful and retain rhythm and pitch well. They successfully composed an appropriate accompaniment which they played using untuned percussion instruments. In this lesson the emphasis the teachers placed on the encouragement and involvement of all pupils was rewarded by the way in which the pupils sang in tune, with appropriate expression, pitch and control. Pupils show a sound knowledge and understanding of musical terminology such as dynamics, timbre structure and texture and could use these terms appropriately when listening to and appraising television themes.
132. Only two lessons were observed during the inspection so an overall judgement cannot be made. The quality of teaching in both lessons was sound. Teachers provide pupils with an appropriate range of worthwhile activities. In a Year 3 lesson, pupils correctly identified a range of untuned percussion instruments, they experimented with more unfamiliar ones and compared the sounds made with instruments with which they were familiar. Pupils responded well because the materials chosen were just right for this age group and even pupils who had difficulty sustaining concentration were totally involved. In the lesson for Year 5 pupils, the music chosen for them to analyse was appropriate and well suited to the task of identifying the musical terminology described above. In both lessons pupils were well involved and made sound progress.
133. The use of information and communication technology in music is an area that the school is developing, but it is in its early stages. The pupils have a limited knowledge of famous classical composers and recall few opportunities to appraise their music, although this is recorded in the subject's planning.
134. The music co-ordinator is relatively new to the post, is enthusiastic and shows a good knowledge and understanding of the subject. She manages the subject well and is very clear about the way in which she wants music to develop in the school and has made a good start with the introduction of the scheme of work. As yet there are insufficient opportunities for ongoing assessment in the subject and this is an area for development.

PHYSICAL EDUCATION

135. Standards in physical education meet expectations for pupils aged 11. The overall average standards outlined in the previous inspection report have been maintained. There is no difference in standards between boys and girls. During the inspection, the lessons focused on developing skills in games.

Pupils achieve well in lessons and make satisfactory progress across the school. The teachers' planning is based on the scheme of work in line with the national recommendations. Teachers are further supported with guidance from 'Top Sport', a commercial scheme and this aids the smooth progression of the required skills in physical education. Pupils in Year 6 have satisfactory skills in games. Swimming is currently taught to pupils in Year 4 and the majority reach the required standards. Two successful dance lessons were seen during the inspection. Pupils have opportunities to practise and refine their movements in lessons and demonstrate satisfactory control and co-ordination. Pupils' learning is enhanced with a broad range of sporting activities at lunchtimes and after school, such as football, rugby and basketball. Extra-curricular activities generate considerable pupil interest and support their progress.

136. All pupils make satisfactory progress as they move through the school. Those with special needs make equally sound progress as their more able classmates. This is because in most lessons they have effective support to ensure that they work at a level that accurately matches their needs. Teachers ensure that pupils for whom English is another language understand instructions given and can fully participate in the lessons.
137. The oldest pupils know about the benefits of exercise. One Year 6 pupil said enthusiastically in a games lesson, "It keeps you fit" and another one pointed out, 'breathing fast affects your pulse rate'. There is an appropriate sense of challenge in some lessons, to allow pupils to make sufficient demands on themselves. As a result, their movements are becoming more fluent. This was noted in a Year 5 dance lesson in which pupils developed an awareness of the body's creative potential and learned to dance gracefully. However, although most pupils connect movements such as jumps and rolls with satisfactory accuracy, they do not always start or finish them with clarity and precision. Their games skills are better honed. Most Year 6 pupils demonstrate accurate ball skills, such as when catching and passing. Because teachers give them timely coaching points, most pupils remain alert and apply their skills well when practising hockey or rugby skills or playing in teams. Most have a good understanding of tactics and they use this awareness well while co-operating very effectively in small groups and teams. The after-school football clubs are effectively organised so that all boys and girls are actively involved and have plenty of opportunities to practise and improve their skills.
138. Teaching is satisfactory, with a balance of strengths and areas for development. Effective aspects include teachers' very good relationships with pupils and the lively pace of most lessons. The good use of praise sometimes leads, as in a Year 6 lesson, to pupils' spontaneous applause in celebration of the performance of other pupils. Teachers are good at fully including boys and girls. Most teachers expect and insist on pupils developing accuracy and precision in their movements. Teachers effectively demonstrate what they want pupils to do and they enable them to show others what they have practised. They sometimes miss important opportunities, however, to develop pupils' ideas by ensuring that they comment on each other's performances. Pupils then do not have additional insight into how they might improve their own movements and progress is not as good as it could be. The school is successful in organising activities that enrich the subject curriculum. Physical education facilities are good and their effective use contributes to pupils' good games skills.
139. The new co-ordinator manages the subject satisfactorily and is very clear about the future direction for physical education. She is aware that assessment procedures for tracking pupils' progress and thus raising standards are unsatisfactory and not consistent across the school. She has appropriate plans for improving these. In addition there is no consistency across the school as to what the accepted dress is for physical education; this is a matter for clarification.

RELIGIOUS EDUCATION

140. Pupils' attainment in religious education is below the expectations of the locally agreed syllabus by the time pupils leave the school at the end of Year 6. Standards have declined since the last inspection because too little time has been spent on the subject in the last two years and the pupils have not learned enough. This means that although they are now receiving their full entitlement to the subject they have not learned enough in the past to enable them to meet the standards required.

141. During the inspection the achievement of pupils including those with special educational needs, pupils from traveller families and those for whom English is an additional language, is satisfactory but progress overtime is unsatisfactory.
142. The quality of teaching and learning in the lessons observed was satisfactory. Since the recent in-service training, teachers have been using the locally agreed syllabus for guidance and as a result learning and standards are improving in the school. However, the school has not yet developed sufficient resources such as books on different religions, information and communication technology programs or arranged visits to places of worship such as Christian churches and to Mosques, to increase pupils' interest in the subject. The school realises the need to improve teaching and learning and thereby standards in the subject.
143. Evidence from lessons observed, an analysis of pupils' work and teachers' planning as well as discussions with Year 6 pupils shows that whilst they have some knowledge and understanding of Christianity they have little understanding of other major faiths such as Islam, Hinduism, Judaism and Sikhism. Year 6 pupils, after some prompting, were able to talk about Christmas and Diwali celebrations, but were unsure of the significance of these festivals. In a Year 6 lesson, good use was made of the Hindu symbol 'Om' (brought by a pupil) to introduce the topic on the importance of religious symbols. They went on to appropriately discuss the meaning of badges and symbols and their importance to people who wear them. However, their knowledge and understanding that most faiths have a supreme being, a place of worship and key leaders such as Jesus, Moses, Muhammad and Guru Nanak is limited.
144. Pupils are learning about the rituals and practices of a variety of religious communities and were stimulated to ask questions about such occasions. Examples of this were seen in Year 4, where pupils were being introduced to the use of water for ritual washing by a Muslim before prayers and by Christians when baptising a baby. The teacher made effective use of questioning and individual pupils' understanding of these traditions to stimulate interest. She worked hard to use a range of interesting teaching methods such as the use of a video and the previous experiences of both pupils and support staff. However, the pace of learning slowed when pupils were presented with low level worksheet activities that only required missing words to be filled in. This use of worksheets also limits opportunities for reflective writing. In lessons, pupils are well behaved, keen to learn they concentrate and persevere to complete tasks with satisfactory results.
145. The subject's contribution to the pupils' spiritual, moral, social and cultural development is limited though improving. For example, in a Year 6 lesson pupils were discussing a badge from a 'Macmillan's Nurse'. They reflected on the service these nurses provide to the ill and the dying and the teacher shared her experience of her mother getting the support before she died. Pupils' good behaviour in lessons and the respect with which they listen to teachers and each other promotes their social development.
146. Until recently leadership and management of the subject have been unsatisfactory. However, having received training, the co-ordinator is now aware of what needs to be done to improve the subject. An appropriate action plan has been put into place and a good start has been made. The leadership is now sound. Until recently religious education had not been a priority for development. This meant that the requirements of the locally agreed syllabus have only recently been fully implemented and the time allocation has not yet been monitored to ensure it is adequate. As yet, assessment procedures have not been put in place but these are part of the action plan. The school has not yet fully explored the potential for visits to places of worship or to use visitors from different backgrounds to talk about their faiths.