

INSPECTION REPORT

GAINSBOROUGH PRIMARY SCHOOL

Stratford, London E15

LEA area: Newham

Unique reference number: 102720

Headteacher: Miss W Arnot

Reporting inspector: Ms J Mackie
7871

Dates of inspection: 31 March 2003 – 4 April 2003

Inspection number: 246236

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 -11

Gender of pupils: Mixed

School address: Gainsborough Road
London

Postcode: E15 3AF

Telephone number: 0207 476 3533

Fax number: 0207 511 2922

Appropriate authority: Governing Body

Name of chair of governors: Michael Horton

Date of previous inspection: 5 March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7871	Jean Mackie	Registered inspector	Science; information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9708	Sylvia Daintrey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22147	Anne Holland	Team inspector	Art; music; Foundation Stage	
23805	Margaret Lygoe	Team inspector	Mathematics; physical education	How good are the curricular and other opportunities offered to pupils?
1963	Sibani Raychaudhuri	Team inspector	Design and technology; geography; religious education; English as an additional language; educational inclusion; special educational needs	
32583	Deborah Thompson	Team inspector	English; history	

The inspection contractor was:

Brookbridge Education

2 Haselwood Drive
Enfield
MIDDLESEX
EN2 7BU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gainsborough is a large primary school with 449 pupils on roll between the ages of 3 and 11. The school serves an area of social disadvantage, with over half of the pupils eligible for free school meals. There is a rich cultural mix within the school and a very high proportion of pupils have English as an additional language, with 43 pupils at an early stage of learning English. The main languages spoken are Bengali (Bangladeshi), Yoruba, Twi and Portuguese. The proportion of pupils with special educational needs, including statements, is above the national average. Attainment on entry to the Nursery is well below average, with particular weaknesses in number skills. There is a high level of mobility, with pupils leaving and joining the school during the school year. This is particularly the case in Year 3. The school has experienced some difficulties in recruiting experienced staff but the situation has stabilised more recently.

HOW GOOD THE SCHOOL IS

Gainsborough provides a satisfactory quality of education for its pupils. The pupils display very positive attitudes and behaviour, and most are achieving well in lessons because of the good teaching that they receive. Whilst standards in Year 6 remain well below the national average, there are signs that standards are rising lower down the school as a result of the effective actions being taken by headteacher and senior staff to improve teaching quality. The school provides satisfactory value for money.

What the school does well

- The headteacher provides clear educational direction.
- The provision for children in the Foundation Stage is good.
- The school's inclusive provision is very good.
- The teaching is good, enabling pupils to progress well in lessons.
- The provision for the pupils' spiritual, social, moral and cultural development is very good and makes a significant contribution to the very positive attitudes that they have to school.

What could be improved

- Standards in Year 6, particularly in English, mathematics and science, are well below national expectations.
- The curriculum, whilst broad and satisfactory overall, does not provide adequately for the systematic development of subject specific skills.
- The monitoring of teaching and planning lacks the rigour needed to secure continual improvement.
- Assessment data is not being used sufficiently to inform the planning for the next stages of learning of the pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2001 when it was judged to have serious weaknesses, largely because of the unsatisfactory provision in the Foundation Stage. Since that time, provision for the Foundation Stage has improved significantly and is now good. The quality of teaching, which has also improved and is now good overall, is beginning to impact on standards; however, the older pupils have not had the sustained benefit of these improvements and consequently their standards remain well below average. Overall improvement is satisfactory. Leadership and management remain strong and the school is well placed to undertake the next phase of its development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E*	E*
mathematics	E	E	E*	E*
science	E*	E	E*	E

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

In the 2002 National Curriculum tests, pupils at the end of Year 2 achieved standards in reading that were below the national average but above the average for similar schools. The results for writing were in line with the national average and well above those for similar schools. In mathematics, the results were well below the national average and in line with the average for similar schools. Boys generally did better than girls in the 2002 tests, by a margin greater than that nationally. The proportion of pupils gaining the expected level in the science teacher assessments was below the national average but above that of similar schools.

In the 2002 National Curriculum tests, pupils at the end of Year 6 achieved standards that were in the lowest five percent nationally in English, mathematics and science. English and mathematics results were also very low when compared to similar schools. Science results were well below those of similar schools. Whilst standards have risen at a rate broadly in line with the national trend over the last three years, the 2002 results represent very poor progress from the pupils' prior attainment in Year 2. The girls' performance was stronger than that of the boys, by a margin greater than that nationally. The school did not reach the modest targets set for 2002. The targets for 2003 and 2004 are more challenging, whilst remaining realistic.

Inspection evidence shows that standards are higher than those indicated by the 2002 results and that they are improving. In Years 1 and 2, the good teaching is enabling the pupils to achieve well and make good progress from a low base to standards that are just below national expectations in English and mathematics. The pupils in Years 3 to 6 are making satisfactory progress overall in English and good progress in mathematics. Improvements in teaching are resulting in particularly good progress and achievement in Years 4 and 6; however, standards in both subjects by Year 6 remain well below those expected nationally as these pupils have not always had the benefit of consistently good teaching. Pupils with special educational needs and those with English as an additional language make good progress as a result of the focused support that they receive. This is an improvement on the position in the last inspection. Higher attainers achieve well and make good progress in Years 1 and 2. Those in Years 3 to 6 make satisfactory progress overall. Boys and girls and pupils from different ethnic groups all make similar progress. Whilst the standards of the children in the Reception classes remain below those expected nationally, the children have made good progress from their attainment on entry.

In science, the pupils are making satisfactory progress overall and reaching standards that are just below national expectations by Year 2 but well below expectations by Year 6. In geography, standards are above national expectations by Year 2, and in line with expectations in all other subjects. By Year 6, standards are below expectations in information and communication technology (ICT), geography, history and religious education; however, they are in line with expectations in design and technology, art, music and physical education. In general, subject specific skills, such as scientific enquiry, are underdeveloped.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	The pupils have very good attitudes to their learning and work hard in lessons.
Behaviour, in and out of classrooms	The pupils behave very well in and around the school and are aware of how their behaviour can affect others.
Personal development and relationships	There is a high degree of racial harmony, and the pupils treat one another and adults with respect. When given responsibilities, the pupils carry them out conscientiously.
Attendance	Attendance is well below average but there are signs of improvement. Unauthorised absence is well above the national figure.

The pupils respond very well to the school's provision for promoting and developing positive attitudes to learning and good behaviour.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 and learning are good overall, which is an improvement on the position in the last inspection. The teaching of English and mathematics is good in Years 1 and 2 and as a result, the pupils are achieving well and making good progress in their knowledge and understanding. The teaching is also good in Years 3 to 6 for mathematics and satisfactory in English. The teaching of reading, particularly in Years 3 to 6, requires a more systematic approach if standards are to improve more quickly. In other subjects of the curriculum, language and number skills are taught well in Years 1 and 2 and satisfactorily in Years 3 to 6. There is some very good and excellent teaching, characterised by pace, exciting and lively sessions, which leads to very high levels of motivation in the pupils and very effective learning as a result. Whilst teaching is good overall in Years 3 to 6, it is more uneven for this age range and is most secure in Years 4 and 6. This inconsistency leads to progress over time that is satisfactory overall. The effective deployment of support staff ensures that pupils with special educational needs and those with English as an additional language are catered for well. Teaching in the Foundation Stage is good, enabling the children to settle into routines quickly and make good progress in their learning. Shortcomings in teaching relate to slow pace and tasks which lack challenge. More generally, there is insufficient focus on the systematic development of subject specific skills, which is partially as a result of the limited use of assessment information to inform the next steps of the pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, providing a suitable range of experiences for the pupils. Planning for the systematic development of subject specific skills requires improvement.
Provision for pupils with special educational needs	The provision is good. Effective assessment procedures lead to well - targeted support for the pupils identified.
Provision for pupils with English as an additional language	The provision is good. The needs of the pupils are quickly identified and a support programme is established which enables them to progress well.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision has improved and is very good overall. The promotion of the pupils' spiritual, moral and cultural development is very good. Social development is good.
How well the school cares for its pupils	The school provides a safe and secure environment, where the pupils' well-being is given a high priority and enables them to flourish.

All National Curriculum requirements are met, and the provision for the pupils' personal, social and health education (PSHE) is very good. The curriculum for the Foundation Stage has improved and is now good. The school has good links with the local community and satisfactory links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction. She is well supported by senior staff in leading and managing the school. There are well-established procedures in place to ensure that actions taken do secure improvement. In general, subject leaders fulfil their roles satisfactorily.
How well the governors fulfil their responsibilities	The school has had difficulty in recruiting governors and this has limited the effectiveness of the governing body in fulfilling its strategic role. The chair of governors is fully committed to the school and is striving to strengthen the governing body so that it has the knowledge and skills necessary to undertake its responsibilities confidently.
The school's evaluation of its performance	The school undertakes a detailed analysis of test data from the core subjects and teaching is monitored systematically. Areas of strength and aspects to be enhanced have been identified and the actions taken as a result have led to satisfactory improvement overall. Assessment data in other subjects is not used sufficiently to change lesson plans and set targets for pupil improvement.
The strategic use of resources	The school has used its additional funding effectively to support specific priorities such as the employment of additional non-teaching staff to support pupils with particular needs.

The school is well led and runs smoothly on a day-to-day basis. The vast majority of the staff are totally supportive of the headteacher and her drive to raise standards, but a small number have yet to apply consistently their considerable experience to the full benefit of the pupils. Whilst actions taken to date have secured improvements, monitoring now needs to be more rigorous to ensure that all teaching is regularly of the highest quality. The school has sufficient numbers of teachers and support staff to ensure that the full curriculum can be taught. The accommodation and learning resources are adequate. The school applies the principles of best value conscientiously when considering the implications of financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teachers expect their children to work hard and do their best. • The good teaching. 	<ul style="list-style-type: none"> • The extra-curricular provision. • The information they receive about their child's progress. • The links between the school and parents.

<ul style="list-style-type: none"> • Their children are making good progress. • Behaviour is good. 	
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The team supports the favourable views of the parents. Inspection findings indicate that extra-curricular provision and the links between the school and parents are satisfactory. The information sent home about the pupils' progress is judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Nursery with attainment that is well below the standard expected for children of this age. Good teaching enables them to make good progress and, whilst few children are likely to reach the standards expected nationally in all areas of the recommended Foundation Stage curriculum, there has been a considerable improvement in standards since the last inspection. In particular, the children's physical development and some aspects of their creative development are approaching the expected standard.
2. National Curriculum test results for Year 2 pupils have improved at a faster rate than that nationally since 1999. In 2002, the Year 2 pupils achieved results in reading that were below the national average but above the average for similar schools. The pupils' performance was strongest at the expected Level 2, with relatively fewer pupils gaining the higher Level 3. The results in writing were better than those for reading, being in line with the national average and well above those for similar schools. In mathematics, the pupils achieved results that were well below the national average and in line with the average for similar schools. As with reading, comparatively fewer pupils reached the higher Level 3. In the 2002 teacher assessments for science, the Year 2 pupils achieved results that were below the national average but above the average for similar schools.
3. When taken overall, test results in English, mathematics and science in Year 6 have improved in line with the national trend. In the 2002 National Curriculum tests, however, there was a decline in performance and the Year 6 pupils achieved results in all three subjects that were in the lowest five percent nationally. The English and mathematics results were also in the lowest five percent when compared to similar schools. The science results were better but remained well below those of similar schools. Taken overall, these results represent very poor progress from the pupils' prior attainment at Year 2. The 2002 Year 6 cohort had experienced a number of staff changes over the last few years.
4. There has been some variation in the attainment of boys and girls over time. In 2002 the boys in Year 2 did better than the girls by a wider margin than that nationally in English and mathematics. In Year 6, the picture was reversed with girls outperforming boys in English, mathematics and science by a larger margin than the national picture. The Year 2 results in 2002 also revealed some variation in the performance of different ethnic groups although the numbers concerned were comparatively small. The school is monitoring progress of all groups closely.
5. Inspection evidence from lessons and work seen show that the pupils are generally benefiting from the good teaching that they are now receiving and are achieving well in lessons. In Years 1 and 2, the pupils are also making good progress over time and as a result, standards by Year 2 are approaching national expectations in English and mathematics. The strong focus on writing, which has been identified as an area for development and is successfully reinforced across the curriculum for these younger pupils, has resulted in standards that are now in line with national expectations by Year 2. This is an improvement on the position at the previous inspection. In Years 3 to 6, the pupils are making satisfactory progress in English and good progress in mathematics. Good teaching, most notably in Years 4 and 6, is enabling the pupils to achieve well in lessons. Standards in Year 6 remain, however, well below national expectations in both English and mathematics, as a result of varied teaching quality in previous years. The progress of pupils is least secure in Year 5 where the teaching remains more variable and lacks challenge.

6. The pupils are making satisfactory progress in science and are reaching standards that are below national expectations by Year 2 but are well below the expected standard by Year 6. These older pupils started from a very low base when in Year 2. The knowledge and understanding shown by pupils in Year 4 is currently more secure than that of the Year 6 pupils and suggests the potential for higher standards, given consistent good teaching, when these pupils reach the top of the school.
7. The well-targeted support for pupils with special educational needs and those with English as an additional language enables these pupils to progress well. This is an improvement since the previous inspection, when progress was only satisfactory for pupils with special educational needs and unsatisfactory for those with English as an additional language. Higher-attaining pupils in Years 1 and 2 make good progress overall. Those in Years 3 to 6 make satisfactory progress. There is no significant difference in the achievements of boys and girls or pupils from different ethnic groups. Pupils who join the school mid-phase also progress at a rate similar to those who have been in the school from their earliest years. The greatest change in pupil population occurs in Year 3, and the school has identified that those pupils who are entering this year group have attainment that is lower than those who are leaving.
8. Standards by Year 2 in geography have improved and are now above national expectations. Standards for this year group have also improved in information and communication technology (ICT) and are, along with those in the remaining subjects of the curriculum, in line with national expectations. Pupils in Year 6 are achieving the expected standards in art, design and technology, music and physical education. In the remaining subjects they are below the standard expected.
9. Whilst pupils are acquiring a more secure knowledge and understanding of the subjects that they are studying as a result of the improved quality of teaching, their subject specific skills remain underdeveloped. Scientific enquiry, mapping skills in geography and analytical skills in history, for example, are not as strong as they should be. The teaching of these skills needs to be planned systematically if pupils are to improve their standards overall.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to school, their behaviour and their relationships with each other are very good. This is an improvement since the last inspection two years ago when these qualities were judged to be good. Parents confirm that their children enjoy coming to school and learn to behave well.
11. The pupils' attitudes and behaviour seen in the lessons during the inspection were never less than satisfactory, were often good or very good, and occasionally excellent. They are an important factor in the good progress which the pupils are now making. The pupils, especially those in Years 3 to 6, are responding very well to the more stable and experienced team of teachers which has developed since the last inspection, and they show considerable levels of interest and curiosity in their learning. In the best lessons, for example in a Year 4 mathematics lesson taught by an overseas-trained teacher, all the pupils, regardless of ability or ethnic background, listened carefully to their teacher and each other, took part very enthusiastically in the brisk, enjoyable activities at the start and settled very quickly and independently to the tasks in their ability groups. They were fascinated by new challenges such as putting an axle into a structure in a Year 2 design and technology lesson or planning how to make a model that would demonstrate the water cycle in a Year 5 science lesson. The pupils in Year 1 persevere with tasks even when they find them difficult, but they are sometimes restless and noisy and a few lack the self-discipline to work productively on their own without adult support, for example in a physical education lesson held outdoors.
12. Behaviour and relationships are very good outside lessons, for example during assemblies, registrations and at lunch-time, whether in the dining hall, the playground or in classrooms on a wet day. There have been no exclusions for nearly two years and there are few serious incidents of misbehaviour or harassment such as bullying or racism. This is because the

school has been very successful in creating a climate of mutual respect in which pupils, whatever their background, support each other. Examples were seen in both the Nursery and in Year 6 of pupils helping new arrivals at an early stage of learning English to take a full part in the activities. The school is very effectively exploiting the high quality relationships that exist between the pupils to develop learning through the use of speaking partners, when pupils are encouraged to discuss their answers to questions in pairs.

13. The pupils' personal development is good. It has improved in the Nursery and the Reception classes where the children are now making good progress in developing social and independence skills from a low base on entry. Most children have learnt to sit quietly on the carpet and are able to take turns in speaking about their favourite animal. They are interested in the activities laid out for them and take pride in showing what they can do. Several children in the Nursery still find it difficult to conform to the teachers' expectations of how to behave and to interact with others. The older Reception-class children enjoy counting forwards and backwards up to ten and work very well in pairs, but some of the boys have short attention spans. As they move up the school, the pupils continue to make good progress in developing their confidence, self-discipline and skills in decision-making. The school council representatives take their responsibilities seriously and value the new opportunity to have a voice in the working of the school. Some pupils act as 'buddies' for new arrivals to their class. However, opportunities for even the oldest pupils to exercise initiative and responsibility are still limited.
14. Attendance rates are in line with the local average but well below the national average. There are signs of very recent improvements in attendance rates which indicate that the efforts of the school and the Education Welfare Service to tackle the key issue in the last report are starting to have an impact. The main reason for absence is short-term sickness which particularly affects the attendance of the younger children. Attendance does improve as pupils move up the school so that the current attendance of pupils in Years 5 and 6 is slightly above 94 percent. The rate of unauthorised absence is higher than the national average but is falling. It reflects an appropriately rigorous approach to the authorisation of absences even when these have been explained by parents. The school's thorough analysis of attendance and attainment data reveals that there are no major differences in the attendance of the various ethnic and ability groups in the school, but confirms that poor attendance was a factor in the disappointing performance of Year 6 pupils in the National Curriculum tests last summer. Punctuality has improved since the last inspection. Most pupils have arrived in school by the end of the morning registration period and in time for the first activity of the day.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching has improved since the last inspection and is now good overall. In 98 percent of the lessons observed during the inspection, the quality of teaching was satisfactory or better and in 65 percent of lessons it was good or better. The teaching in one lesson in eight was judged to be very good or excellent. The improvement in teaching quality has resulted in part from a focused approach to the monitoring of and feedback to individual members of staff. The school has also benefited from a more stable staffing situation over the last two years.
16. The teaching in the Foundation Stage has improved significantly since the last inspection, when it was judged to be unsatisfactory, and is now good overall with some excellent teaching. The teachers within the Nursery and the Reception classes work well together and use national guidelines to plan successfully for the many needs of the children in their care. In a particularly effective session on the development of early reading skills in one of the Reception classes, the teacher had carefully modified the national literacy strategy to meet the needs of children of this age. Her direct and sustained interaction with the class, supported by very appropriate texts and underpinned by effective questioning, ensured that all of the children made excellent progress in their ability to recall stories and in their awareness of simple phonics.

17. The teaching in the rest of the school is also good overall but is more variable across year groups. In Years 1 and 2, the teaching is always at least satisfactory and often good, enabling the pupils to acquire and consolidate new knowledge and skills effectively. The teaching of English and mathematics is good for these year groups and both language and number skills are developed well through other subjects of the curriculum. Lessons are often pacy and challenging. In a particularly good Year 2 mathematics lesson on multiplication, for example, the teacher sustained the interest of pupils through her dynamic approach, using her toes to demonstrate the meaning of the word 'pairs' and then set demanding questions for the pupils to undertake, which they did with enthusiasm and success. The very effective plenary session drew out the key learning points and showed that all pupils, including those with special educational needs and English as an additional language had made excellent progress in their understanding of multiplication.
18. The teaching in Years 3 to 6, whilst good overall, is strongest in Years 4 and 6. It is the variations in teaching quality in Years 3 to 6 that result in progress over time for pupils that is satisfactory rather than good. The teaching of mathematics for this age group is good and is more consistent than that in English where the quality of teaching is satisfactory overall. The teaching of language and number skills in other subjects for these year groups is satisfactory. As in Years 1 and 2, there is very good and excellent teaching in Years 3 to 6, characterised by very high expectations, clear explanations, a demanding pace and high quality support from classroom assistants. In a Year 4 English lesson on sentence structure, for example, the teacher explained the purpose of the lesson clearly so that the pupils understood what they were expected to achieve and he then challenged the class to transpose a scientific information sheet into a connected paragraph. His engaging and systematic introduction leading on to the task secured the interest of the pupils who were then able to tackle the work with confidence and much enthusiasm. The pupils with special educational needs and those with English as an additional language were very well supported by classroom assistants so that they, along with all other pupils in the class, made very good progress in their language skills.
19. In general, the teachers plan their lessons well and share the learning objectives with the pupils so that they are clear what is expected of them. A range of teaching methods is adopted, including interactive whole-class teaching, individual and group work. Good use is made of speaking partners to discuss and share ideas and opinions in a range of subjects. The pupils respond very enthusiastically to this approach and are always very keen to contribute their views. The teachers introduce subject specific vocabulary and encourage the pupils to use it correctly when formulating their responses, either verbal or written. In this way, knowledge and understanding are consolidated. The teachers have established very good relationships within their classes and this contributes to the very positive responses shown by the pupils to their work. Praise is used effectively to encourage and commend the achievements of the pupils. The focused training for ICT has helped to improve confidence in the teaching of this subject, but more use of ICT is needed to support learning in other subjects.
20. The teachers plan carefully to meet the needs of all pupils within their class, and there are good examples of work that has been modified to ensure that all groups are able to engage with the work in hand and are suitably challenged. In the vast majority of cases, additional adults within the classrooms are very effectively deployed to ensure that pupils with special educational needs and those with English as an additional language progress as well as others in the class. Both teachers and classroom assistants are fully aware of the particular needs of their pupils and provide well-focused support for them. The individual education plans (IEPs) for pupils with special educational needs are detailed and used effectively to ensure that provision for them is well targeted. The improved provision for English as an additional language and focused training has led to significant improvements in this aspect of teaching. The confidence of the support staff in their knowledge of the pupils and what is expected to be learned, enables them to intervene effectively with a number of groups in the classroom and not just those pupils for whom they have particular responsibility. On a small number of occasions, classroom assistants were observed playing a limited role in helping the pupils with their learning. Higher-attaining pupils are generally well catered for, particularly in Years 1, 2, 4 and 6.

21. Specific shortcomings in the teaching of a small number of lessons related to lack of pace and challenge and learning objectives that were not clearly articulated for the pupils so that they were unsure about what they had to do. A scrutiny of the pupils' work shows that the teaching in Year 5 has been uneven in the past. Whilst there have been some staff changes, this does not fully account for the general lack of challenge presented to the current Year 5, as evident from their books. The teaching for this year group needs to be sustained at the level observed during the inspection week if these pupils are to make the progress of which they are capable. Whilst the teaching in Year 6 is good and the pupils are achieving well in lessons, it is unlikely that they will be able to catch up fully on work that was covered only superficially in the past owing to previous weaknesses in teaching. More generally, throughout the school, the teaching does not focus sufficiently on the development of reading or other subject specific skills such as a scientific enquiry and mapping and research skills in geography and history. These skills are essential tools in helping the pupils to consolidate their knowledge and understanding of the subjects that they are studying. This is partly due to some shortcomings in curriculum planning but is also because the teachers do not refer sufficiently to the extensive assessment information available to inform the learning targets for pupils.

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

22. Overall, the quality and range of the curriculum provided are satisfactory. The school has made very good progress in tackling two major issues from the last inspection. Provision for children in the Foundation Stage is now good and they have a secure start to school. Support for pupils with English as an additional language is good, and these pupils make good progress as a result. Provision for the pupils' personal development is very strong and underpins the work of the school. There remains work to be done in refining and improving the curriculum in many subjects to ensure that the pupils' skills are developed step by step.
23. The curriculum for children in the Nursery and Reception classes is securely based on the recommended areas of learning. There is a good balance between structured imaginative play and more formal experiences, and the outdoor area is used well.
24. The school's strategy for teaching literacy is satisfactory, although there is some inconsistency between classes, with some teachers focusing too much on formal written exercises. The recent emphasis on speaking and listening is raising standards in this aspect. After focused work on writing, standards of written work have also improved, most noticeably in Years 1 and 2. Pupils in these year groups have many opportunities to write at length in various subjects, and the quality and quantity of their work compares favourably with older year groups. The school has not yet focused on improving standards in reading with the same energy, and not enough attention is paid to monitoring pupils' progress in reading, particularly in terms of their comprehension skills. The strategy for teaching numeracy is satisfactory, with an improvement since the last inspection in terms of written calculation. There is scope for increasing the use of computers to support pupils' learning and for wider use of numeracy in other subjects.
25. The time allocated to most other subjects is adequate, although timetable arrangements mean that some lessons in the computer suite are too short. As a result, time is wasted as pupils take longer to cover units of work because of the time taken recapping the previous lesson and retrieving saved work.
26. The school has adopted recommended schemes of work for all subjects, which ensures that statutory requirements are met. There are, however, some shortcomings which are common to many subjects including science, geography, history and design and technology. Teachers focus strongly on the knowledge content of work when they plan, and not enough attention is paid to the systematic development of specific subject skills. In science, for example, there is not enough focus on developing investigative skills; in geography, map-work skills are not

developed systematically. Teachers do not have a clear enough knowledge of what pupils can or cannot do, and so cannot identify the next steps in learning for individuals or groups of pupils.

27. The pupils with special educational needs and those for whom English is an additional language have full access to the curriculum. The pupils' needs are identified early, and both class teachers and support staff are made very aware of specific requirements. Progress against the pupils' IEPs is tracked carefully and, for those pupils who are learning English, their level of competence in the language is also assessed regularly. The curriculum is planned appropriately to meet their needs.
28. Links with the local secondary school are very good. Transition arrangements for Year 6 pupils are very well organised and offer all pupils good support. Pupils are beginning to benefit from specialist sports teaching through the Sports Co-ordinator programme, and some visit the secondary school for tuition in playing steel drums. Extra-curricular provision is satisfactory, with some opportunities now for the pupils to take part in competitive sport. There is a good programme of visits to places of interest and the pupils' experience is greatly enriched by a wide variety of visitors to the school. Links with the community are good; pupils take part in local events such as the carnival and planting bulbs in the park. Classes visit various local places of worship and representatives from different faiths visit the school.
29. The provision for the pupils' personal, social and health education is very good. There is a well-planned programme, which gives proper attention to aspects of citizenship, sex education and drugs awareness. The pupils' personal development is also greatly enriched by the very good provision for promoting their spiritual, moral, social and cultural development. The school has built on the previously good provision noted during the last inspection and this is now a significant strength. The high quality of lively displays in classrooms and corridors contributes to the very positive ethos and purposeful atmosphere within the school.
30. Provision for the pupils' spiritual development is very good. Teachers create an atmosphere within the school where pupils respect others and are themselves respected. Individuals are valued and staff work hard to encourage confidence and self-respect. Pupils are encouraged to explore and understand values and beliefs, and to recognise the importance of prayer and reflection. Assemblies are carefully planned and offer good opportunities for pupils to reflect on feelings and emotions. Stories told during assemblies firmly underline moral values, and the presence of all teachers during the assemblies affirms the importance of these events and contributes to a strong sense of community.
31. Provision for moral development is very good. Pupils have a strong sense of right and wrong, and are always encouraged to think of the impact of their actions on others. As a result, pupils are considerate and behave very well. Staff provide very strong role models in their relationships with pupils and with each other. Rules and expectations are clear and are applied consistently and fairly. Posters and displays adorn the corridors, reinforcing values and these are respected and appreciated by pupils. The provision for the pupils' social development is good. The pupils have many opportunities to work in pairs and small groups during lessons. The school council meets regularly and gives to pupils the opportunity to contribute to school life. The pupils have good opportunities to contribute to the wider society by undertaking charity work and through imaginative links with the local community. Year 4 pupils learned some ballroom dances and took part in a tea-dance with elderly residents, for example. There are some opportunities for Year 6 pupils to undertake tasks within the school, for example by helping in the dinner hall, but there is scope for these older pupils to take increased responsibilities.
32. Provision for the pupils' cultural development is very good. There is a very wide range of cultural traditions within the school, and pupils are given many opportunities to share their experience. Teachers value the variety of cultures and encourage pupils to contribute to discussions, for example in geography where pupils shared their knowledge of water sources. Every classroom door has a display listing the languages spoken by the pupils in that class,

and pupils are encouraged to feel proud of their heritage. Teachers, too, share their traditions, and pupils enjoyed learning to greet the teacher in “Zulu” during an assembly. Stories from many cultures are used in lessons and in assemblies, and pupils experience music, art and dance from many cultures either in lessons or in additional workshops provided by visiting groups. Pupils also experience English culture through art, music and through visits to the theatre and local museums.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to make good arrangements for the care and welfare of the pupils. The strengths described in the last inspection report have been maintained, and there have been improvements in some areas. For example, supervision at lunchtimes has improved with the introduction of better playground facilities and trained staff to play games with the children. Procedures for child protection are good: they are now overseen by the special educational needs co-ordinator who has up-dated her own training and that of the staff. The welfare assistant and school secretary know the children and their families well and play effective roles in the care and welfare of the pupils by providing first aid or medical treatment when required. The school follows local education authority guidance on health and safety matters closely, although it has not yet followed up the minor issues identified in the health and safety audit which the authority carried out last year. Good attention is paid to educating the pupils about the importance of healthy and safe living. For example, relevant aspects are taught in the personal, social and health education programme, such as fire safety and the safe use of drugs.
34. The school has responded well to the key issue at the last inspection of improving levels of attendance and punctuality. Procedures are now good and starting to take effect. The school continues to monitor attendance rigorously and impresses on parents the importance of regular attendance and good punctuality. It has introduced rewards for good attendance, strengthened the involvement of the Educational Welfare Service and arranges meetings with parents of children whose attendance or punctuality is a cause for concern. It is working determinedly and effectively towards its target of achieving an attendance rate of 95 percent.
35. The procedures for monitoring and improving behaviour are very good. As soon as they arrive in the school, the children clearly learn the standard of behaviour that is expected of them and that bullying and racism are not tolerated. As two Year 5 pupils wrote in the booklet that they made for newcomers: “This school is about love and honesty”. All pupils were given training about anti-bullying earlier this term. There are good arrangements for dealing with behaviour and bullying issues at lunchtime, with the senior teaching assistant playing a valuable role in supporting the mid-day supervisors.
36. The arrangements for supporting and guiding the pupils’ personal development are good, with many strengths. Children starting at school in the Nursery or Reception classes are successfully helped to develop their social skills. Those joining the school in other years, including refugees, are given very effective support through the use of welcome booklets designed by the class and specially chosen class ‘buddies’. The school is skilled at identifying pupils with particular needs and vulnerabilities and at devising individual programmes of support for them, drawing on its good links with a wide range of external agencies. These include the local refugee team, services for looked-after children, health workers and specialist teachers for pupils with emotional and behavioural difficulties. There is an effective lunchtime nurture group run by a teaching assistant for pupils who sometimes have difficulty in relating to others, especially in the playground. The teachers’ skills in encouraging the pupils to take turns in talking about issues, the well-structured personal, social and health education programme and representation on the school council all make important contributions to boosting the pupils’ personal development. The pupils’ progress is monitored informally and recorded well in the annual reports for parents. Achievement is celebrated effectively in the Friday assemblies to which parents are invited.

37. Assessment in the core subjects was judged to be good in the previous inspection but weaker in other areas of the curriculum. The procedures for assessing the pupils' attainment remain very detailed in the core subjects but are still inadequate in subjects other than English, mathematics and science. In the Nursery and Reception classes, assessment procedures are good and the information gained is used appropriately to move the children's learning forward.
38. Analysis of test data in the core subjects gives a wealth of information about National Curriculum levels, which is used to track the progress of cohorts, groups and individuals. It also informs statutory and group target setting and the identification of pupils who will benefit from 'catch up' and booster groups. The school undertakes the optional tests in Years 3 to 5 and in 2002 arranged for the outcomes to be analysed externally, with areas of weakness and underperformance identified. Despite the volume and frequency of the assessment procedures, the outcomes do not sufficiently inform the teachers' planning to ensure that the next steps for all pupils are clearly identified. As a result, although the pupils with special educational needs and those with English as an additional language are generally well catered for, the remaining pupils in the class are not always sufficiently supported or challenged. All pupils are set group targets, which make explicit the criteria necessary to improve; however, whilst reference to these targets was made frequently in some lessons, in others the pupils were unsure which targets applied to them or were relevant to the work in progress.
39. The reading of all pupils is regularly assessed using word recognition tests. The results give a distorted picture of attainment, as the pupils' decoding abilities are not matched by their comprehension skills, which are weaker. Assessment in subjects other than English, mathematics and science is much less rigorous. There are no mechanisms to moderate teacher assessments or to track pupil progress. The school has recognised that this is unsatisfactory and that a more rigorous and reliable system must be developed, particularly with respect to assessing progress in subject specific skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parental satisfaction with the school has improved since the last inspection and is now good. Nearly twice as many parents responded to the inspection questionnaire this time and they represented a good range of ethnic groups. The parents expressed strong levels of support for the school's expectations and the quality of teaching, which are resulting in the good progress that their children are now making. The small number of parents at the meeting with the Registered Inspector were particularly pleased that staffing at the school is more stable so that their children are more settled. They appreciate that this is a very friendly and happy school to which their children enjoy coming. Some parents have concerns about particular aspects of provision and communication but the inspection team found that the school's arrangements in these areas are adequate.
41. The school's partnership with parents continues to be satisfactory and there have been some improvements since the last inspection. Parents now feel more comfortable in approaching the school with questions or a problem. The acting deputy headteacher, who is also the special educational needs co-ordinator, is playing an important role in developing a welcoming relationship with parents. Parents now receive good information in the annual reports about how well their children are progressing. Very good information is provided in the 'Welcome' booklets, which are published in a range of languages, and in the termly curriculum leaflets for each year group which include details of how parents can help their children's learning. The school prospectus and governors' annual report meet statutory requirements fully. There are appropriate plans to develop more regular and attractive publications that will inform parents better about the daily life of the school and the achievements of the pupils.
42. The parents' involvement with the work of the school is still unsatisfactory. The school has maintained its efforts to involve parents but these meet with a variable response. Parents come into school particularly enthusiastically when their children are taking part in a school performance and there was good attendance at a mathematics evening held last year. A few parents attended the Friday assembly and the parent-child reading club seen during the

inspection. Some parents hear their children read at home, which has a positive effect on those pupils' progress, but the school does not have a sufficiently structured home-school reading programme, which would encourage less confident parents to take part. Some parents value seeing the work that their children bring home and support them in completing and returning it on time. A small number of parents have agreed to be police-checked so that they can provide voluntary support in school. Very few parents are willing to take on the role of parent governor: there are currently four vacancies despite the efforts to recruit by both the school and the local education authority.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher provides strong leadership as shown by her total commitment to the promotion of educational inclusion with a clear focus on maximising achievement for all pupils. She is well supported by the vast majority of the staff, both teaching and non-teaching, who work unstintingly to provide a good quality education for the pupils in the school. The shared commitment to improve is having a noticeable impact on both provision and pupil achievement. There is a small number of staff, however, who do not always apply their considerable experience to the full benefit of the pupils.
44. There are clear structures, underpinned by an appropriate set of policies, for the day-to-day management of the school. The senior management team, which comprises the headteacher, the acting deputy headteacher, and the Foundation Stage co-ordinator, meet regularly to discuss progress on priorities and strategic matters. The detailed analysis of test data gives the team a good picture of strengths and areas for development. These have informed the comprehensive school improvement plan which provides a firm basis for strategic planning. The subject co-ordinators are mostly very enthusiastic and they are beginning to play an increasing role in leading and managing developments within their own areas of responsibility. Their contributions overall are satisfactory and, with further training and development, have the potential to make an even stronger impact on pupil achievement. A small number of co-ordinators have not recognised fully the importance of their role in raising standards.
45. The provision for pupils with special educational needs is well managed. The Code of Practice has been implemented effectively and support staff are well trained. As a result, pupils with special educational needs are fully included in all aspects of school life. The leadership and management of the Foundation Stage have improved since the last inspection and are now good.
46. The senior management team and the co-ordinators for English and mathematics have monitored teaching systematically. The local authority has supported the programme and provided helpful support through paired observations. Feedback to individual teachers has been given and this has resulted in an improvement in teaching quality since the last inspection. The teaching quality, however, remains uneven, most notably in Years 3 to 6. Monitoring needs to be more rigorous if these inconsistencies are to be removed and all teaching is to be of the highest quality.
47. The school has had difficulty in recruiting governors to the governing body and as a result, it has not been fully effective in fulfilling its strategic role. The chair of governors, however, continues to work hard with the headteacher and the local authority to remedy this position. He has also established an appropriate plan of action to ensure that the governors can play an increasing role in shaping the future of the school. The school monitors its financial position closely, with support from the local authority, and has managed its budget well to reduce an overspend from the previous year. Additional grants have been used effectively to underpin the school's priorities such as the increased classroom assistant support and training for mid-day assistants.
48. Staffing, accommodation and learning resources have all improved since the last inspection when they were unsatisfactory. The most significant improvement in staffing, which is now satisfactory overall, has been in the recruitment of an effective team of suitably qualified

teachers for the Nursery and Reception classes. For Years 1 to 6, the school has been generally successful in recruiting and retaining a good number of overseas-trained and unqualified teachers, most of whom are nearing the completion of their training programmes to qualify them fully for teacher status in this country. There are good procedures for inducting new staff so that they feel happy in the school and well supported. The weekly staff meetings are used well to share ideas about good practice, drawing on the expertise of teachers in the school and external speakers and consultants. Teachers and teaching assistants have been trained effectively in ICT so that they are able to support the pupils confidently in lessons. Staff are, however, less confident in teaching physical education and would benefit from training so that they can raise standards in that subject.

49. Teachers are helped by a very high number of support staff, who include a teaching assistant in every classroom plus specialist support to meet the needs of children in the Nursery, pupils with special educational needs and pupils who speak English as an additional language. Most of these staff have good access to training and are deployed well, although there are occasional lessons when the teaching assistant could undertake a more focused role in the class. The headteacher is appropriately exploring improvements in this area with other headteachers in the local Education Action Zone.
50. The provision of learning resources was affected by the high staff turnover at the last inspection. It is now satisfactory in all subjects and good in art and design and in religious education. There are some weaknesses in resources for gymnastics and in games for pupils in Years 1 and 2. The library is an inviting area but is not used consistently to promote reading and the development of skills for retrieving information.
51. The school's accommodation is now satisfactory following improvements to the indoor and outdoor spaces provided for the Reception children. Classrooms throughout the school are reasonably spacious and the whole building is very well enhanced by displays, which celebrate the pupils' achievements and cultures. The outdoor environment has been significantly improved by the development of a sports playground, which is used well for outdoor games. The site manager and cleaning staff keep the school clean and well maintained. The LEA has applied successfully for government funding to implement the school's exciting plans for an extension that should remedy the remaining deficiencies in accommodation. These include the lack of access to the first floor for those with physical disabilities; unsuitable provision to meet the medical, sensory and physiotherapy needs of pupils; and unsatisfactory toilet facilities for both pupils and staff.
52. The school has made satisfactory progress since the last inspection, which took place two years ago. With the continued focus on raising standards and the improvements in teaching on which it can build, the school is well placed to undertake its next stage of development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to continue the progress made since the last inspection, the school should:
 - (1) Raise standards, particularly in English, mathematics and science*, by:
 - A more structured and rigorous approach to the teaching of reading;
 - More systematic planning for and closer monitoring of reading, paying particular attention to progress in comprehension skills;
 - The identification of and systematic planning for mathematical and scientific enquiry;
 - Ensuring that all teaching is of the highest quality*.(paragraphs 5, 21, 24, 26, 38, 82, 85, 87, 93, 99)
 - (2) Ensure that subject specific skills are systematically planned for and assessed in all foundation subjects.

(paragraphs 9, 21, 26, 36, 109, 113, 118, 129)

(3) Strengthen the monitoring programme by:

- Checking more rigorously the impact of planning and teaching on outcomes for pupils;
- Ensuring that all middle managers have the skills necessary to undertake monitoring effectively.

(paragraphs 43, 45, 87, 93, 100, 105, 115, 119, 124, 129)

(4) Ensure that the assessment data available is used more effectively to inform curriculum planning and the setting of learning targets for the pupils.

(paragraphs 21, 36-38, 86, 93, 100, 105, 119, 124, 129, 133)

Other issues which should be considered by the school

54. In addition to the items above, the governors may wish to consider the inclusion of the following action point in their action plan:

- Continue to find ways to strengthen the involvement of parents in the pupils' learning.

(paragraphs 41, 70, 81)

* These items have been identified by the school as priorities for development in its improvement plan.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

55. The provision for English as an additional language is good. The school has improved its provision from unsatisfactory to good since the last inspection, while the percentage of pupils with English as an additional language has increased from 50% to about 60%. This represents very good improvement.

56. A considerable number of pupils are at the early stages of English acquisition, and many of them are refugees, largely from Somalia. These pupils often enter the school half way through the year, with disrupted education and an unsettled life. Thus, many of these learners not only start from a very low base but also need support and guidance in adjusting to the life of the school.

57. The Ethnic Minority Achievement Grant has been targeted well to provide support where needed. The provision now consists of two full-time teaching assistants and one part-time teaching assistant, who are very clear about their roles and responsibilities.

58. Support is given to both pupils at the early stages of English acquisition and to those who join the school during the year who already have some English. The provision is developing well.

59. The standards of work produced by the pupils with emerging English are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age. The pupils achieve well in language skills, particularly in speaking and listening, through targeted support given by the dedicated staff. The overall progress of these pupils in acquiring English is good.

60. The teaching of pupils with English as an additional language consists of in-class support, focusing on language skills as well as the subject specific content of the lesson. The quality of support provided by the teaching assistants is good. Class teachers mostly use suitable methods to ensure that the pupils understand the language used in lessons. There is a clear

focus on developing the pupils' speaking and listening skills through the use of speaking partners. Class teachers ensure that pupils understand and learn key words in all subjects, helping to develop the English language skills of bilingual learners through other subjects of the curriculum.

61. Although the school has not yet implemented the nationally recommended system for assessing the needs of pupils with English as an additional language, its own internal procedures ensure that the needs of these pupils are carefully assessed on the English fluency scale and that their progress is regularly monitored.
62. The school values the pupils' experiences and backgrounds and makes a conscious effort to raise their self-esteem and confidence. There is good support and guidance for refugee and asylum-seeking pupils and mid-phase entries to help them settle into the school. Welcome packs, the lunchtime club and 'buddy system' to take care of new arrivals support these pupils effectively and give them a sense of security.
63. Management and co-ordination of this aspect of the school's work are good. The structures for the management of the work are well defined in the school. After the recent departure of the co-ordinator, the headteacher has taken on overall responsibility for managing the ethnic minority and achievement staff. There is a clear focus on improving the pupils' fluency in English, and the school has now developed strategies for moving pupils through the stages of English. The senior managers ensure that assessment information on all of the targeted pupils is collected systematically and that their progress is monitored. All these arrangements have had a good impact on the pupils' learning and they are making good progress. In order to improve the provision further, the school needs to develop the skills of class teachers in tackling the needs of pupils who are beyond the early stages of acquiring English.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	8	42	27	2	-	-
Percentage	3.6	9.7	51.2	33	2.4	-	-

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	412
Number of full-time pupils known to be eligible for free school meals	-	237

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	2	107

English as an additional language	No of pupils
Number of pupils with English as an additional language	257

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	53

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	1.4

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	25	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	18	19	19
	Girls	22	23	21
	Total	40	42	40
Percentage of pupils at NC Level 2 or above	School	87 (78)	91 (76)	87 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	20	19
	Girls	22	24	21
	Total	41	44	40
Percentage of pupils at NC Level 2 or above	School	89 (70)	96 (78)	87 (84)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	19	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	12	16
	Girls	10	7	11
	Total	21	19	27
Percentage of pupils at NC Level 4 or above	School	37 (56)	33 (39)	47 (70)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	11	12
	Girls	2	5	7
	Total	8	16	19
Percentage of pupils at NC Level 4 or above	School	15 (35)	28 (43)	34 (44)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	0	0
White – Irish	3	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	28	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	15	0	0
Asian or Asian British – Bangladeshi	48	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	28	0	0
Black or Black British – African	108	0	0
Black or Black British – any other Black background	20	0	0
Chinese	11	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	45.5:1
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	29
Total aggregate hours worked per week	891

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	69

Financial year	2001/02
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	£
Total income	1,151,862
Total expenditure	1,288,157
Expenditure per pupil	2,869
Balance brought forward from previous year	53,028
Balance carried forward to next year	(83,267)

Number of pupils per FTE adult	9.6:1
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8.1

Total number of vacant teaching posts (FTE)	1
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	472
Number of questionnaires returned	171

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	25	5	1	3
My child is making good progress in school.	56	32	7	2	4
Behaviour in the school is good.	48	40	5	3	5
My child gets the right amount of work to do at home.	53	26	12	6	2
The teaching is good.	54	35	6	2	4
I am kept well informed about how my child is getting on.	39	33	15	8	6
I would feel comfortable about approaching the school with questions or a problem.	54	30	5	4	7
The school expects my child to work hard and achieve his or her best.	61	32	2	1	4
The school works closely with parents.	40	36	12	8	4
The school is well led and managed.	37	36	10	4	13
The school is helping my child become mature and responsible.	47	37	8	4	4
The school provides an interesting range of activities outside lessons.	31	32	12	14	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. At the time of the last inspection, provision for pupils in the Foundation Stage was found to be unsatisfactory and identified as a serious weakness. Significant improvement has been made and provision is now good. The Nursery and one Reception class are housed in the main building. A new mobile classroom has been erected to accommodate the second Reception class. All three classes now have access to a secure, appropriately equipped outdoor area. This area is particularly well used, even in inclement weather. Resources in all three classes are adequate and appropriate.
65. Teaching for children in the Foundation Stage was judged to be unsatisfactory overall at the time of the last inspection. The school has successfully recruited suitably qualified teachers. As a result, teaching is now at least satisfactory, mostly good and sometimes excellent. This is a significant improvement. The teachers plan carefully in line with the nationally recommended curriculum. Outdoor activities are included in the planning, and where relevant, the indoor curriculum is continued outside. Activities planned are generally of a good standard and appropriate for children in the Foundation Stage.
66. Children are admitted to the Nursery and Reception classes in September and January. Although admission arrangements are sensitive to the needs of young children, more could be done to involve parents in their children's learning. Assessments made by staff when children enter the Nursery indicate that their attainment is well below national expectations. Many children come from homes where English is an additional language. Apart from in their physical development and some aspects of their creative development, few children reach the standards expected nationally in all areas of the recommended Foundation Stage curriculum. Nevertheless, overall, their progress is good and there is considerable improvement in standards.
67. Good provision is made for children with particular needs and those for whom English is an additional language. This is a significant improvement since the last inspection. Sound systems of assessment are in place and these are used to inform the planning of activities. Currently, staff are investigating ways in which they can improve the quality of information that they pass to the teachers in Year 1 when the children transfer to the next class. Support staff make a significant contribution to the development of the children. They are well trained and this is reflected in the way in which they involve themselves with the children during activities.
68. Management of the Foundation Stage is good. The co-ordinator has successfully overseen the improvement in accommodation and general provision for the children. She has promoted the importance of this stage of the children's learning, given effective guidance to new staff and introduced new planning systems. Staff now plan together, and the policy for the department has been updated.
69. Overall, the Foundation Stage provides the children with a good start to their educational life and reflects the very good improvement made by the school in the provision for children of this age since the last inspection. The school has successfully bid for new buildings to house the Nursery and Reception classes. It is well placed to sustain the recent improvements in provision.

Personal, social and emotional development

70. Children enter the Nursery with very under-developed personal and social skills. In both the Nursery and Reception classes, considerable emphasis is placed on personal and social development. Although most children do not reach the expected standards by the time that they leave the Reception classes, they have made good progress. The older Reception

children, for example, are much more confident and more able to take turns and respond to whole class instructions than the younger Reception children in the parallel class. Children with particular needs and those for whom English is an additional language also make good progress. The teaching in all three classes is consistently good and the activities planned support the development of independence and confidence. This is a considerable improvement since the last inspection when adults were not applying a consistent approach to this aspect of the children's learning. In the Nursery, the teachers and all support staff stress the importance of taking turns and listening to one another. Some children find this very difficult, but staff continue to teach good behaviour patiently. In the Reception class with the younger children, the teacher uses support staff particularly well to support children who are still finding these aspects of school life difficult. The teachers and support staff also emphasise the need to look after equipment. The outdoor area is used to reinforce the importance of these social skills. In all three classes, staff provide good role models, and good behaviour is recognised and praised. The children's cultural and spiritual development is fostered in a variety of ways, such as music, stories, assemblies and the ethos of the classrooms. The rich diversity of cultures within the classes and the school are particularly well valued. This aspect of the children's learning makes a strong contribution to their social, moral, spiritual and cultural education. They are learning to recognise and respect differences in cultural backgrounds.

Communication, language and literacy

71. All children, including those with particular needs and those for whom English is an additional language, are making good progress, although few are likely to reach the standards expected in all aspects of language. This is an improvement since the last inspection when progress and achievement were judged as unsatisfactory. Most children come to school from homes where English is an additional language. A considerable number are not fluent in their mother tongue. In the Nursery and both Reception classes, there is a constant focus on the development of speaking and listening skills. Monosyllabic replies are discouraged; children are encouraged to answer questions fully and are helped to use correct language when doing so. In the Nursery, most children can recognise their name cards, but few can identify the initial sound. In the Reception classes, most children can attempt to write their own names; a few are beginning to write their names legibly. An excellent literacy lesson was observed in a Reception class. The teacher had modified the national literacy strategy to suit children of this age. The children were being introduced to the sound 'w'. The lesson was supported by the use of a Big Book, *By the Stream*. This book has the characters of Wilf and Wilma in the story. Progress was clearly evident. The children identified the word wolf as beginning with a 'w' and could recall other stories which had a wolf in them, such as *Little Red Riding Hood*. The lesson moved at an excellent pace. The children were excited by the story; they were happy to talk about it and the follow-up activities planned reinforced their learning. In the Nursery and Reception classes, writing is encouraged and writing areas are available. Emergent writing is valued by all staff. In the Reception classes, most children still require assistance to write, but most are aware of where to start on the page. In all three classes, children are encouraged to take books home to share with their parents. This is an area which could be developed. No home - school reading diaries were seen and parents could be encouraged to have greater involvement in this aspect of their children's education. This would provide considerable support to their progress in literacy as they move through the school. In all three classes, children have favourite books and most are happy to share them with an adult. Teachers and support staff share books very regularly with children; as a result, the children are learning to appreciate books and stories and to acquire pre-reading skills.

Mathematical development

72. Few children are likely to achieve the nationally expected standards by the time that they enter Year 1; however, they make good progress because of the appropriately planned activities to support their learning. This represents good improvement since the last inspection. In the Nursery, the teaching observed was never less than satisfactory and was mostly good. Number rhymes such as *Five Currant Buns* are used to support activities relating to counting

to five. Children are also introduced to simple shapes such as circle, square and rectangle. Staff seize opportunities to reinforce this learning, especially when outside with the children. Progress in the Reception classes is good. A good lesson, linked to work on the colours of the rainbow, was observed in a Reception class. The teacher's questioning was particularly good; for example, 'How many colours are there in the rainbow?' 'How many more do we need?' This progressed to the mixing of coloured paint and a good discussion on how many colours needed to be mixed to make orange, violet, green and indigo. Very good use is made of practical activities to support learning, and in all three classes relevant mathematical language, such as 'bigger than' and 'smaller than' is introduced early on. In the Reception class with the older children, they are beginning to count with confidence. Appropriate resources are available to support learning in the subject.

Knowledge and understanding of the world

73. Although few children are likely to achieve the nationally expected standards in this area of their learning, they are making good progress. Children with particular needs and those for whom English is an additional language also make good progress. This represents improvement since the last inspection. Children enter the Nursery with a poor understanding of the world around them and most have had very limited experience of activities which would help to develop their awareness of this aspect of learning. A variety of activities is offered to them in the Nursery to make them more aware of the world in which they live. Water and sand are available to them both inside and outside the classroom. As a result, the children are learning that water can provide power by pouring it through toys so that the wheels turn. They are unable to explain this but will demonstrate how it happens if asked 'How did you make that wheel turn?' In the Reception classes, they continue to have access to sand and water inside and outside. The children are given the opportunity to learn how to grow things, for example planting cress and bulbs. They are learning about their own locality and the 'free-flow' play, which allows children to move freely in the outdoor areas, helps them to find their way between the three classes. Topic work, such as that on the jungle, raises their awareness of the environment and the need to care for it. Children have access to computers in all three classes. They handle the mouse with confidence, know how to change the screen and to click on, drop and drag the pictures.

Physical development

74. Most children are likely to achieve the nationally expected standards by the time that they enter Year 1. All children, including those with particular needs and those for whom English is an additional language, make good progress. Teaching is consistently good. This is a significant improvement since the last inspection when teaching and progress were both judged to be unsatisfactory. The outdoor areas of the Nursery and Reception classes, although not ideal, are well equipped with an appropriate range of suitable resources. There is a variety of wheeled toys and climbing apparatus. The areas are partially covered by canopies; as a result, they can be used in all weathers. The teachers' planning includes the outside areas in all three classes and they are well used. In all of the outdoor areas there is a continued emphasis on the development of the children's social skills as well as their physical development. Children are also being taught to be more aware of the space around them.
75. One Reception class physical education lesson was observed. Children are able to change into appropriate clothing by themselves. The teaching was good and the children made gains in their learning because the teacher had planned interesting activities that were also challenging the children to improve their physical skills. The emphasis on social development was sustained throughout the lesson.
76. In the Nursery and Reception classes, teachers and support staff are very careful to teach the children the skills required, for example how to use glue sensibly and how to use scissors safely when cutting.

Creative development

77. Standards in this aspect of learning have been maintained since the last inspection. All children, including those with particular needs and those for whom English is an additional language, make good progress. Most are likely to achieve the nationally expected standard by the time that they enter Year 1. Activities provided for the children when they enter the Nursery ensure that they receive a wide variety of experiences. These are carefully planned to support the development of their creative skills. Role-play areas are provided; these are well used by the children. Often they are linked to topics such as the jungle area, for example, or to a more familiar world, such as the supermarket. In all three classes, children enjoy painting and handle brushes and paints with increasing confidence. The children show real interest in their work. In one Reception class, children were making box models of jungle animals and produced three excellent giraffes. The children could explain that the giraffe had a very long neck and why it needed one. A very good feature of provision for creative learning is the way in which the teachers value the children's work: in all three classes, there are very high quality displays.
78. Music is used in all three classes to support learning. Children have access to instruments and are taught how to handle them with care so that by the time that they are in the Reception classes, most children do so. A joint weekly singing session is held when the children learn simple songs; all the teachers take part in this. Number songs are a regular part of the daily routines and the children enjoy singing.

ENGLISH

79. In the 2002 Year 6 National Curriculum tests, the pupils achieved standards that were in the lowest five percent nationally, having been well below the national average in the previous three years. The proportion of seven-year-olds reaching the expected standard in the 2002 national tests was below the national average in reading but average for writing, which represented an improvement on the previous year. When compared with similar schools, the pupils' performance at age seven was above average in reading and well above average in writing, at both the expected Level 2 and the higher Level 3. The performance of the Year 6 pupils was very low when compared to pupils in similar schools. Analysis of the results shows that pupils who had been at the school throughout Key Stage 2 did not perform any better than more recent arrivals. The English results for Year 6 were similar to those for mathematics and science. The girls achieved better results than the boys by a margin greater than that nationally.
80. The inspection findings from lessons and recent work indicate that the proportion of pupils attaining the nationally expected level is well below average in Year 6. In Year 2, pupils are attaining the expected level in writing but are below average in reading, as too few pupils are reaching the higher Level 3. Pupils start Year 1 with attainment that is well below the national average and make good progress in Years 1 and 2 as a result of the good teaching they receive. Progress in Years 3 to 6 is satisfactory overall when judged against the very low level of attainment at age seven by the current Year 6. There is no significant difference in attainment between boys and girls or pupils from different ethnic groups.
81. The school has a very high proportion of pupils who speak English as an additional language. Many pupils enter the school at an early stage of English acquisition, or with impoverished language, reflecting the considerable social deprivation of the local community. Standards in speaking and listening by Year 2 and Year 6 are below national expectations, but pupils, including those with special educational needs and those with English as an additional language, make good progress. The school has prioritised planned talk, which allows pupils to develop and rehearse the language needed for a task before they attempt to write. Staff have attended training on the use of paired talk and drama. All pupils have a speaking partner with whom they share ideas and plan responses in lessons. This strategy is having a positive impact both on their language skills and their learning in other subjects. The whole ethos of

the school encourages respect for others, which is clearly reflected in the way pupils listen and respond to one another, in both whole class and group sessions.

82. Pupils in Years 1 and 2 make good progress in reading. There is a strong emphasis on the teaching of phonics, and most pupils are confident decoders of print. The majority are over-reliant on the use of phonics to interpret unfamiliar words, often ignoring clues contained in the structure, the meaning of the sentence or pictures. They read fluently and with some expression, know the difference between fiction and non-fiction and can recount the main events of a story. The pupils, including the higher attainers, are, however, unable to discuss the motives and feelings of characters or confidently predict outcomes of stories. Similarly in Years 3 to 6, the pupils become increasingly fluent readers but respond to what they read at a superficial level. Even the higher attainers are unable to discuss themes, or the use of language by particular authors, and find questions requiring inference or empathy very difficult. Guided reading is well established, but is insufficiently focused on developing these higher-level reading skills. Few pupils said that they read regularly for pleasure outside school. Many pupils in Years 3 to 6 are described as 'free readers' and choose their own books for private and home reading. In some cases this means that they are reading unchallenging texts. There is insufficient monitoring of the reading undertaken by these pupils. Home reading is well established in Years 1 and 2, but parental involvement with the reading of older pupils is very limited. There is a lack of opportunity and encouragement for parents to become involved in their children's reading as they progress through the school.
83. Standards in writing have shown a significant improvement in Years 1 and 2 and are now in line with national expectations. The pupils are given many opportunities to write in all areas of the curriculum. Writing is well supported by preparatory talk and drama, whilst effective teacher modelling makes expectations clear. Handwriting is well taught, with the majority of pupils in Year 2 using a joined script. Standards of presentation are good. Lower-attaining pupils are making good progress, but sometimes struggle to complete tasks which have not been sufficiently adapted to meet their needs. Progress in Years 3 to 6 is inconsistent, as the quality of teaching is variable. As a result, pupils have too much ground to make up in Year 6, where basic errors in sentence structure, spelling and punctuation are evident, even in the work of the most able pupils. The pupils write for a range of purposes and there is some evidence of lively informal writing; however, the majority find it difficult to write formally and have particular problems with complex sentences and speculative language. The pupils have a limited vocabulary, producing lists of common adjectives when required to write descriptively. Nevertheless, in Year 6, pupils of all abilities, including those with special educational needs and those with English as an additional language, have clearly made significant progress since September. The pupils in Year 5 and in two Year 3 classes are making unsatisfactory progress. The volume and quality of their work are inadequate. The pupils in Year 3 focus on grammar exercises at the expense of developing their independent writing. Work is often unfinished, particularly by less able pupils, who struggle to complete the tasks. Spelling, punctuation and basic sentence structure are often inaccurate, even in the work of the most able pupils. The pupils' use of vocabulary is limited and unimaginative. Presentation is poor, handwriting irregular and untidy. Work in Year 5 is similarly well below expectations; the range and volume are both unsatisfactory. The pupils show little pride in their work, which is often unfinished. Pupils of all abilities make basic errors in spelling, punctuation and grammar. They are not writing at length and there is little evidence of writing organised in paragraphs. In contrast, the pupils in Year 4 make good progress as a result of good teaching and are producing work of a higher standard than those in the current Year 5. The presentation of their work is good, indicating a pride in their achievements. The more able pupils are constructing complex sentences successfully and using imaginative language. For example, in a character description one boy wrote of: "her little eyes like polished marble, twinkling in the setting sun". Pupils learning English as an additional language and those with special educational needs, make good progress as a result of the focused support for them.
84. English contributes well to the pupils' social, moral and cultural development. Stories and poems from different cultures are used to celebrate the diversity of the pupils' backgrounds and to reinforce the ethos of the school, with its emphasis on respect for the values, experiences

and contributions of others. The pupils have the opportunity to benefit from theatre groups and storytellers who visit the school and who reflect the ethnic diversity of the school community.

85. The quality of teaching, based on lessons and work seen during the inspection, is good in Years 1 and 2 and satisfactory overall in Years 3 to 6, but with significant inconsistencies. Where teaching is satisfactory or better, lessons are thoroughly planned with clear objectives. Teachers use talk well to support learning and to include all pupils, particularly those with special educational needs, or those who are learning English as an additional language. In the best lessons, the teachers' expectations are high, the pace brisk and teacher modelling used effectively to support all pupils in undertaking the independent task. In these lessons the tasks are varied and adapted to meet the needs of all pupils, whilst additional adult support is targeted effectively. For example, in a Year 4 lesson, the pupils were challenged firstly to identify the passive voice in a formal text and then to use it in their own writing. They were able to do this with confidence and enthusiasm. The pupils in Years 4 and 6 are supported by thorough, helpful marking, which relates to the lesson objective and their group literacy target. Where pupils are making unsatisfactory progress, and most notably in Year 5, there is little evidence of adaptations or support for less able pupils. The work is unchallenging and marking often perfunctory, with basic errors uncorrected. Teachers are making use of computers in their classrooms to support pupils' progress in phonics and spelling through interactive programmes. Pupils are given regular opportunities to word process their work. Overall, there is a lack of challenge planned into lessons for higher-attaining pupils. Teachers rely on directing more challenging questions at these pupils, but they do not set them more demanding tasks when appropriate.
86. Overall improvement since the last inspection has been satisfactory. The greatest improvement has been in Years 1 and 2, and the sound start that the pupils make must be consolidated consistently as they move through Years 3 to 6. The national literacy strategy is in place, although elements such as guided reading and the effective teaching of grammar through textual analysis and teacher modelling are not securely established for all teachers. Assessment is thorough and regular, but is not sufficiently used to plan for the needs of different groups of pupils and the next steps needed to move them on. The reading tests used give individual reading ages for all pupils, but focus on single word recognition. They do not reveal the comprehension difficulties experienced by a majority of pupils. In Years 1 and 2, there is evidence of writing for a range of purposes across the curriculum, which is contributing to the good progress that the pupils make. These opportunities for writing are not consistently taken in Years 3 to 6, where, in some subjects, there is an over-reliance on worksheets and sequencing printed text.
87. The enthusiastic co-ordinator is very new to the post, and to teaching, and has not yet had the opportunity to have a significant impact on standards; however, her analysis of the school's current provision, strengths and weaknesses is accurate and she has good subject knowledge. She has highlighted correctly the need to link assessment more directly to planning and has organised whole school training for September. Monitoring has been undertaken but has not been sufficiently rigorous in evaluating pupil outcomes in relation to the teaching seen, or in challenging unsatisfactory teaching and learning where it exists. The co-ordinator will need support from the senior management team to tackle weaknesses in teaching successfully and effectively manage improvement. Resources are satisfactory, although some classroom libraries are in need of extending and updating.

MATHEMATICS

88. The results of the 2002 National Curriculum tests at the end of Year 6 showed standards which were very low compared with those nationally and those for similar schools. Girls outperformed boys, which was a reversal of the national picture. Results for eleven-year-olds have fallen since 1999. The 2002 mathematics results were similar to those for English and science. Test results for pupils at the end of Year 2 were well below the national average but in line with those found in similar schools. Results for this age group have risen steadily since 1999 when standards were very low.

89. Inspection findings show an improvement in standards, although attainment at the end of Year 6 is still well below average. Pupils in the current Year 6 are responding well to good teaching but have much ground to make up in terms of gaps in their knowledge from previous years. This group of pupils achieved very low results in their Year 2 tests in 1999, and their progress over time is good. There is also an improvement in the attainment at the end of Year 2 where standards are just below national expectations, representing good achievement since the pupils moved into Year 1. Teaching is good overall, and pupils are making good progress in almost all classes. This good teaching is having a noticeable impact on standards, particularly in classes up to Year 4 where standards are close to expectations. There is no significant difference in the attainment of boys and girls or pupils from different ethnic groups.
90. Progress during Years 1 and 2 is generally good. By the end of Year 2 most pupils have a secure understanding of basic addition and subtraction using numbers to 20 and beyond, use money and simple units of measure, and identify lines of symmetry. They name common 2D and 3D shapes and interpret simple block graphs. While higher-attaining pupils successfully apply their knowledge to solve simple problems, this is an aspect of the curriculum which many find difficult. Teachers focus closely on developing the pupils' knowledge of specific subject vocabulary, and in many lessons they offer good visual and practical examples to ensure that the pupils understand what they are expected to learn. This benefits all pupils and particularly many of those for whom English is an additional language. Occasionally teaching is outstanding, as, for example, in a Year 2 lesson where the pupils were completely absorbed in the whole class teaching session. Excellent behaviour management and a lively pace were combined with very clear explanations to give pupils a good understanding of multiplication. When one pupil was unsure about the word "pair" in a problem, the teacher took off her shoes to demonstrate that "one pair of feet has ten toes". With the help of a pupil two pairs were counted. After a burst of laughter, the pupils quickly refocused as the teacher showed them how to record these facts formally on paper. Teachers plan together with colleagues in the same year group. While this has the advantage of ensuring that all pupils have a similar experience, more attention should be paid by individual teachers to using assessment information to check that the planned work is always closely matched to the needs of groups within the class. In one Year 1 lesson this had not been done, necessitating a change of plan during the lesson itself.
91. All lessons follow the recommended structure and start with a mental or oral session. Often these sessions are brisk and lively and include pupils of all abilities skilfully. The focus on developing vocabulary continues in Years 3 to 6, and in the most successful lessons, teachers expect pupils to explain their thinking. In an excellent lesson in Year 4, the pupils responded enthusiastically to the teacher's high expectations of participation and productivity. The lesson on strategies for multiplication was prepared thoroughly, included relevant use of the computer and catered very effectively for the full ability range. The high quality of the relationships within the class contributed to the pupils' confidence and motivation, and pupils with special educational needs made very good progress as they worked with the teaching assistant. The pupils were required to explain their working and all were involved in this because of the teacher's effective use of speaking partners.
92. The support for pupils with special educational needs is generally good, and support staff make a strong contribution in most lessons, enabling these pupils to progress as well as others in the class. Most teachers provide very clear explanations and support these with visual examples and demonstrations, which reinforce learning for all pupils. For instance, in Year 4, formal written calculation methods were demonstrated extremely clearly, so that all pupils were confident with the new work. The Year 3 work on fractions was illustrated most effectively when teachers used large bars of chocolate. Such examples are valuable, too, for pupils who are learning English as an additional language, and as a result, they make similar progress to others in their classes.
93. The management of mathematics is satisfactory, and standards are beginning to improve. Overall, the numeracy strategy has been satisfactorily implemented, and teachers new to the

school and to the country, have been given very good support. Assessment procedures are extensive and detailed, but more needs to be done to ensure that all teachers use the information regularly to target work more accurately and to cater for the full ability range. Although there has been some monitoring of planning and teaching, this has not been rigorous enough. There should be a greater focus on the outcomes in terms of learning. Since the last inspection there has been an improvement in the pupils' ability to record written calculations, and the focus on developing specific subject vocabulary is bearing fruit. Numeracy is used to a limited extent to support learning in other subjects, however, and ICT is not yet used effectively to support learning in mathematics. These remain areas for development. Overall improvement since the last inspection is satisfactory.

SCIENCE

94. In the 2002 teacher assessments for science at the end of Year 2, the proportion of pupils achieving the expected Level 2 was below the national average but above the average for similar schools. The results for the higher Level 3 were also below the national average but in line with the average for similar schools. In the 2002 National Curriculum tests at the end of Year 6, the pupils achieved results that were in the lowest five percent when compared both nationally and with similar schools. The girls outperformed the boys by a margin greater than that nationally. The results for Year 6, which were similar to those for English and mathematics, represent poor progress from the pupils' previous attainment at Year 2.
95. The quality of teaching in Years 1 and 2 is satisfactory overall, with some good features. This is leading to satisfactory achievement and progress for the pupils, although to standards by Year 2 that are still below those expected nationally, similar to those indicated by the 2002 teacher assessments. Teaching is generally good in Years 3 to 6, which enables the pupils to achieve well in lessons. The teaching is, however, variable, with weaknesses in the promotion of scientific enquiry, for example. As a result, the pupils' progress over time is satisfactory rather than good. Nevertheless, whilst standards remain well below national expectations by Year 6, this is an improvement on the 2002 results and is similar to the position reported in the previous inspection. The consistently good teaching in Year 4 is enabling the pupils in that year group to produce work that is closer to the standards expected nationally and, if these improvements are sustained, should have a positive impact on results in two years' time.
96. Teachers plan their lessons in line with national guidance, which enables all classes to experience a full range of scientific ideas. As a result, most pupils in Year 2 can say whether or not a simple circuit will work. They are also able to describe a range of different materials using appropriate terminology and know the importance of personal hygiene. The pupils have been taught to record their ideas in tables and simple sentences. Higher attainers in particular, are beginning to write confidently about their observations as a result of the school focus on writing. Older pupils in Years 3 to 6 are enabled to develop a broader and deeper knowledge of key scientific ideas such as the difference between series and parallel circuits and the difference between reversible and irreversible changes.
97. All teachers share the learning objectives of the lessons with the pupils so that they have a clear understanding of what it is they are expected to achieve. Many lessons have a good range of activities, including practical work, which motivates the pupils and sustains their interest. In a Year 4 lesson on forces, for example, the teacher gave a lively introduction using a stimulating picture to discuss the forces acting on a whale in the sea. This immediately captured the interest of the class, generated some good discussion and effectively set the scene for the subsequent practical work on investigating forces in water. The pupils were all fully engrossed in their work and made good progress in their understanding of the different forces acting on objects in water. Some higher attainers were able to describe and explain the effect of the direction of the different forces acting on bodies in water. In all classes teachers manage the pupils very well, and the very good relationships established ensure that group work is undertaken collaboratively. The teachers generally also make good use of speaking partners to encourage the pupils to use subject specific terminology to discuss their ideas.

98. Teachers tend to use the strategy of grouping together pupils of different ability to enable higher attainers to support lower-attaining pupils in their work. This approach, plus the effective support from classroom assistants enables pupils with special educational needs and those with English as an additional language to progress as well as other pupils within the class. There is no significant difference in the achievements of boys and girls or pupils from different ethnic groups. The practice of grouping pupils with different abilities does mean, however, that higher attainers are not always challenged as fully as they could be.
99. There are some good examples of the application of ICT to support learning in science such as the use of an electronic microscope to observe in detail the different parts of a flower in Year 6 and the use of the Internet, as observed when Year 5 pupils were researching different web sites about the water cycle. In both instances, the use of ICT enhanced the pupils' understanding but, in general, more use should be made of computers to underpin learning in science. The pupils' language skills are developed effectively, particularly through the use of speaking partners to discuss ideas and the emphasis on writing down observations. Older pupils, who have not benefited from a consistent approach to these strategies in earlier years, still show weaknesses in writing, however. Number skills are developed satisfactorily through simple measurements of distances and recordings of time and temperature, for example, but opportunities are missed because the key elements of scientific enquiry are not being systematically planned for or taught regularly. As a result, older pupils do not have a strong grasp of fair testing and have difficulty applying their scientific knowledge to unfamiliar situations.
100. The co-ordinator for the subject has only been in post for a very short period of time. She is enthusiastic about the role and has already established a detailed action plan, with support from the local authority, appropriately based on an analysis of need, such as the development of scientific enquiry and the use of ICT. Assessment has, rightly, also been identified for improvement, as, although there is test data available, it is not being used sufficiently to inform curriculum planning or the targets that are being set for the pupils' learning. Monitoring of teaching has taken place and further monitoring is planned for the summer term. Overall improvement since the last inspection is satisfactory and there are encouraging signs for the future development of the subject.

ART AND DESIGN

101. The last inspection noted that standards met national expectations by Year 2 and Year 6. This position has not changed. There is, however, improvement in the standard of teaching seen since the last inspection. All pupils, including those with special needs and those for whom English is an additional language, make satisfactory progress.
102. Art is taught in half-term blocks, alternating with design and technology. No art lessons were observed in Years 1 and 2 during the inspection. An examination of the pupils' work, including displays, sketchbooks, an art portfolio and collage, indicates that the pupils are reaching the levels expected nationally in the subject by the end of Year 2.
103. Three lessons were observed in Years 3 to 6. The teaching was good in all three. In two Year 3 classes, pupils were preparing to convert 2D work into 3D models using modroc. They had previously sketched the work of artists from pictures and were evaluating each other's work. This evaluation made a good contribution to their social development. The pupils had to identify the materials the artists had used, which they did successfully. In a Year 6 lesson, the pupils were being taught about different forms of art and were introduced to the work of Jasper Johns. The teacher also had an example of a similar picture that she had produced herself. The pupils were encouraged to link this lesson with work they had previously done in their sketchbooks. By the end of the lesson, they had made good progress in their understanding of how to group their sketches into a style similar to that of Jasper Johns.

104. An examination of the pupils' sketchbooks, displays and the art portfolio, indicates that pupils in Years 3 to Year 6 are making sound progress in their knowledge and understanding of the skills and techniques required in the subject as they progress through the school. Displays in classrooms and around the school are of a very high quality and show that the subject is valued throughout the school. In each year group, there is evidence that art is used to support other areas of the curriculum such as history and geography. ICT is being used to support learning in the subject and, at the time of the inspection, there was a particularly good display of digital imagery in the upper school.
105. Management of the subject is sound. Satisfactory progress has been made since the last inspection. A national scheme is used to support learning in the subject and there is a satisfactory range of materials and techniques being used in lessons. Teachers have benefited from in-school training on aspects of the subject. A helpful art portfolio is being developed. Assessment procedures have been introduced; however, the co-ordinator is aware that these need to be developed more consistently. There is also scope to extend the monitoring of the subject to include the monitoring of lessons.

DESIGN AND TECHNOLOGY

106. By the end of Years 2 and 6, standards are in line with those expected for the pupils' age. Judgements are based on an examination of the pupils' work during lessons, artefacts already completed earlier in the year and displays around the school. Taking account of a scrutiny of planning, pupils' work, some displays and discussion with the subject leader, it is evident that the subject is now covered satisfactorily over the year. Skills in designing, model making and evaluation are now developed year on year. Teaching is good and pupils achieve well in lessons. The pupils, including those with special educational needs and those for whom English is additional language, make good progress.
107. By the end of Year 2, pupils use a range of materials with reasonable confidence. Examples of finished work show that they make investigations before designing and making models. For example, the pupils in Year 2 research into a range of mechanisms and how they work and make winding mechanisms using gears. In a very effective lesson in this year group, the pupils used skills of measuring, cutting, joining and fixing to make a simple moving toy, illustrating the nursery rhyme, *Ding dong bell*. They watched attentively and with enthusiasm as the teacher demonstrated how to measure an axle and make it work.
108. Skills learned during Years 1 and 2 are developed satisfactorily as pupils move through the school. Pupils gain a secure understanding of planning a sequence of actions to achieve a finished product. They learn to choose suitable materials and practise a range of techniques such as joining materials. Teaching makes appropriate use of skills learned in other subjects. Pupils use mathematical skills to measure materials accurately. For example in Year 6, the pupils made measurements for the slippers that they constructed. Examples of the finished work illustrate a good attention to detail in finishing and decorating products. In Year 4, money containers were carefully made and decorated, with a variety of different designs chosen. Scientific knowledge and understanding of electricity facts were put to good use when the pupils in Year 4 evaluated the torches that they had made. Evaluation of finished products is a strong feature in most lessons. Language and art skills were used effectively in a Year 5 lesson when pupils had to suggest logos, images and persuasive texts in designing packaging for potato products. There was limited evidence of previous work undertaken in Year 5. All pupils, and particularly those at early stages of learning English as an additional language, benefit from the teachers' consistent use of key vocabulary in lessons. Pupils of all abilities are fully involved in lessons; pupils work well in pairs and groups, which makes a good contribution to their social development.
109. The current management of the subject is satisfactory. Good improvement has taken place since the last inspection. Deficiencies identified in the previous report have been tackled effectively through the development of appropriate resources to support the expected topics. Teachers now teach the subject confidently, using national guidelines to inform their planning,

and the pupils achieve well in lessons. Skill development is satisfactory overall but needs to be planned for more systematically. There is scope for further improvement by encouraging older pupils to produce written evaluations of their work more regularly. Assessment procedures are limited, and monitoring of the subject needs to be strengthened.

GEOGRAPHY

110. In Year 2, standards in geography have improved since the last inspection and are now above national expectations. Standards have improved because pupils are developing mapping skills well and learning to ask geographical questions appropriate for their age; however, these features are not evident in the work of the current Year 6 where standards remain below national expectations, as was found at the last inspection.
111. Satisfactory progress has been made in tackling the issues identified in the last inspection. Geography is now given the same amount of time as history, with additional time for writing allocated to geography. A commercially produced scheme of work based on the national guidance ensures that all pupils now receive what is expected in the geography programme of study. There are adequate resources to support the subject. Geography is taught in blocked units during the year in each year group, alternating with history. As a result, during the inspection, lessons were seen only in Years 4 and 5. Consequently, no judgement can be made about teaching in Years 1 and 2.
112. By Year 2, pupils show an awareness of their local area and places beyond their own locality. They can identify physical and human features of a place. Their understanding of these features is evident through the study of an island based on the story of *Katie Morag and Big Boy Cousins*. They learn to ask geographical questions such as, 'What it is like to live on the island?' or 'What transport is used on the island?' in a letter to Katie Morag. The pupils attain good standards in mapping skills and acquire geographical vocabulary such as sea, island, jetty, river, boat, and transport. The pupils make good progress in Years 1 and 2. In Year 1, pupils use their first-hand experience of what they see on their way to school and record their findings in words and pictures. They use simple geographical vocabulary such as post office, church, school, factory, shop, and street. The pupils are also able to write about visits made by Barnaby Bear to places such as Ireland and France, indicating that they are becoming aware of places beyond their own locality.
113. The overall quality of teaching and learning is satisfactory in Years 3 to 6. The pupils make good progress in Year 4 where teaching is good, whereas the pupils' progress is broadly satisfactory in Years 3, 5 and 6. Activities are clearly explained and generally well organised, with suitable resources. Teachers use skilful questioning to build on the pupils' knowledge and experience of the world and to help to develop their ideas. Teachers often use the pupils' knowledge and experience as a starting point for learning. In a well-planned lesson in Year 4, the teacher used the pupils' experience of litter and rubbish in the locality to develop their understanding of environmental issues, contributing very well to their moral development. In this lesson, the pupils were encouraged to compare and contrast environmental issues in different localities, for example in India. The pupils generally acquire sound knowledge and understanding of places and themes in geography. In Year 5, pupils studying the water cycle demonstrated an understanding of how water is collected and how it is supplied from the river to people's homes. Learning about other cultures and other places was seen in another Year 5 lesson, where a pupil talked about the water supply from the Nile and the teacher made a reference to his experience of the water supply from the Zambezi. By Year 6, pupils show some understanding of mountain ranges of the world and different types of environment, and use the correct technical terms in their work. Overall, the standard of this work is not sufficiently developed for the pupils' age and ability. The teachers use appropriate vocabulary in geography and ensure that the pupils use it, a strategy which particularly supports pupils at early stages of learning English. There is, however, little evidence of the teaching of mapping skills and geographical enquiry in the pupils' books. The extended writing session observed in Year 5 did not prepare pupils adequately for subject specific writing.

114. Time and pupils are managed effectively and the pupils' behaviour is good. Most pupils show interest in the subject and sustain concentration well. Pupils with special educational needs and those with English as an additional language make similar progress to others in the class.
115. The subject leadership is barely satisfactory as there is no clear view of what needs to be done in order to develop the subject further and to improve standards in Year 6.

HISTORY

116. Standards are in line with expectations for seven-year-olds but below expectations for eleven-year-olds. This represents a decline in performance at age eleven from the time of the last inspection. There was previously insufficient evidence to make a judgement about standards in Year 2. There is no significant difference in attainment between boys and girls. The pupils learning English as an additional language and those with special educational needs generally make progress at the same rate as other pupils, but where there are shortcomings in teaching, they are sometimes unable to undertake the activities, which do not match their needs and abilities.
117. By the age of seven, the pupils demonstrate some understanding of change over time. Year 1 pupils were able to distinguish between old and new toys and write sentences describing major differences. Good use is made of visual prompts and artefacts. One girl was able to deduce that a porcelain doll was more likely to have belonged to a wealthy family and a rag doll to a poor family. Year 2 pupils wrote a diary entry describing the outbreak of the Fire of London. One pupil described how "when I woke up this morning I heard the flames crackling upwards." The pupils were introduced to the idea of primary evidence and eyewitness accounts. Hot seating is widely used to help pupils begin to explore the motives and experiences of historical characters. The teaching is good overall in Years 1 and 2, with a particular strength being the opportunity offered to pupils to develop their language skills. Good use is made of planned talk, drama, pictures and artefacts, for example, to support the pupils' learning.
118. In Years 3 to 6, the pupils make inconsistent progress in the limited amount of time which is given to the history curriculum as a result of teaching which, whilst satisfactory overall, is variable. The pupils in Year 3 do not write as well as those in Year 2. Much of their work on the Second World War is untidy, often unfinished and purely factual. The pupils in Year 4 make satisfactory progress. Having been challenged to write at some length about aspects of Celtic, Roman and Viking Britain, they are developing an understanding of change over time. The progress in Year 5 is unsatisfactory, both in the quality and quantity of the work produced. The pupils have written very little independently and show very little understanding of the impact of the revolution in transport on Victorian society. The pupils make satisfactory progress in Year 6, studying ancient Greece, but do not reach the standards expected of the average eleven-year-old. Good teaching was seen in this year group, but the pupils have a limited range of skills as a result of their previous experiences in teaching quality. In general for this age range, there are limited opportunities provided to investigate artefacts, pictures and primary sources. The focus is on recording facts and sequencing events, with little emphasis on the development of an understanding between cause and effect. The pupils, particularly in Year 5, spend too much time completing unchallenging worksheets. They lack the opportunities to develop research skills, which are limited to the extraction of factual information from textbooks. History does not make the same good contribution to the development of the pupils' literacy in Years 3 to 6 as it does in Years 1 and 2. Poor presentation, spelling, handwriting and inaccurate sentence structure are not regularly picked up through marking. More use needs to be made of ICT to support learning.
119. The quality of leadership and management is unsatisfactory. There has been no formal monitoring of teaching or of the pupils' books recently, with the result that the unsatisfactory progress in Years 3 and 5 has gone unchallenged. Assessment is informal and relates to coverage rather than National Curriculum attainment targets. There is currently no portfolio of work to exemplify expected standards. A new, commercial scheme has been provided to support the teachers' subject knowledge but it is yet to have demonstrable impact on teaching

and learning. The resources are adequate, if not always imaginatively used. Improvement since the last inspection is limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards are showing signs of improvement since the last inspection, with attainment in ICT by Year 2 which is now in line with national expectations. Although no ICT teaching was observed in Years 1 and 2, Year 2 pupils were able to demonstrate a range of skills which they had been taught during the last two years. Given the pupils' prior attainment on entering Year 1, this represents good progress overall. The teaching in Years 3 to 6 has improved as a result of focused training from local authority staff, and is now good, enabling the pupils to achieve well in lessons. The pupils in Year 6 have, however, experienced more variable teaching over time so standards remain below national expectations. There are encouraging signs of improvement lower down the school.
121. Lessons are carefully planned in line with national and local guidance, which enables the pupils to acquire an increasingly wide range of knowledge and skills as they move through the school. By Year 2, for example, the pupils have been taught to use the mouse to select different functions and move around a range of programmes with confidence. They are able to do simple word processing and save and retrieve their work. The pupils can also use a simple database to display information. By Year 6, the teaching has enabled the pupils to acquire more advanced word processing skills and to construct a more complex database. The teachers show confidence when using the ICT suite and use the rather short half-hour sessions well. Explanations are clear and good use is made of the whiteboard to introduce the work to the pupils and demonstrate specific techniques. As a result, the pupils understand what they have to do and are able to undertake their own tasks with confidence. In a Year 6 lesson on databases, for example, the teacher briefly recapped on the work already completed and then systematically demonstrated how to use a formula to sum a set of numbers. The demonstration was very clear and enabled the pupils to establish their own formulae quickly and efficiently. The mixed-ability pairings and the focused support from both the teacher and classroom assistant enabled all pupils, including those with special educational needs and English as an additional language, to make good progress in their understanding of the construction of a database. The teacher also challenged the pupils to use the correct terminology when they were working on their task and responding to questions from her.
122. In general, the teachers' own enthusiasm and interesting tasks motivate the pupils, who respond very positively to the work in hand. The pupils are very well managed in the ICT suite and they collaborate very well, clearly enjoying their work on the computers. Pupils in Year 3, for example, enthusiastically set about cutting and pasting pictures into text, following a good demonstration from the teacher.
123. The teachers ensure, through both peer and adult support, that all pupils, including those with special educational needs and those with English as an additional language, have full access to the lessons and that they progress equally well. There is no significant difference in the attainment of boys and girls or pupils from different ethnic groups. There is evidence of some good links between ICT and science, for example, but in general, more use could be made of ICT to support learning in other subjects. The work on databases provides a good opportunity to reinforce number skills.
124. There is no designated co-ordinator for this subject at present and it is currently overseen by a member of the senior management team. In addition, the local Education Action Zone (EAZ) ICT co-ordinator also provides regular support and guidance for staff and has undertaken some monitoring. This external support has enabled the school to make satisfactory progress overall since the last inspection. Internal arrangements to manage the subject are, however, unsatisfactory at present and will need to be improved if the subject is to continue to develop, particularly in relation to assessment, which is currently weak.

MUSIC

125. Improvement since the last inspection has been satisfactory overall. The school has sustained the standards in Year 2, which are in line with national expectations. Standards in all of the strands in music by Year 6 have improved and are now also in line with national expectations. Teaching is good overall but is better in Years 3 to 6 than in Years 1 and 2. Most pupils, including those with special educational needs and those for whom English is an additional language, make at least satisfactory progress. In Years 3 to 6, progress is good.
126. Two lessons were seen in Years 1 and 2. Both were satisfactory. Pupils are eager to participate; they enjoy making music and relating rhythm to movement. Through careful teaching, they are learning that symbols convey a musical meaning and are beginning to translate the symbols into musical patterns. Pupils in Year 2 are learning to clap in patterns and to use a variety of instruments to explore sounds.
127. Teaching seen in Years 3 to 6 was mostly very good. In Year 3, the pupils are being taught about musical terminology such as 'dynamics', 'timbre' and 'ostinato'. In a very good lesson observed, the pupils were creating their own ostinato patterns using the pentatonic scale. They were happy to share their pattern with others and were making good progress in evaluating each other's performance. Pupils behaved very well, and gains in their musical knowledge were measurable. In another very good lesson in Year 4, the pupils were learning how music can convey mood and emotion. There were very good cross-curricular links with English and art. The teacher used a good selection of pictures to reflect various moods and, on occasion, linked pictures with cultural heritage. By the time pupils reach Year 6, they are confidently composing simple tunes and patterns in music and sharing and evaluating their work sensibly. The Year 6 lesson which was observed, had a good balance of demonstration, practice and performance. A particularly good feature of the Year 6 lessons is the way in which each week, a pupil introduces the session with a favourite piece of music and explains why they like the piece.
128. Music is used to support assemblies, and a singing assembly is held each week. This session is used well to develop interest in and enthusiasm for the subject. It also supports language development effectively. All staff participate in singing assemblies, which helps to reinforce the importance of the community ethos within the school.
129. Sound progress has been made since the last inspection, and in some aspects, such as community involvement, good improvement has been made. For example, Year 5 pupils attend the local secondary school to take part in a steel band, Christmas concerts are arranged and a peripatetic teacher attends the school to give lessons in the trumpet, cornet and recorder. The subject is satisfactorily led by an experienced co-ordinator. A commercial scheme has been introduced in this academic year to support the teachers' planning. The introduction of an effective scheme of work is reflected in the increasing confidence of teachers and pupils. Planning also identifies cross-curricular links, although there is insufficient use of ICT in the subject. Development in the subject would also be enhanced if the very good classroom practice of the co-ordinator was shared with less confident staff. Assessment procedures are only just in the early stages of development. The co-ordinator is aware that this is an aspect of the subject which needs further development if the improvement in the acquisition of skills in the subject is to be sustained. There are adequate resources to support teaching in the subject. The subject contributes effectively to the pupils' spiritual and cultural development and the school is well placed to improve standards in music further.

PHYSICAL EDUCATION

130. Pupils' attainment overall is in line with national expectations in both Year 2 and Year 6. All pupils, including those with English as an additional language and those with special educational needs, make satisfactory progress. Higher-attaining pupils have adequate scope to develop their skills in most lessons. Teaching overall is satisfactory, with a few good

features. Teachers have identified the need for training to give them greater confidence in aspects of the subject, and this is planned for later in the year. Pupils have access to the full physical education curriculum.

131. Teaching in Years 1 and 2 is satisfactory. By the end of Year 2, pupils have a satisfactory awareness of the effect of exercise on their bodies. They understand the need for warming up at the start of lessons. In a Year 2 lesson, the pupils responded well to ideas for movement as they told the story of Jack and the Beanstalk through dance. Higher-attaining pupils moved dramatically as they portrayed different characters, and, once music was introduced, most pupils achieved some good quality movement. Although the pupils were managed well and behaviour was good, the lesson would have been improved had the teacher offered pupils the opportunity to improve and refine their movement before moving on to the next part of the story. Although teaching in the games and gymnastics lessons in Year 1 was also satisfactory, teachers did not focus enough on improving and refining specific skills.
132. By the end of Year 6, the pupils have developed satisfactory levels of control as they move, and they show an understanding of tactics as they play team games. In a Year 6 lesson, the pupils worked well in teams, passing, dodging and defending as they played a simple form of rugby. Teaching in Years 3 to 6 is satisfactory overall, with some good practice in Year 5. Skills in dodging and intercepting were effectively taught through demonstration in a Year 5 basketball lesson, and pupils made good progress as a direct result of teacher intervention. In a Year 3 hockey lesson, however, skills were less well taught, and the teacher did not make use of demonstrations after the introductory activity.
133. Teachers plan and prepare their lessons thoroughly. Staff are highly conscious of health and safety requirements when undertaking physical education lessons. All lessons start with an adequate warm-up and pupils are well managed so that time is not wasted in repeating instructions. There is good support for pupils with special educational needs, both from teachers and from learning support staff. At times in gymnastics lessons, at both key stages, the teachers do not give pupils enough opportunity to explore and develop their movements, and rarely ask pupils to comment on each other's performance.
134. The management of physical education is satisfactory, and is shared between three teachers. The school is involved in a recently launched, exciting initiative – The School Sports Co-ordinator Programme - which aims to raise standards in sport and to link primary and secondary schools and the community. Resources are adequate overall. Some games equipment for older pupils is of good quality but there is scope to improve the stock of balls for younger pupils. The gymnastics equipment remains limited. Since the last inspection the outdoor provision has improved considerably with the development of a “caged” hard-play area. There has also been an improvement in the provision for competitive sport. The school has yet to develop a system for assessing and recording the pupils' progress. The major priority, however, is to provide training and support for those teachers who lack subject knowledge and confidence.

RELIGIOUS EDUCATION

135. By the end of Year 2, standards meet the requirements of the locally agreed religious education syllabus. By the end of Year 6, standards in the subject are below the expectations of the locally agreed syllabus, representing a decline in standards since the last inspection. The pupils achieve well in Years 1 and 2, showing good recording skills. By Year 6, pupils achieve satisfactorily from a low base, although their speaking and listening skills in lessons are better than the quality of writing that they produce. Their attainment in terms of written work is limited by weak skills in reading and writing. Pupils with special educational needs and those with English as an additional language make similar progress to others in the class.
136. In Year 2, pupils have been taught the stories told by Jesus and know that Christians believe in Jesus. They know a number of parables and are beginning to associate an understanding of emotions linked to the knowledge of parables. For example, they are becoming aware of the

concept of forgiveness through learning about the parable of The Prodigal Son. In Year 1, pupils visit a church and learn about its features and some of the Christian beliefs such as baptism.

137. By Year 6, the pupils have been taught about a wider range of religions and festivals. As a result, the pupils demonstrate that they understand significant features of the Islamic faith traditions, like the Five Pillars of Islam, some of the messages contained in the Qur'an and Islamic ways of worship and prayer. In Years 3 and 4, pupils show a sound knowledge and understanding of meaning of Easter and its traditions. They know the events leading up to the Crucifixion. The subject makes very good contributions to the pupils' moral development when they discuss how Jesus was betrayed in the story of Easter.
138. Only four lessons were observed in the inspection, but an analysis of planning and the pupils' work shows that the quality of teaching and learning is good overall and that the pupils make good gains in their learning as a result. Lesson planning is clear and, for older pupils, successfully links their knowledge to a discussion of feelings or values. For example, the pupils in Year 6 were encouraged to explain how colours can express feelings and ideas in different religions. In the lesson observed, the effective interventions of the teacher enabled the pupils to discuss confidently the importance of icons in Christian paintings. They were able to understand that art can be sacred and spiritual for believers and to produce their own ideas of a Christian icon. The lesson contributed very effectively to the pupils' spiritual and cultural development. For younger pupils, in Year 2 for example, the teaching puts a strong emphasis on developing key words in the subject, particularly through speaking and listening. The good use of speaking partners enables the pupils to participate well, rehearsing answers, recalling facts and consolidating knowledge. Pupils generally like to take part in the lesson and are happy to share their experiences and knowledge with others, which makes a good contribution to their social development. Insufficient use of ICT is made to support the pupils' learning.
139. The subject leader has made good progress in developing the provision for religious education. She has developed a portfolio of assessed work to support teacher assessment. There are sufficient resources including artefacts for the major religions in Britain, resulting in good improvement since the last inspection.