

INSPECTION REPORT

TRAFALGAR JUNIOR SCHOOL

Twickenham

LEA area: Richmond-Upon-Thames

Unique reference number: 102900

Headteacher: Mr R White

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 7th – 10th July 2003

Inspection number: 246250

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

INFORMATION ABOUT THE SCHOOL

Type of school: Trafalgar Junior School

School category: Community

Age range of pupils: 7 to 11 years

Gender of pupils: Mixed

School address: Elmsleigh Road
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Appropriate authority: The governing body

Name of chair of governors: Mrs K Oppenheimer

Date of previous inspection: January 1998

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Team members			Subject responsibilities	Aspect responsibilities
25344	J J Peacock	Registered inspector	Educational inclusion, including race equality Science Geography Physical education	What sort of school is it? How well are pupils taught? What should the school do to improve further?
12682	J Griffin	Lay inspector		The school's results and pupils' achievements 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?
10827	M Marjoram	Team inspector	English as an additional language Information and communication technology Design and technology Modern foreign languages	How well is the school led and managed?
21171	S Handford	Team inspector	Special educational needs English Art and design Music	How good are the curricular and other opportunities offered to pupils?
24891	J Johnson	Team inspector	Mathematics History Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community junior school was awarded Beacon status shortly after the previous inspection for the quality of its work and the standards being achieved by its pupils. It caters for pupils from seven to eleven years of age and is bigger than other schools of its type. There are 279 pupils on roll, 152 boys and 127 girls in 12 relatively small single-age classes. The school serves a varied cultural and social community and 35 pupils travel from other areas. A major renovation programme, made possible through a private funding initiative, has started to improve the dilapidated Edwardian building. Numbers are set to rise when it is completed next year. Although children enter the school with a wide variety of experiences, overall their level of attainment is broadly average when compared to children of a similar age.

About nine per cent of pupils are entitled to free school meals, which is below the national average. The school has 35 pupils with special educational needs and only two of these have a statement of special educational needs. This is below the national average on both counts and represents a significant decrease from the previous inspection. The school provides well for all these pupils and uses outside expertise to support 16 of them. There are 45 pupils from minority ethnic backgrounds. All, except a very small number, speak English confidently. The school supports these pupils from its own resources.

HOW GOOD THE SCHOOL IS

This Beacon school is an effective school with many strengths and few areas of weakness. The very capable headteacher, supported by knowledgeable and deeply committed governors, provides very good leadership and management. There is immense community pride in the school and a strong determination to create a very special learning community where pupils feel happy and can do well. Great care is taken to meet the needs of individual pupils and recognise their achievements. As a result of sustained work over time, relationships between staff and pupils and between pupils are excellent. This helps to create an exceptionally good climate for learning in all classrooms. Together with the substantial amount of good teaching, it ensures that pupils make good progress and attain above average standards in most subjects. When all these factors are taken into account, along with the above average costs per pupil, due mainly to the cost of maintaining smaller than average class sizes, the school provides satisfactory value for money.

What the school does well

- The expertise, clear vision and very good leadership and management of the headteacher are largely responsible for the high level of staff morale and rising standards.
- Governors are fully committed to developing the school. They are knowledgeable and use their considerable expertise to monitor, evaluate and bring about improvement.
- Pupils attain well above average standards in English, science and music. They also do well in most other subjects, including French, which is taught well to all pupils.
- The substantial amount of good teaching and quality of learning is a strength of the school, ensuring that all pupils make good progress.
- Provision for pupils' spiritual, moral, social and cultural development is very good, overall. This has a major impact on pupils' attitudes to learning and on their behaviour, both of which are very good.
- Equality of opportunity for all is a major strength. As a result, the personal development of pupils and their relationships are excellent.

What could be improved

- The use of computers to support pupils' learning in all subjects.
- Aspects of subject management, particularly for newly appointed subject co-ordinators.

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 described as a good school with a positive ethos and commitment to high standards in the previous report. Beacon status was awarded to the school shortly after the inspection in 1998. Many strengths were identified in the previous report, such as the effective partnership between staff, governors and parents, and these have been maintained or further improved. The six key issues raised previously have also been successfully addressed. Standards in information and communication technology (ICT) for example, are now in line with those expected and steadily improving. Although much has been achieved in developing a policy and procedure for monitoring and evaluating each subject area, staff changes have resulted in a number of recently appointed co-ordinators and some of these have not yet had the opportunity to effectively monitor their subject. The overall level of improvement has been good. Pupils really enjoy the wide range of interesting activities provided for them both in and out of the classroom. There has been a substantial improvement in the quality of teaching and as a direct consequence, pupils show a very good attitude towards their learning and behave very well in school.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	D	B	A	well above average A above average B average C below average D well below average E
mathematics	C	C	C	C	
science	B	D	C	C	

Recent initiatives to improve pupils' writing skills and the very effective way the National Literacy Strategy has been implemented has resulted in the well above average performance of pupils in English. Pupils in Year 6 are on course to achieve the challenging targets set for them in English and mathematics in 2003. Pupils' individual records show all make good gains as they move up through the school. Inspection evidence confirms that standards in Year 6 are well above average in English, science and music and above average in mathematics. Preliminary results in the national tests for eleven-year-olds in 2003 confirm this picture of a continuing trend of improvement in pupils' level of achievement. Standards are above average in most other subjects, except design and technology and ICT where they are in line with those expected. Pupils also do well in French and in religious education, and standards are in line with those expected in the locally agreed syllabus. The trend in the school's average National Curriculum points for all core subjects from 1998 is below the national trend due to the number of pupils in some year groups with special educational needs or the difficulties faced by those with English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and are very enthusiastic in everything they do. They take pride in their work.
Behaviour, in and out of classrooms	Very good. This has a positive effect on pupils' learning. All are extremely friendly and well mannered. There have been only two

	exclusions in the past two years.
Personal development and relationships	Excellent. Relationships with teachers and other pupils are exceptionally positive. There are many opportunities for pupils to show initiative and responsibility both in and outside of lessons, such as the school council.
Attendance	Good. Pupils are punctual in spite of many having to travel some distance. Attendance figures are above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/a	N/a	Good

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

The quality of teaching has improved markedly since the previous inspection and meets the needs of all pupils effectively. The substantial amount of good, very good or excellent teaching is beginning to have a significant impact on the standards being achieved. Teaching was unsatisfactory in only one of the 62 lessons seen, a mathematics lesson, where pupils did not fully understand what they were expected to do when converting fractions to decimals. All, including the newly qualified teacher and teaching assistants, show enthusiasm for their work and an excellent commitment to raise standards. The basic skills in English and mathematics are taught very well. Teachers' outstandingly good relationships with their pupils mean that all pupils feel valued and always try to do their best. Targets for learning are usually shared with pupils and they are given lots of opportunities for independence or to take responsibility for their own learning. The overall quality of learning is good. Pupils have a very good knowledge of their learning, show much interest in their work, try extremely hard and produce a copious amount of neatly presented work. All have the maturity to concentrate on their work, even when not directly supervised by their teachers.

The National Literacy and Numeracy Strategies have been carefully and thoughtfully implemented. However, more opportunities could be provided in subjects such as history and geography for pupils to use computers. Pupils with special educational needs are fully included in lessons and receive good support, helping them to achieve their targets. No pupils with special talents were identified, but in all lessons, care was taken to ensure that every pupil was sufficiently challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are offered a curriculum that interests and stimulates them. The commitment to inclusive education is outstanding ensuring equality of opportunity for all. The range of extra-curricular activities is good, despite the limitations imposed by the lack of outdoor space. Links with other schools are very good.
Provision for pupils with special educational needs	Good. Targets for learning are clearly defined and included in teachers' planning. Good support is available from well-trained classroom support assistants.
Provision for pupils with English as an additional language	Good. Close support is provided for these pupils in lessons and every effort is made to encourage them to improve their spoken English. Very few currently require additional support and the school provides this.
Provision for pupils' personal, including	Very good, overall. This aspect was identified as a strength previously and has improved further. Provision for pupils' social and moral

spiritual, moral, social and cultural development	development is excellent. As a result, pupils have many opportunities to show respect and empathy for others. All have a good understanding of the diversity in British society.
How well the school cares for its pupils	Very good. The school provides a caring and secure environment for all pupils, making them feel safe and valued. Assessment procedures are good.

Parents are extremely appreciative of the school and willingly give their full support. The successful partnership considerably enhances pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The exceptional leadership qualities of the headteacher are evident and result in a high level of staff morale. He provides a clear and stimulating direction for the work of the school, bringing the best out of all staff. However, the role of some subject co-ordinators needs developing further.
How well the governors fulfil their responsibilities	Very well. Governors, led by an experienced and most able chair of governors, are very active, extremely well informed and very supportive. They are firmly committed to building on the school's excellent reputation in the local area.
The school's evaluation of its performance	Very good. There are detailed records on pupils' and teachers' performance. However, time should be provided to enable all subject co-ordinators the opportunity to regularly monitor the quality of teaching in their subjects in order to identify strengths and weaknesses.
The strategic use of resources	Very good. The headteacher, ably supported by the conscientious administration staff, manages the finances very efficiently. Cost effectiveness is sought in all expenditure to secure continuous improvement.

Teaching assistants make a valuable contribution to pupils' learning. The overall cleanliness in view of the disruption caused by the builders, is a credit to the hardworking caretaker and his staff. Resources are generally satisfactory. Unfortunately, at present the library cannot be used properly because it also houses the ICT suite.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school and make good progress. • Behaviour is good and the school helps pupils to become more mature and responsible. • Teaching is good and pupils are expected to work hard. • Parents are well informed about how their children are getting on. • The school is well led and managed. • Parents feel comfortable about approaching school. 	<ul style="list-style-type: none"> • Pupils get the right amount of homework. • The way school works closely with parents. • The range of activities outside normal lessons.

Inspectors agree with parents' positive views about the school. They do not agree with the very small number who wanted to see some aspects improved. The amount and quality of homework are

satisfactory and the range of activities outside normal lesson time is good. No reason could be found for the disagreement over the way the school works closely with parents. This is a happy school and parents and governors are right to be proud of its achievements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Nearly all pupils transfer at the age of seven from the adjacent infant school, with academic standards on entry which are broadly in line with those expected nationally. Few pupils join from other schools in Year 3 and pupil mobility during term time is low. Based on inspection judgements for the current Year 6 cohort, standards by the end of Year 6 are well above the national average in English, science and music. Standards are above the national average in mathematics, art and design, geography, history and physical education. They are in line with those expected in design and technology and Information and communication technology (ICT). In religious education, standards were as expected in the locally agreed syllabus. In addition, standards in French were judged to be above what is usually found in those primary schools that teach a modern foreign language. There is no significant difference in the performance of boys and girls, which is a clear indication of the inclusive nature of the school. This represents good overall achievement, reflecting the consistently good teaching and learning seen during the inspection.
2. In the National Curriculum tests for Year 6 in 2002, which is the latest year for which there is comparable national data, results were above the national average in English and broadly in line with the national average in mathematics and science. Over the period since the previous inspection, results had remained broadly static and hence showed a decline compared with the rising national trend. Insufficient proportions of pupils were achieving the higher Level 5 in science, and especially in mathematics, to keep pace with the rising national trend. When compared with similar schools, results in English were well above the national average. In mathematics and science, results were broadly in line with the national average. In English and mathematics, 80 per cent of pupils met the nationally expected Level 4, which was above national figures. Pupils' performance overall, at Level 4 or above, was similar to the targets set by the school. These took account of the number of pupils in the year group with special educational needs and any pupils who were having difficulty speaking or understanding English.
3. The school's unvalidated results for 2003, show that the percentages of pupils attaining the nationally expected Level 4 or above have increased significantly, compared with 2002, in both English and mathematics. In English, 90 per cent achieved Level 4, which was above the school's target of 85 per cent and the national target of 80 per cent. In mathematics, 85 per cent achieved Level 4, which was identical to the school's target and well above the national target of 75 per cent. Moreover, there has been a major increase in the percentages of pupils achieving the higher Level 5 in all three tested subjects. In English, the percentage at Level 5 was 43 per cent compared with a target of 28 per cent. In mathematics, the percentage at Level 5 was 36 per cent compared with a target of 22 per cent. In science, 61 per cent achieved Level 5. Therefore, results have improved strongly in all three subjects, especially in terms of the proportions achieving the higher Level 5 in mathematics and science. The school has very successfully identified and addressed its key area for

improvement, namely increasing the proportions of pupils reaching the higher Level 5. Based on this performance, the current Year 6 pupils are achieving well above the national average in English and science and above the national average in mathematics.

4. The inspection team judged pupils' attainment to be well above the national average in English and science and above the national average in mathematics. This fully supports the recent 2003 National Curriculum test results.
5. Pupils throughout the school with special educational needs make good progress towards the targets set in their individual education plans. They benefit from their teachers' good knowledge of their needs and the additional effective support provided by teaching assistants. Well-pitched work is set for them in lessons, particularly in English and mathematics. As a result, they are fully included in lessons. More able pupils, and those judged to be gifted and talented, also make good progress, with the extra provision for those talented in music a particularly positive feature. Only one pupil is in the early stages of English language acquisition. All pupils for whom English is a second language make good progress.
6. The school is now much more confident and secure in forecasting the results pupils are likely to attain in Year 6 for each year group as well as identifying and targeting individual pupils who need close monitoring. This is an important improvement since the previous inspection.

Pupils' attitudes, values and personal development

7. Pupils show very good attitudes towards school and their work, behave very well, form excellent relationships and their personal development is very good. The good partnership with parents and pupils' personal development at school make significant contributions to these very positive attitudes and values. Pupils' attitudes towards school, behaviour and personal development, have all improved since the previous inspection.
8. Pupils' attitudes to school and their work are very good. Pupils are proud of their school, which they like attending. Excellent relationships and success in competitions, such as chess and the borough sports are key reasons why a group of Year 6 pupils are proud of their school. School plays an important part in pupils' lives. Most look forward to returning to school at the end of holidays. For example, a group of Year 6 pupils ranked school ahead of hobbies, level with friends and only behind family in a list of the important things in their lives. They like the way teachers encourage them and make their learning interesting. They value the fact that their views are taken on board by adults and the wide range of trips and visits.
9. In nearly all lessons, pupils listen and concentrate very well, are eager to answer teachers' questions and start promptly on their individual work. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, art and design and design and technology. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them. Most special educational needs pupils and those for whom English is a second language, are positive about the extra support they get.
10. Behaviour in classrooms, during lunchtime and playtime is very good. The good and reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In lessons, nearly all pupils are very well behaved. Prior to

moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of pupils at lunchtime and playtime is very good. A strikingly calm, social atmosphere prevails in the dining hall. Behaviour of nearly all pupils, in the compact playground, is very good. There is no sign of any bullying or other anti-social behaviour. Pupils with special educational needs relate well to those who support them, and mainly try hard to achieve. They work well in groups with adults and their peers. Pupils mainly respond well to strategies for the modification of their behaviour.

11. There has been only one permanent exclusion and two fixed-term exclusions since the previous inspection. Parents' questionnaire responses fully support this very positive picture, with nearly all parents positive about pupils' behaviour. Pupils take very good care of property and resources and regularly help keep their school in attractive condition.
12. Relationships between adults and pupils and among pupils are exceptionally positive. Adults act as excellent role models. Teachers value pupils' work and very effectively praise effort and good work. For example, pupils in Year 6 spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, for example, in most lessons pupils are comfortable expressing views and asking questions of their teachers. This assists their learning. Exceptionally positive relationships among pupils, including those with special educational needs, is a key feature. For example, as a result, pupils become increasingly able to work well in pairs and small groups, supporting each others' learning with explanations.
13. Pupils' personal development is very good overall. The very good provision, particularly for pupils' moral and social development, makes a major contribution. Pupils know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. When questioned in groups, Year 6 pupils are comfortable listening to different views expressed by others. They show respect for the feelings, values and beliefs of others. For example, in a Year 6 music lesson, pupils co-operated and collaborated exceptionally well when composing a tune and its accompaniment. Later they evaluated each others' work in a constructively critical way, whilst showing real appreciation of others' contributions. Pupils regularly, and without prompting, hold doors open for each other and adults. Parents are very positive about the way school educates the whole child. They justifiably describe the pupils as happy, confident and tolerant as well as comfortable when caring and taking responsibility for themselves and others.
14. Members of the active, well-established school council, composed of two elected members from each class, make a significant contribution to school life by getting the views of pupils heard and in some cases adopted. For example, their ideas in relation to bullying have played an important part in the school's work, towards becoming accredited as a Healthy School. Two of the council's pupils are Members of the Pupils' Parliament (MPP), where they have provided pupils' views on the improvements needed in the borough. Nearly all pupils routinely take responsibility for their learning. For example, staff confirm that most pupils regularly complete set homework. Older pupils take responsibility for younger ones. For example, upper junior pupils 'buddy' Year 2 pupils before and after they join school.
15. Attendance is good. It has been close to 95 per cent in both the current and previous year. This is above the national average. Whilst the unauthorised absence level is above the national average, it has declined significantly in recent years. Extended holidays and rigorous application of the register closing time are significant

contributors to unauthorised absence. Nevertheless, punctuality is good overall. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL PUPILS ARE TAUGHT?

16. The quality of teaching was identified as a positive feature of the school in the previous inspection. This continues to be the case and the proportion of good, very good and excellent teaching has improved further from eight out of ten lessons in 1998 to nine out of ten now. The amount of very good or excellent teaching has been maintained. The bulk of this outstanding teaching was seen in Years 3 and 6. There has also been a reduction in the amount of unsatisfactory teaching with only one lesson seen during this inspection, a mathematics lesson, where pupils did not fully understand what they were expected to do when converting fractions to decimals. The quality of teaching, overall, is good. As a result, pupils make good progress and achieve well as they move through the school.
17. In English, science and music, the overall quality of teaching is very good and all pupils achieve well above average standards in these subjects. The school makes very good use of specialist teachers for music and almost half of all pupils are involved in the school choir or in learning to play a musical instrument. Science was the subject of a thorough review recently and resource levels were improved significantly. This has resulted in a strong performance by pupils in the national tests for eleven-year-olds this year with standards likely to be well above average. In English, the National Literacy Strategy has been very carefully implemented and attention devoted to improving pupils' writing. These factors have obviously had a beneficial effect on the standards being achieved. In all other subjects, including French, the quality of teaching is good. Every teacher in school teaches French to their own class. The co-ordinator has worked extremely hard to introduce this and to give all teachers the necessary confidence to teach French well. In history and religious education, insufficient lessons were seen to make a reliable judgement about the overall quality of teaching. However, in the lessons seen, teaching was at least good.
18. A consistent strength throughout the school is the excellent relationships pupils enjoy with their teachers. Other strong features are: teachers' high expectations of pupils; the very good management of pupils; and the use of the talented teaching assistants. The climate for learning is excellent and in all classes pupils behave very well and develop very positive attitudes to their work.
19. Teachers have very good subject knowledge, particularly in English, so pupils acquire the skills, knowledge and understanding of the basic skills in the subjects very well. Teachers' planning reflects the national strategies for literacy and numeracy very well so, for all pupils, activities are very well matched to their different abilities and ages. All teachers have very high expectations of pupils so most lessons are very brisk and challenging for pupils of all abilities. This ensures that they concentrate very hard on their work and try their very best to succeed. Teachers use open-ended questions very well in discussions at the start and end of lessons to check pupils' understanding of what they have learnt in the lesson or what they can remember from previous lessons. However, in many subjects, insufficient use is made of computers to support pupils' learning. An audit of available programs is urgently needed for each subject. Throughout all parts of lessons, teaching assistants have clear roles to work with specific pupils or to support groups. Teachers and their assistants respond well to pupils in lessons ensuring equality of opportunity for all.

20. The quality of teachers' marking of pupils' work was identified as a weakness in the previous inspection along with inconsistent practice in setting homework. Both these weaknesses have been corrected. Most teachers now clearly highlight what pupils have done well and helpful comments show pupils how they could further improve their work. For example, in work in English, a teacher had made detailed comments about a piece of story writing. She provided detailed analysis that included suggestions such as 'Pace of piece – plan to be straight with the action' or 'Extend vocabulary to build up tension'. This type of marking helps pupils towards improved performance. Homework is used satisfactorily to support activities in lessons and there is consistent practise between parallel classes.
21. The quality of learning is enhanced by pupils' very positive attitudes and their willingness to work really hard in lessons. Teachers, as a matter of course, share the learning objectives for each lesson with pupils and most review how successfully they have met these objectives before the end of lessons. This gives pupils a very good knowledge of what they are expected to learn and adds to their sense of responsibility. All produce very neat and tidy work in their exercise books which is a credit to them.
22. Pupils with special educational needs are taught well and make good progress towards the targets in their individual education plans. Teachers work closely with the special educational needs co-ordinator and teaching assistants to promote these pupils' learning. Where stated, pupils are helped to achieve well by the good support from the teaching assistants who help them. There is a significant minority of pupils who need help to modify their behaviour so that they can benefit from lessons, and teachers manage these pupils consistently well and help them settle to their learning. They have a good awareness of the social, behavioural and emotional needs that the pupils may have. Only one recently admitted pupil currently needs additional support with speaking and understanding English. The school is successfully meeting the needs of this pupil through its own resources.

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

23. The quality and range of learning opportunities are good. Pupils are offered a curriculum that interests and stimulates them. It is broad, balanced and relevant, with an appropriate emphasis on literacy, numeracy and science. There is a strong commitment to developing pupils' creativity, which is reflected in the high quality of artwork around the school, and pupils' enthusiasm for singing and music. All areas of the statutory curriculum are in place including sex education, drugs education and citizenship, and the school meets the requirements of the locally agreed syllabus for religious education. All pupils are given good opportunities to learn French within the school curriculum. The quality of provision for personal, social and health education is very good, and the school's strong commitment to an inclusive education for all is outstanding. Standards in ICT have risen and are now in line with nationally expected standards. Pupils have regular timetabled weekly lessons in the small computer suite. Staff confidence in teaching the subject has improved; however, this is still a developing area with some gaps in pupils' learning because of the current limitations in hardware and software. There are none of the latest interactive computer-linked whiteboards for example and no recent audit of computer programs for some subjects.
24. The school places a strong emphasis on literacy and numeracy. The national strategies are implemented successfully throughout the school. There is a very

strong commitment to the development of literacy. The school actively promotes a love of reading and the written language. There are very good opportunities for pupils to use their literacy skills in other subjects, such as history and religious education. The use of ICT in other subjects, such as mathematics and science, is less well developed.

25. Policies are in place for all subjects and good use is made of national guidance to provide schemes of work and to inform planning. Co-ordinators for the core subjects manage their subjects well, and have been successful in identifying areas for development, so that standards in English, mathematics and science have improved over those achieved in the previous two years. The management of other subjects ensures that teachers are supported and confident. However, some recently appointed co-ordinators have not yet been given the opportunity to monitor their subjects in order to identify areas for improvement.
26. There are very good opportunities for pupils to become informed about personal, social and health education and citizenship. The school has a well-established policy and scheme of work. Lessons are specifically devoted to these aspects and relevant issues are tackled when they arise and in group sessions where pupils can discuss personal issues and those which effect the school community. Aspects of citizenship are developed through class representation on the school council. Year 6 pupils attend a locally organised Junior Citizen day, and the school contributes to the Pupil Parliament with other borough primary schools, which is held in the council chambers.
27. The very good awareness pupils have, of the school as a community and their responsibilities within the wider community, are the key elements in a school which is inclusive of all pupils with an outstanding commitment to equality of opportunity. This is reflected in the maintenance of a broad curriculum to which all have access and an ethos which values each pupil and for which staff are excellent role models. Teachers have guidance on how to provide for pupils who are gifted in certain subjects and those with special aptitude for music, art or sport are encouraged to attend special borough organised classes. There is an excellent programme of visiting specialists who offer coaching in different musical instruments. About one in five pupils take up this opportunity.
28. Pupils with special educational needs have a good level of support and full access to the curriculum. They make good progress throughout the school, in line with other pupils and in relation to their prior attainment. Teachers identify their pupils' needs and in liaison with the special educational needs co-ordinator devise individual education plans based on specific needs. Targets are clear and achievable, and regularly reviewed with the involvement of the pupil and parents or carers. Teachers are aware of their pupils' specific needs and plan work accordingly. On occasion, pupils would benefit from a higher level of adult support in the classroom. Teaching assistants provide good support to pupils with statements of special educational needs. The majority of pupils from minority ethnic backgrounds with English as an additional language have a good level of fluency and make the same progress as their classmates. There is good awareness of the special needs of pupils from refugee backgrounds. The local authority ethnic minority achievement support service is available for support and guidance when needed.
29. There is a good range of clubs and out-of-school activities which are well attended. There are a small number of clubs for games and other sports. The limitations on outdoor space make it difficult to run a wider range outdoors. Other clubs include a

well-established chess club, and pupils have the opportunity to develop their musical skills by joining one of the choirs. The school curriculum is considerably enriched in other ways. All pupils have very good opportunities to take part in frequent educational visits which contribute to their enjoyment and understanding of different subjects. For example, pupils visit a number of different places of worship and there are visits to museums and places of historical interest. Pupils in Years 5 and 6 have the chance to participate in residential trips. Visitors to the school enhance the curriculum, such as local artists, storytellers and performers. Authors' evenings, run in conjunction with a local bookshop bring together parents and children where they are entertained by talks and readings by popular children's authors, such as Philip Pullman and Jacqueline Wilson.

30. As a Beacon school, the school has very good links with other local schools. Recently, funding was used to set up a conference on education inclusion, which acted as a springboard to talk about common issues, such as dealing with bullying. There are well-established links with the local teacher-training institute for students on teaching practice and with local secondary schools to provide work experience. There are very good links with the local infant school and the two main secondary schools to which pupils transfer.
31. The provision for pupils' spiritual, moral, social and cultural development is very good as it was during the previous inspection, and continues to be a strength of the school.
32. The provision for pupils' spiritual development is very good. Pupils are given a wide range of opportunities during religious education lessons, personal, social and health education and citizenship lessons, group time sessions, assemblies and curriculum time overall to develop important dimensions of spirituality. In religious education, pupils learn sensitively to understand the similarities and differences between five major world religions. On a smaller scale, pupils in a Year 3 class assembly examined the implications of all people being the same before clearly identifying and valuing their differences. On many occasions throughout each school day, pupils are encouraged to show their respect and empathy for others. In a Year 6 ICT lesson pupils evaluated a PowerPoint presentation given by a small group in a really positive and supportive manner. In a Year 6 physical education lesson, pupils watched with rapt attention in utter silence while a small team of pupils put on an impressive gymnastic display to African music.
33. The provision for pupils' moral development is excellent and has improved since the previous inspection. All staff ensure in their day-to-day dealings with the pupils that they are aware of right and wrong behaviour and the impact that their actions can have on others. Staff are excellent role models for this and treat pupils sensitively and with respect, encouraging in them an appreciation of the importance of honesty, fairness and respect for others. A very small minority of pupils who behave in an antisocial way are given time and the opportunity for discussion and guidance. During curriculum time too, incidentally or through planned personal, social and health education lessons, pupils have the opportunity to examine their individual responses to their own behaviour and that of others. The school rules, and individually devised class rules are an integral part of the school day and something in which the pupils feel involvement and commitment.
34. The provision for pupils' social development is also excellent and has improved since the previous inspection when it was deemed very good. All classes contain pupils of mixed abilities and they are given many planned opportunities to work collaboratively together. This was evident, for example, in a Year 3 French lesson, where pupils

asked each other simple questions in French. Pupils of all ages throughout the school are given responsibilities in class and around the school, helping in day-to-day organisation and this fosters well their sense of responsibility to others. A good example of this is seen in the Year 5 buddy system with Year 2 pupils when they visit on their induction day and which continues on into the next academic year. The school council provides pupils with opportunities to express their ideas and views at class level and some at school level. Pupils of all ages are given the opportunity to benefit from a wide variety of, both residential and day visits and to participate in a good range of extra-curricular clubs.

35. Provision for cultural development overall is good and is supported well through literature and other curricular provision. Knowledge of local culture is developed well through studies of the local area to support work in history and geography, for example. In music, workshops, concerts and during assemblies, the pupils are introduced to a wide variety of musical pieces, including those from other countries and in art and design they are introduced to the work of a good variety of artists. A wide range of visitors who share interests and expertise also make significant contributions, for example, a local artist and Indian dancers and storytellers. Visits to museums and art galleries also contribute well to pupils' cultural development. Although satisfactory, the school's emphasis on multicultural perspectives is not quite at the high standard evident in other cultural aspects provided by the school. Overall, the provision for pupils' spiritual, moral, social and cultural development results in the excellent personal development of the pupils, the excellent relationships evident in lessons and underpins the good achievement of the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. As at the previous inspection, the pastoral care arrangements for pupils are very good overall. In the core subjects of English, mathematics and science, assessment procedures have improved significantly since the previous inspection. They are now very effectively used to track pupils' progress, forecast end-of-year standards and identify the next steps in pupils' learning. Assessment procedures and their use are broadly satisfactory in other subjects.
37. Procedures to promote and ensure pupils' wellbeing are very good. The headteacher and staff have clearly identified and work effectively to address difficulties experienced by individuals and groups of pupils. The school has very good arrangements for induction to Year 3. For example, all infant pupils are assigned a buddy well in advance of joining school. The highly inclusive climate that prevails means that pupils have a real voice in relation to individual or group concerns. Transfer arrangements to secondary school are very good, with additional attention given to the needs of pupils with special educational needs. Pupils confirm that they are very well cared for when they are ill or otherwise distressed. There are good links and involvement with outside agencies, such as social and health services. Child protection procedures are good. The procedures to follow and the designated staff member are known by all adults in the school. Pupils are made appropriately aware of this issue as part of their personal and social education.
38. Procedures to ensure pupils' health and safety are good overall. Teachers make pupils aware of health and safety issues in lessons, such as in physical education and ICT in relation to e-mails and use of the Internet. An important emphasis is placed on pupils taking responsibility for the safety of themselves and others. This effectively contributes to the development of a safety conscious attitude amongst them. Fire-alarm testing and the inspection of portable electrical equipment are routinely carried

out. Fire drills are carried out regularly. First-aid arrangements are well established and appropriate.

39. Procedures to monitor and promote good behaviour and discipline are very good. The main emphasis is on recognising good behaviour and nearly all pupils respond positively. In lessons, on-going praise is a consistent feature. In addition to the 'Golden Rules', pupils are very effectively involved in the creation of classroom rules. Parents are effectively informed of pupils' good behaviour through the certificates presented to pupils. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by staff.
40. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are very good overall. The small minority of pupils, with significant behaviour difficulties, are clearly identified. Behaviour improvement plans are well used to support these pupils. There is a clear proportionate set of sanctions, in relation to classroom and playground behaviour. Parents are very effectively involved where concerns arise. Pupils confirm that they feel comfortable reporting rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually effective.
41. Procedures to monitor and improve attendance are good. First day of absence contact with home is routine, for absences where no reason has been provided. The educational welfare officer is effectively involved in helping to resolve the small minority of cases where there are persistent attendance difficulties. The school identifies and closely monitors the attendance of a larger cohort of pupils. Recognition of full termly and annual attendance is not part of the measures to promote good attendance, as full attendance is the expectation for all.
42. The previous inspection report recognised some strengths in the school's assessment procedures and identified that good use was made of assessment to inform curriculum planning. At that time the school lacked a marking policy and there was inconsistency in marking practice. Subsequently, the school has developed a marking policy that has recently been the focus of review by the whole staff. Some variation in practice remains but the general quality of marking is satisfactory with some very good features. The overall procedures for assessing pupils' achievements are good.
43. The assessment arrangements for English, mathematics and science are well established. In addition, teachers also undertake regular assessments of pupils' attainment in some foundation subjects such as geography, history and music. As with science, they accomplish this through on-going evaluation and end-of-unit tests. In other foundation subjects such as design and technology and ICT the subject co-ordinators have devised assessment systems but these have not as yet been implemented. The school recognises the need to develop further its procedures so that assessment can play its full part in the on-going efforts to raise standards. Strategies to improve assessment in some subjects are identified in the school improvement plan.
44. The school effectively analyses the results of the national tests and other tests that it sets to measure performance. Care is taken to examine how all groups of pupils are progressing. The progress of boys and girls, refugees, minority ethnic pupils and those with special educational needs is monitored very effectively. The school ensures the assessment of minority ethnic pupils' language development through using the specialist services of the local education authority. Procedures for pupils

with special educational needs are good because teachers use assessment data effectively when preparing or reviewing the individual education plans for these pupils.

45. The school makes effective use of the information it gathers through the assessment process and uses it carefully to identify areas of the curriculum where improvement is needed. For example, the school used the results of data analysis related to spelling, reading and writing to guide the formation of booster groups in English. Similar effective use was made of data analysis to form booster groups in mathematics. There are very good and appropriate aims for the support of pupils with special educational needs and a positive ethos in place to provide for their needs. Targets in the individual education plans are regularly reviewed. Teaching assistants who work with the pupils are familiar with the objectives.
46. Procedures for monitoring and supporting pupils' academic progress are good. The school has developed systems for target setting and tracking the progress of all individual pupils in English and mathematics and in science in Year 5. The progress that pupils make towards achieving these targets is kept under continuous scrutiny and builds towards a formal review at the end of each term. Teachers maintain detailed summative and formative records of pupils' progress in assessment files. Frequently, the pupils themselves undertake some forms of self-assessment and these are lodged in the same assessment file under the heading of Significant Achievement. These contribute well towards pupils developing a secure knowledge of their levels of work and to a better understanding of how they can improve.
47. Procedures to monitor and support pupils' personal development are very good. Pupils and their needs are very well known to staff. Good attitudes and achievements at school, whilst representing school and outside of school, are celebrated very well in weekly assemblies. This recognition provides pupils with public confirmation of what is good in their lives and helps raise their self-esteem. The personal, social and health education programme, together with circle time, when pupils discuss their feelings and concerns, make very good contributions to pupils' personal development. Pupils are given a good range of responsibilities. The school council provides very good personal development opportunities for its members. The good range of extra-curricular activities, especially trips, residential experiences as well as music practice and events, provide a large number of opportunities for pupils' development outside of lessons. Parents are very positive about the school's part in helping pupils become mature and responsible. They are justifiably very positive about the fully rounded education provided.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. As at the time of the previous inspection, there is a good partnership with parents, which makes a significant contribution to the quality of education provided and the standards achieved. The partnership works well, as school and parents work on the basis that both have key roles in a shared enterprise.
49. Overall, parents are positive about what the school provides and achieves. Around a third of parents replied to the questionnaire, with many including additional explanatory comments, and 30 attended the pre-inspection meeting. Nearly all confirm that their pupils like school and make good progress. They consider that the school has high expectations and helps pupils to become more mature and responsible. They are positive about the teaching and nearly all pupils' attitudes and behaviour. Most feel comfortable approaching school with suggestions, questions or concerns. Most are positive about the school's leadership. Inspection findings fully support parents'

positive views. However, a third of the questionnaire respondents do not consider that the school provides an interesting range of activities outside of lessons. Comments attached to the questionnaire indicate that it is the limited sporting opportunities that concern some parents. Inspectors judge the range of extra-curricular activities to be good and better than normally provided when the wide variety of trips and visits are included. Sports clubs are limited, due in part to the lack of an attached grassed area. Around a fifth of parents express some dissatisfaction about homework levels and its arrangements. Insufficiently clear specification of expectations, by better use of the home/school links booklet for example, is a significant part of the issue. Inspectors found that the homework levels are broadly satisfactory but tend to agree that better use of the home/school links booklets to specify requirements more clearly is a possible area for improvement.

50. Links with parents make a good contribution to pupils' learning. Parents value the approachability of staff who they find positive, open and committed. The home/ school links booklets make an effective communication medium between school and home. Parents are fully involved where there are concerns about pupils' progress, behaviour or attendance. Whilst parental surveys, initiated by school, are not a well-established feature, one has been carried out recently. Liaison with parents for pupils with special educational needs is good. Parents are made aware of the targets set in the individual education plans and invited to help their children to meet them. Parents are involved in the regular review procedure. There are appropriate procedures in place to involve parents of children with statements of special educational needs.
51. The quality of information to support pupils' progress is good overall. Consultation evenings in autumn and spring terms followed by a work display in the summer term, create regular opportunities for updates on progress or concerns. The quality of pupils' written annual reports is good. Reports convey a clear sense of what and how well pupils are doing and give a clear indication of the progress they are making. Areas for improvement are identified in the tested subjects and in attitudes, if appropriate. A simple indication of pupils' attainment by national standards, requested by some parents in questionnaire comments, would further improve the quality of reports by providing parents with a clearer view of how pupils are doing. Termly curriculum information, issued by each year group, provides parents with an effective advance outline of pupils' school work.
52. School-related information is of good quality overall. Regular newsletters, supplemented with many other letters and notes, keep parents very well informed on on-going school life. The prospectus gives a clear and accurate outline of the school's expectations and character. The governors' annual report clearly informs parents on the work of governors, but needs to include Year 6 targets for two subsequent years to be fully compliant.
53. Parents' involvement with the work of the school makes a good contribution to pupils' learning and the life of the school. Parents are keen for their children to do well and ensure pupils attend school at above average levels. Discussions with Year 6 pupils indicate that nearly all have somebody at home who checks that set homework is completed. Almost all pupils are represented at parents' consultation evenings. Many parents attend and enjoy Christmas performances, special assemblies and musical events. Adult helpers support by listening to readers, in the library, organising sports clubs and on the many trips and visits. The parent teacher association provides very good support by organising a very successful range of social and fundraising events, such as, fairs, quizzes and pupil discos. These activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are

involved in many of the events. The events, therefore, also contribute to pupils' wider social and personal development and the positive sense of community that prevails.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are very good. The headteacher provides a clear and stimulating direction for the work of the school and is very well supported by all staff and governors. Following the previous inspection, the school was awarded the status of a Beacon school. The continuing very good provision has created high levels of staff morale, team spirit and a very strong team commitment from teaching staff and teaching assistants to continuous improvement. The headteacher has brought the best out of all staff to create a stimulating learning environment and a very inclusive approach that is naturally incorporated within the daily life of the school.
55. A variety of different working groups make a valuable contribution to school planning. The senior management team (SMT) meets regularly to evaluate the school's performance and take relevant action. Curriculum cluster teams also review practice and progress in subject development, noticeably in the core subjects of English, mathematics and science. These cluster teams include at least one member of the SMT and this guarantees continuity of purpose from them to the SMT itself. In addition, there is the expected range of meetings that involve all staff at general meetings and specific staff at year group meetings. In these ways, teachers are able to contribute to sharing the vision and shaping the direction of the school. Co-ordinators who are new or fairly new in post could make a greater contribution to whole-school planning if they had improved opportunities for monitoring teaching and learning in their subjects. This is an area that the school has identified for development.
56. The governing body has a clear understanding of its strategic role and provides very effective support. The school improvement plan for the period ending July 2004 identifies predominantly short- and medium-term priorities and targets. This is because the school has had to prepare for the implementation of the Private Funding Initiative (PFI) at the same time as managing pressing and intermediate demands. The investment of time, effort and energy in preparing the PFI project has been very significant over the past five years. The potential rewards for the school are considerable. As the project comes to fruition in 2004, it will be necessary for the school to prepare plans that incorporate long-term objectives that are accompanied by detailed costings and success criteria. Overall, staff and governors have a good understanding of the procedures to review the work of the school and share relevant priorities for the future.
57. Individual governors attend a range of appropriate training courses and play a very active part in the life of the school. The governing body fulfils its statutory responsibilities very successfully and helps to foster good links with the community. There are good strategies for evaluating the school's effectiveness such as monitoring the school's National Curriculum results and agreeing new targets. The school's stated aims and values are very relevant and effectively communicated to staff and parents, reflecting the positive team commitment among staff, governors and parents. The shared commitment to improvement and capacity to succeed is excellent and a strength of the school.
58. The management of the school's arrangements for pupils who have special educational and other needs is very good. The co-ordinator is experienced and

knowledgeable. Very good and relevant training is provided for teaching assistants. Record keeping is very good and provides a complete picture of the needs of different pupils, how these needs should be met and what is achieved. The governor with responsibility for special educational needs has a clear understanding of the Code of Practice and the organisation of special educational needs support in the school. There are good and well-established relationships with outside agencies.

59. The school has a good number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum and religious education. Single-age year groups have been maintained and class numbers are small. The monitoring of teaching and learning is linked to the school's own appraisal procedures which meet statutory requirements for performance management. The monitoring of teaching and learning is well established in English, mathematics, science and ICT. The school should now extend this good practice to include all other subjects. In addition, there is a need to ensure greater consistency in the target-setting component of performance management so that there are clear links between individual targets for personal professional development and targets for whole-school improvement. Induction procedures are very good and new members of staff, including newly qualified teachers, feel well supported when they join the school, enabling them to settle quickly and successfully into their new roles.
60. Teachers are well supported by a small number of well-trained and effective teaching assistants. They make a valuable contribution to the work of the school and in particular to the good progress made by pupils with special educational needs. Following the previous report that identified weaknesses in the provision for ICT, all staff have received computer training and this contributes to the good improvements that have taken place in the teaching and learning of ICT. Teaching assistants and lunchtime staff supervise activities well at playtimes and this adds to pupils' enjoyment as well as encouraging social interaction. The very efficient administrative staff, caretaker and cleaners are valued team members who contribute significantly to the smooth running of the school.
61. The school will benefit significantly from the major refurbishment that is planned through the PFI initiative. This is essential, because at present the quality of the accommodation is poor. For example, the library and ICT suite are housed in the same location. There is no alternative, but it is a small room that is poorly ventilated. The library cannot be used effectively to develop the full range of learning such as independent or group study skills, because of the restrictions of space. Similarly, ICT can only be taught to small groups. There are no facilities to teach food technology. There is a chronic lack of acceptable toilet facilities for both pupils and staff. Portaloo's were delivered during the inspection for the period of the building work, further cramping the already restricted outdoor space. The outside play area is very small for the number of users and moreover, there is an acute lack of shade. At present there is limited access to a grassed surface and this restricts development in some physical education and games activities. Noise levels from the adjacent building site are frequently very high and particularly intrusive in some classes. In spite of these disadvantages, teachers work very hard and successfully to provide the full statutory curriculum and to create a stimulating learning environment. They mount displays of good quality in classes and public areas that brighten the appearance of the school as well as celebrating effort and achievement.
62. Overall resources for subjects are satisfactory. They are very good for science and good for physical education, except for the outdoor facilities. The range and quality of

books in the library are satisfactory and they are displayed as well as is possible, given the limitation of space.

63. The overall efficiency of the school is very good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational priorities. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as that for special educational needs, the national funding for ICT or funding for Beacon status, has been used very efficiently. Resources acquired are used effectively to support teaching and learning.
64. The school's application of the principles of best value for money is good. It regularly consults and involves those concerned with decision making about spending. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness. As a result, money is spent efficiently. The school's day-to-day controls and procedures are very good. This enables the headteacher and governors to monitor closely and evaluate spending decisions, such as the maintenance of teaching posts in spite of declining pupil numbers, or the recent computer suite to raise standards of attainment. The most recent financial audit took place very recently and, apart from a small number of recommendations that the school has addressed, acknowledged the well-managed financial controls.
65. Taking into account the average levels of attainment on entry, the very good leadership and management, the good teaching and learning that take place, the good achievement by pupils, but the well above average unit costs, the school is providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. This is an effective school which has many strengths and few weaknesses. In order to raise standards further, the governors, headteacher and staff should:
- (1) Ensure that computers are used more effectively to support learning in all subjects by:
- carrying out an audit of programs and Internet sites that are available for each subject or topic;
 - improving further the level of resources; and
 - including opportunities for pupils to use computers and other modern technology, such as digital cameras, in teachers' termly planning.
- (Paragraphs 19, 24, 25, 63, 72, 85, 89, 99, 112-118)
- (2) Improve the skills of subject co-ordinators, particularly those who have been recently appointed, and provide the opportunity for all co-ordinators to identify strengths and weaknesses in their subjects in order to inform targets for future development.
- (Paragraphs 26, 44, 57, 61, 75, 86, 91, 95, 99, 104, 111, 133, 138)

It should be noted that both of these aspects have already been identified for improvement in the current school development planning.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

67. The provision for pupils with EAL is good. The school ensures that the local education authority assesses the language development of minority ethnic pupils through the use of its specialist services and advises appropriately. The special educational needs co-ordinator manages the arrangements for pupils with EAL within the school. Teaching assistants have had training in their role. Pupils with EAL learn well and make good progress because of the help that they are given.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	16	33	6	1	0	0
Percentage	9.7	25.8	53.2	9.7	1.6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	279
Number of full-time pupils known to be eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	44	37	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	36	38
	Girls	32	29	33
	Total	65	65	71
Percentage of pupils at NC level 4 or above	School	80 (77)	80 (79)	88 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	37	37
	Girls	29	28	32
	Total	59	65	69
Percentage of pupils at NC level 4 or above	School	73 (80)	80 (81)	85 (88)
	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	202	2	1
White – Irish	1	0	0
White – any other White background	22	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	9	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	10	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	19.4
Average class size	23

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	70

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	750,406
Total expenditure	820,504
Expenditure per pupil	2,940
Balance brought forward from previous year	92,013
Balance carried forward to next year	21,915

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	2	1	1
My child is making good progress in school.	48	44	4	2	1
Behaviour in the school is good.	31	64	2	0	2
My child gets the right amount of work to do at home.	26	54	18	2	0
The teaching is good.	56	40	3	0	1
I am kept well informed about how my child is getting on.	44	42	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	61	30	4	2	2
The school expects my child to work hard and achieve his or her best.	56	39	3	1	1
The school works closely with parents.	41	42	14	1	1
The school is well led and managed.	39	49	8	0	4
The school is helping my child become mature and responsible.	53	38	3	0	6
The school provides an interesting range of activities outside lessons.	23	41	27	6	3

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

ENGLISH

68. Standards achieved in English by the end of Year 6 are much better than those found nationally. The school has maintained the high standards found in the previous inspection and well exceeded their targets. In 2002, for example, pupils' performance compared to similar schools was well above average with one in five attaining at the higher Level 5. Preliminary results for 2003 show standards have been maintained. There are particularly good opportunities for pupils to develop their speaking and listening skills, and to develop a love of reading. The identification of writing as an area for development and implementation of strategies to improve pupils' attainment is having a positive impact. The good achievement pupils make in English is a result of the very good quality of teaching and learning.
69. Attainment in speaking and listening by the end of Year 6 is well above average because of the very good opportunities pupils are given to develop these skills. Pupils are given good opportunities for performance, and lessons during the inspection demonstrated the high quality of teaching. Lessons in which pupils studied poetry enabled them to build up their understanding of the impact of words, the rhythm of the poems and to identify words and lines which needed emphasis. This enabled them to write their own poetry and annotate it so that, when they performed it, they did so with a very good understanding of the effect they could make on an audience. Because teachers ask carefully considered questions, pupils are encouraged to back up their ideas with reasons. A particular strength in lessons in English and other subjects is the opportunity pupils are given to evaluate each other's work. This they do sensitively and supportively, providing good reasons for what they think can be improved.
70. Pupils' reading skills are well above average. The strong emphasis on good reading habits and developing pupils love of books found in the previous inspection has been maintained. Texts are chosen to interest and stimulate pupils and there is good attention to meaning and the author's choice of vocabulary, which influences the quality of pupils' writing. There is a good choice of reading material and pupils in discussion enjoyed the books they were reading and expressed an enthusiasm. Pupils with special literacy needs are given additional support by teaching assistants and the special educational needs co-ordinator to help them improve their reading skills. Pupils develop research skills when exploring non-fiction material in English lessons and lessons in other subjects. Pupils said that they used the public library to find out information on topics they were studying, such as the ancient Egyptians or Romans. However, the school library is not well used for research purposes. Pupils tend to use the Internet to research in history and art and design, for example.
71. Pupils' writing skills are well above average and many pupils achieve high standards. Although there are some inconsistencies in the quality of handwriting when pupils draft work or make notes, finished work is well presented and neat, and pupils correctly punctuate their work. Teachers very effectively build up pupils' knowledge through a careful analysis of text. There is clear evidence in pupils' writing that they are able to incorporate structure and word work into their writing. An example from a Year 4 book demonstrates how a lesson on personification enables the pupil to write a poem that opens with 'a bruise of wind fists the street'. Younger pupils are helped to plan their story writing through using a framework so that they can successfully build up the elements in the story. Pupils develop confidence by using whiteboards to draft their work, which is particularly helpful to those pupils of lower ability or with special

educational needs. However, computers are not effectively used in lessons, and there were few examples in the scrutiny of work of pupils producing work using computers. In classes where higher ability pupils work with those of lower ability, there is a good level of collaboration and lower ability pupils are helped to achieve well. On occasion, where there is no additional adult support, pupils, particularly those who find it difficult to concentrate, do not achieve as much as they might.

72. The quality of teaching is very good with some outstanding teaching being seen which ensures pupils learn very effectively. This is a key element in the very good progress pupils make. Teachers have a very good understanding of the National Literacy Strategy and lessons are planned well. They are careful to build on what pupils know by using the introductory session of the lesson to establish how well pupils have remembered previous learning. Pupils' involvement in lessons is very good and teachers are careful to engage pupils through their choice of material and through their energetic approach to the lessons; this ensures pupils' enthusiasm and interest. For example, in an excellent Year 6 lesson, the teacher motivates pupils to write poetry based on their history topic of the ancient Egyptians. She uses the scarab motif to get pupils to think about ideas for 'Messages from the Heart Scarab to the Heart'. So that they can organise their ideas, pupils first play a 'Truth, Lie Fantasy' game, which helps them to produce poems with lines such as, 'Don't tell I tipped two spoonfuls of chilli powder in my mum's tea' and 'Don't tell I stole the only star'.
73. Relationships are very good and teachers are sensitive to the needs of the pupils with special educational needs and help them to engage with the lesson. The success of pupils sitting in mixed-ability groups is evident in the quality of work lower ability and special educational needs pupils produce, and their improved concentration. In classes where this is not the case, some of the lower ability pupils struggle to complete work where there is no additional adult support. There is a very good emphasis on teaching pupils correct terminology, so that pupils in a Year 3 lesson can identify 'compound' words and 'prefix', as well as understanding that a story needs a 'resolution'. Pupils in a Year 6 lesson are able to analyse poetry identifying 'personification', 'imagery', 'assonance' and 'onomatopoeia'. Teachers are assiduous in discussing work with pupils during the lesson to help them improve their work. However, marking in books is not always used consistently to help pupils know what they need to do to improve.
74. The subject is very well led and managed. The co-ordinator has ensured that the high standards are maintained. Procedures for assessment are good and the information gained is used well to plan future learning. The co-ordinator has identified areas for improvement, such as more effective use of computers, and provided training for teachers, for example to make lessons interesting. The outcomes of these initiatives are evident in the quality of teaching and learning. The co-ordinator's personal enthusiasm for the subject is reflected in the enthusiasm teachers bring to their classes. There is satisfactory monitoring of the subject that informs the subject development plan. However, this contains insufficient detail of the ways in which targets for improvement can be achieved.

MATHEMATICS

75. National Curriculum test results for pupils at the end of Year 6 have been improving in line with the national trend over the last five years and preliminary results for the Year 2003 appear to show that standards are above the national average. This is confirmed by the standard of pupils' work observed during the inspection. The standard of attainment was above national averages at the time of the previous

inspection. Overall pupils, including those with special educational needs and those with English as a second language, achieve well over time.

76. By Year 6, pupils of average ability have a sound understanding of number and the four operations and work accurately when multiplying two-digit numbers together using a grid method. Their understanding of decimals is secure but their use of percentages is less accurate. They plot co-ordinates in the four quadrants correctly and understand simple probability. Higher attaining pupils do long multiplication and accurately simplify algebraic expressions. They understand congruence and calculate angles on parallel lines and at a point competently. Lower attaining pupils do not order decimals accurately but understand equivalent fractions and can represent numbers that include tenths as decimals. Investigative work and problem-solving activities were evident in the work of all pupils but are not as strongly represented as other areas of mathematics.
77. The pupils' competence in mathematics is used well in other curriculum areas through measuring long jump distances in physical education, the use of computer-generated graphs on methods of transport in geography and the construction of Rangoli patterns in religious education, for example. However, some teachers do miss opportunities to support and extend pupils' mathematical development through work in other curriculum areas.
78. The quality of teaching and learning is good, maintaining the quality noted during the previous inspection. Teachers have good knowledge and understanding of the key skills required and teach these well. Effective questioning on the part of teachers and encouragement of pupils in discussion of different methods supports this effectively. This was particularly evident in a Year 4 lesson based on equivalent fractions.
79. In the majority of lessons, teachers adapt the National Numeracy Strategy appropriately to match pupils' needs and have high expectations of pupils. In another Year 4 lesson on fractions, for example, the majority of pupils identified decimals less than three on a number line as part of their individual task. Higher attaining pupils worked with more challenging numbers, while lower attaining pupils represented decimal fractions by shading appropriate areas of diagrams. This provided all pupils with work of good challenge, and good learning took place in the lesson. Extension work for higher attaining pupils has improved since the previous inspection. In a minority of lessons, however, planning for the range of pupils was not totally appropriate, resulting in groups within classes being under or over-challenged and this had a detrimental effect on learning in these lessons.
80. In effective lessons, the learning objectives are made clear to the pupils at the start of the lesson, displayed for the lesson and referred to again in the review session at the end. Key words or phrases often accompany these. A good example of this was a middle set Year 6 lesson based on shape, where the teacher explained the objectives clearly, used prepared cards to highlight these and referred to a relevant vocabulary list at appropriate times during the whole-class session. This enabled the pupils to have a clear understanding of what they had achieved. However, the emphasis teachers place on this part of the lesson is variable across the school.
81. Teachers manage pupils well and very good relationships exist within the classroom between the pupils and the pupils and adults. Consequently pupils respond positively in lessons and feel secure when offering answers in whole-class sessions. This was particularly evident in the top set in Year 6, where pupils were asked to visualise different shapes in turn, mentally adjust them in a variety of ways and describe to the

teacher the end results. A pleasant working atmosphere was a feature of the majority of lessons observed and contributed well to the good achievement of the pupils. Pupils also work collaboratively together and this contributes well to their social development.

82. Learning support assistants are used effectively and make positive contributions to the pupils' learning by their competent reinforcement of the teacher's objectives. However, they are sometimes under-utilised in whole-class question and answer sessions and are not used, for example, to make notes on individual pupils' responses to one-to-one questions.
83. Lessons are organised well, with resources and instruction/task sheets ready to hand so that minimum time is spent during lessons on unnecessary organisation. However, in some lessons the pupils spend too long in whole-class sessions, which involve a substantial amount of one-to-one questioning. These do not engage the consistent attention of all the pupils or allow pupils sufficient time in the lessons to practise and reinforce individual skills.
84. Generally pupils' written work is marked appropriately and, in examples of best practice, includes helpful comments for learners. There is clearly a whole-school expectation that pupils present their work clearly and methodically and improvement in this in the work of pupils in Years 3 to 6 is evident. Homework, related to class topics, supports learning satisfactorily and is now more appropriately matched to the needs of the pupils. The support of the subject by ICT, however, is not yet well developed and few examples of its use were observed during the week of the inspection. This is an area for future development.
85. The co-ordination of the subject is effective and the monitoring of teaching and learning has improved since the previous inspection. However, this is still not yet part of a consistent and regular monitoring structure. Assessment procedures are good and are now used well to track and monitor pupils' progress. This has contributed well to the good achievement of the pupils. However, the results of analysis are not yet translated into the co-ordinated planning of a whole-school response to raise standards in particular areas of the curriculum. The use of assessment in curricular planning is therefore satisfactory. Overall, the school has made good improvement in this area since the time of the previous inspection.

SCIENCE

86. The well above average standards, reported in the previous inspection, have been maintained. Over the past four years, about nine out of ten pupils have consistently achieved the nationally expected level with an increasing number attaining at the higher Level 5. For example, the preliminary results in the national tests for eleven-year-olds in 2003 show 94 per cent achieving the expected level and 61 per cent achieving Level 5. The very good quality of teaching, effective subject leadership and the very good attitudes and behaviour of pupils in lessons are the key strengths responsible for the high standards. However, other strong features include: the relatively small numbers in each class ensuring that all pupils enjoy an excellent relationship with their teachers and benefit from their close attention; the clear guidance from the detailed scheme of work; a good range of resources and sufficient emphasis on investigative work. There is also good support for lower attaining pupils and those with special educational needs. This is not only provided by teaching assistants and teachers but also by other pupils as most teachers seat pupils in mixed-ability groups. Equality of opportunity for all is excellent.

87. Standards of work seen in lessons and in the scrutiny of completed work confirms the well above average standards. Pupils take an obvious pride in the presentation of their work, producing neat work of a high standard. Tracking individual pupils' performance shows that every pupil made very good progress throughout the junior classes. In Year 6, pupils show a very mature attitude towards science. This is due to the very good quality of teaching and exciting way science is taught. In one excellent lesson, for example, the challenging questions posed by their teacher about setting up an investigation to decide which of three consistencies of Natron, a naturally occurring substance found near Cairo, would be best to use for the mummification of the Egyptian Pharaoh Amenhotop, enabled all to show a very good knowledge of scientific procedures. The investigation also called on pupils to use literacy skills as they had to write up their findings for Queen Tiy, his wife. Computers are used satisfactorily to support pupils' learning in some but not all classes. In the scrutiny of work, for example, there were few examples of data being processed using computers or of sensors linked to computers being used to record temperature. In Year 4, pupils worked in pairs to investigate different habitats of insects on a program and Year 5 used the Internet to research facts about the human heart. Pupils of all ages appreciate the need for hygiene and a healthy lifestyle. Their completed work shows that a wide range of scientific topics is covered. Year 3, for example, are studying plant growth and have just planted cress seeds. As they progress through the school, pupils also learn about electricity, materials and their properties, forces, light, sound and magnetism.
88. The quality of teaching and learning is very good. Teachers invariably prepare their lessons very well, making good use of the resources to give pupils first-hand experiences whenever possible. However, better use needs to be made of computers to support pupils' learning. The organisation of lessons and management of pupils are very good. Pupils are quite simply too interested, too busy and too engrossed in lessons to think about wasting time. All teachers insist on pupils using scientific vocabulary and most set challenging questions for pupils, encouraging them to find out the answers for themselves. Good links are made with other subject areas. When separating different materials, for example, reference is made to the grit in the flour that made the bread for Pharaoh Amenhotop. This led to his demise as it wore down his teeth and ultimately caused his death with a severe infection from his damaged teeth. In a Year 4 lesson, design and technology skills were employed as pupils made pop-ups of a log or leaf to place different creatures under as part of their habitat studies. Pupils also use their literacy and numeracy skills well, recording their findings and taking measurements. Pupils measure the length of shadows to monitor the movement of the sun, for example, or measure the temperature of cooling liquids. All competently record data and can produce graphs to illustrate their results. There were few examples of these being produced using computer programs.
89. Teachers ensure that pupils fully understand how to conduct a scientific experiment and make any testing accurate. This provides very good opportunities for pupils to develop their independence and organisational skills by working in groups to investigate, record results and reach conclusions. Good support is always readily available for pupils with special educational needs. This ensures that all are fully included in lessons and the rate of learning and progress by all these pupils is also very good. The marking of pupils' work by teachers is thorough. An analysis of pupils' books indicates that pupils cover all aspects of the science curriculum, meeting statutory requirements. Very good procedures exist to assess pupils learning at the end of each teaching unit and the results are used well to identify areas which need further development.

90. Management of the subject continues to be effective following a recent change of subject leaders. In the 2002 school development plan, science was the subject of a major review showing a strong commitment to maintain the high standards being achieved. All teachers display an excellent commitment to raise standards and they make good use of day or residential trips and the school pond to add interest to the science curriculum for pupils. The headteacher, supported by the subject co-ordinator, has a good overview of what is being taught throughout the school through monitoring teachers' planning and monitoring lessons in order to evaluate the quality of teaching. The results of annual tests are analysed in depth to identify any gaps in pupils' learning. There is a detailed scheme of work with topics such as electricity or forces covered on a two-year cycle. The curriculum meets requirements. Resources for the subject are good. In the latest action plan, drawn up by the co-ordinator, a thorough audit of computer programs available to support pupils' learning in science topics is planned.

ART AND DESIGN

91. By the end of Year 6, standards in art and design are better than those expected for pupils of this age and as good as those seen in the previous inspection. The subject is accessible to all pupils and pupils with special educational needs achieve as well as other pupils.
92. The school has many interesting displays that demonstrate the good progress pupils make as they develop their skills through the school. These have been drawn on for evidence in making inspection judgements. It is evident that pupils experience the use of a range of materials and techniques successfully in their art lessons, including drawing, painting and collage work. Pupils quickly learn to refine their skills, such as in a Year 3 lesson, where they use what they have learnt from making colour wheels to paint in a design based on William Morris wallpaper prints. This includes developing watercolour techniques, through practising brushstrokes, and some go on to mix shades in the palettes. There are good links with other subjects, such as in a Year 6 lesson, where pupils use what they know of Ancient Greek theatre to create masks based on Greek gods and mythical figures. An effective display in the classroom illustrates how well they have observed Ancient Greek pottery to interpret and reproduce the designs. Pupils have very good attitudes to lessons and are appreciative of each other's efforts.
93. The quality of teaching is good and this leads to good standards and good learning. Judgements are based on the three lessons observed which were taught well and the examination of work throughout the school. Teachers have good subject knowledge and good understanding and this helps them to stimulate and motivate pupils and set high standards. There is a good emphasis on the direct teaching of skills such as in the lesson on using watercolours. Teachers plan carefully and create a positive atmosphere. Resources are selected to stimulate pupils' interest and creativity, such as in a lesson in Year 5, where pupils were provided with a selection of textile fabrics in order to create a collage based on images of space, linked to a science topic. There is some artwork stimulated by looking at non-western art, such as designs for Mendhi patterns and fabric designs based on Indian 'Paisley' patterns. Most teachers use computer programs, where appropriate, to extend pupils' experience and design skills. Pupils use the Internet to investigate the work of other artists such as Georgia O'Keefe and Picasso, in order to inform their own interpretations of the style of work.

94. The co-ordinator is enthusiastic and ensures that art retains a high profile in the curriculum. She provides good advice and guidance to her colleagues. She has helped organise an art week in which parents and local artists and craftspeople were involved. The helpful scheme of work is based on national guidance and she is seeking advice on ways to develop this to provide better evidence for assessment. She has had only limited opportunities to develop her role, for example to attend courses, observe teaching in other schools, or to monitor teaching in the school. Overall, subject leadership and management are satisfactory.

DESIGN AND TECHNOLOGY

95. By the end of Year 6, the level achievement by all pupils is satisfactory and most attain the expected levels. It was possible to observe only two lessons during the inspection due to the way that the subject is timetabled. Other evidence comes from analysis of pupils' work, discussion with the subject co-ordinator and scrutiny of planning documents. These judgements are similar to those of the previous inspection that judged standards were in line with expectation. Food technology is restricted to activities such as sandwich design or bread analysis because the school does not have any cooking facilities that are suitable for use by pupils.
96. Pupils in Year 3 make detailed sketches in connection with their moving monster design project. Effective links to scientific knowledge and to literacy are evident. This is apparent when pupils show their understanding of air pressure through the use of vocabulary such as 'pneumatic system', 'inflate' and 'deflate'. In Year 4, links to literacy are also developed well. This occurs for example when the pupils discuss linking type mechanisms that illustrate storybooks and then design and make their own. In Years 5 and 6, pupils show satisfactory achievement in their work. This includes using a variety of fabrics and stitching techniques to produce a pair of slippers and making their own versions of fairground rides. Work involving the fairground rides in Year 6 and the snappy toys in Year 5 included the use of cam mechanisms. Planning related to the activities was satisfactory. This included initial sketching of the design, details of the materials required and a plan for making and decorating. Pupils occasionally undertake project evaluations and in some instances suggest ways of improving their designs.
97. The overall quality of teaching is good. Teachers can now rely on a reliable curriculum that was introduced successfully last year to provide a secure basis for their work. Where possible teachers make relevant links to other subjects such as mathematics when measuring accurately, and art when using different materials. Staff are keen to teach design and technology well and demonstrate good commitment to succeed. This was seen recently, for example, when the school dedicated a day to celebrate achievement in the subject. All classes designed and made a product that was subsequently displayed either in public areas of the school or in classrooms. Some of these, for example the Year 4 Spectacular Spectacles, were completed to a high standard. In lessons, pupils collaborate very well and work with a strong sense of enjoyment. They show good respect for each other and for the equipment.
98. The co-ordinator was appointed to the post fairly recently and her subject leadership is developing well. She is enthusiastic about design and technology and has already initiated some improvements. These include, for example, the introduction of the new curriculum scheme of work. She attends the relevant courses organised by the borough and, as a result, provides useful teaching tips to her colleagues at school. There is clear direction for improvement. This includes, for example, introducing the new assessment procedures and using assessment information consistently across

the school. A full audit of resources is as yet to be undertaken. The use of ICT is currently limited but development in this area will be enhanced through the planned Private Funding Initiative.

GEOGRAPHY

99. Standards are above those normally seen, with all pupils making good progress in their knowledge, skills and understanding. This shows that standards have been maintained since the previous inspection. Only one weakness was reported previously and to some extent it is still relevant today. Pupils still do not make enough use of computers to display and analyse data in geography. In addition, there was little evidence in the scrutiny of work, of computers being used to support pupils' learning. Most teachers effectively develop secure geographical skills by arranging trips to do field work in the local and wider community. Their planning of work is good, being based on the latest curriculum guidance. This has been carefully modified to help pupils to learn progressively and at the same time make use of their knowledge and skills from other subjects.
100. Although no lessons were seen in Year 6, a scrutiny of pupils' completed work confirms the above average standards being achieved by Year 6 and all other year groups. Year 3 pupils have a good understanding of the weather and enjoy preparing a weather report to read to their classmates. Very good use is made of the local area to promote geographical skills and knowledge. All pupils have a good understanding of map symbols and co-ordinates and recognise local features on maps of their area. By the end of Year 4, pupils have developed a secure understanding of different places around the world and how people affect their environment. They compare the communities and lives of others, such as children in India, with their own community and lives. In Year 5, pupils compare their own area with Swanage, where they go for a residential visit each year. Good links are made with mathematics as pupils graph the population figures showing the number in each age band in the two locations. Pupils also develop their writing skills as they study the weather in Scotland and prepare a tourist brochure. By the end of Year 6, pupils have a broader knowledge of different climatic areas around the world such as Polar Regions, desert areas and areas of rainforest. They know how the weather, in terms of rainfall and temperature, is different in these places and their understanding of how this affects the way people live is good. Most recognise the different features of rivers such as a delta or ox-bow, and have studied rivers in depth such as the Thames and the Nile. Pupils use scales effectively to work out the distance between places and have a secure understanding on how to use grid references to locate places on a map.
101. The quality of teaching and learning is good. In the lessons seen, teachers had an excellent rapport with pupils and used praise effectively to raise pupils' self-esteem. As in most of the lessons seen during the inspection, pupils respond exceptionally well to their teachers, behaving very well in class and showing a very good attitude towards their work. All concentrate well and show a genuine interest in lessons. To add interest, teachers use a good variety of sources such as videos, books, maps and photographs in lessons. A strong aspect of the teaching was the teachers' good questioning technique. Questions to ensure that pupils have to think before responding and the insistence on explanations for answers successfully engaged pupils and extended their knowledge. Pupils with special educational needs were expected to add to the class discussion. Any pupil finding it difficult to understand was supported well by the class teacher. Clear learning objectives and careful preparation of resources ensured that pupils' interest and involvement were maintained. In a very good lesson in Year 5, for example, the challenging and interesting task comparing

the types of shops in Twickenham and Swanage successfully motivated all pupils. All were given much responsibility for their own learning and praise from the teacher was used effectively to reward effort and maintain concentration.

102. As part of their work in geography, pupils often work together in pairs or small groups. This has a good effect on their personal, moral and social development as they share information and co-operate to complete tasks. Pupils use non-fiction books and the Internet well to research information about the rainforests or Egypt when they are studying the river Nile. Effective use is made of literacy skills as pupils use correct technical vocabulary when discussing their work, or when they write out weather reports. Presentation is consistently good throughout the school, with most pupils taking great care to produce neat work.
103. The leadership and management of the subject are satisfactory overall with a new co-ordinator only recently appointed. The subject co-ordinator is enthusiastic and has already started to write an action plan with a view to improving identified areas of weakness. For example, procedures to assess, in more detail, the progress of individual pupils at the end of each teaching unit are being discussed with all staff. At present the procedures for assessment simply give an evaluation on the success of the teaching for the whole class and how well the work was covered. Assessment information is used satisfactorily to change the planning of lessons, or to improve resources for the classroom. What could be improved is the way the co-ordinator monitors teaching throughout the school. No opportunity has been provided to date to carry out this role so the co-ordinator does not yet have an overview of how well the subject is taught. This was an issue raised at the previous inspection for other subjects and is still to be fully addressed. Resources for the subject are satisfactory.

HISTORY

104. The attainment of pupils in Year 6 exceeds national standards with more than expected numbers of pupils meeting average standards overall. Pupils, including those with English as a second language, make good achievement over time. Pupils with special educational needs also make good progress relative to individual prior attainment. Overall standards are similar to those noted in the previous inspection.
105. Year 6 pupils have a good body of knowledge in the areas studied and have developed sound skills of historical inquiry. Through an examination of local history, the Tudors and Britain since 1930, for example, pupils gain a good understanding of English history and how it compares with the history of other cultures like the Ancient Greeks and the Egyptians. They are aware of the varying lives of a range of people in society, changes over time and the impact that certain events have had on present day life. Good examples of this are the use of present day political vocabulary and the Olympic Games from the Greeks and the changing role of women in society from an examination of women's input to the World War Two effort.
106. Pupils become accustomed to using a range of primary and secondary source material and appreciate that historical events have been interpreted in different ways. In Year 3, for example, pupils examine original documents relating to Twickenham in the past as part of their local study and compare interpretations of Queen Boudicca as viewed by Romans and Celts.
107. Pupils' literacy skills are used and enhanced well in history. In Year 5, pupils write letters home as evacuees as part of their work on World War Two and write articles for a 'victory edition' of a newspaper. Good examples of the use of numeracy are

evident as, for example in Year 3, with the costs of items on a Roman shopping list. The use of ICT in the support of learning is capable of further development, however. Some effective links are also made with other subjects like physical education with the planning and execution of Year 6 Olympic Games and design and technology in Year 5's 'Make-do and Mend' activities and Year 3's designs of Celtic brooches.

108. Only two history lessons were observed during the inspection and so it is not possible to make a reliable judgement on the overall quality of teaching and learning. However, the lessons observed were of good quality and the standard of pupils' written work also indicates that teaching is likely to be good overall as it was at the time of the previous inspection.
109. Teachers mark pupils' work appropriately and the most effective marking contains constructive comments to aid learning. Pupils' work is generally presented well and shows an appropriate range of individual responses to set tasks. However, examples of the pupils' use of independent research outside the classroom were not evident during the inspection. Some classrooms contain good quality wall displays and these effectively raise pupils' awareness of history.
110. The subject co-ordinator is new and enthusiastic but her role has not yet been developed to include the regular and systematic monitoring of teaching and learning. The curriculum, which was sound at the time of the previous inspection has improved and is now good. It is supported well by a good range of visits to historical sites and visitors, who share their individual expertise. Examples of this are a visit by a 'Roman Centurion' for Year 3, Hampton Court Palace in Year 4, the Imperial War Museum in Year 5 and the British Museum in Year 6. These experiences contribute well to the good achievement of the pupils and, overall, history contributes very well to pupils' social and cultural development. However, the school misses some opportunities to develop multicultural perspectives in its work. Satisfactory assessment procedures have been maintained since the previous inspection. Resources are adequate and are supplemented well by a lending library service when needed. The school has made good improvement in the development of the subject since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

111. The school's provision is now satisfactory. By the end of Year 6, pupils achieve appropriately and attain the expected levels. This is an improvement since the previous inspection when standards of attainment were judged to be below national expectations, lesson planning was insufficiently developed and some aspects of resource provision were inadequate. Notwithstanding, the application of ICT to support learning in other areas of the curriculum still remains unsatisfactory.
112. The improvements that have taken place are due to a number of factors. These include the purchase of better and more modern equipment and software, an improved curriculum and increased teacher competence that derives from effective in-service training. As a result, all teachers have greater confidence and use the new resources to better effect. All classes undertake some lessons in the new computer suite. However, the suite itself has many deficiencies. It is located in the library and this restricts library usage. As a result, teachers can only manage small groups of pupils at any one time. Moreover, because their vision is restricted, teachers cannot easily see everyone. This is especially so for those pupils who may be working at computers that are sited in the bays. The ventilation is poor and in warm weather the suite is stiflingly hot.

113. Following the guidance of the new curriculum, teachers plan a wide range of experiences for pupils throughout the school. Sometimes these are linked well to other subjects. For example, pupils in Year 3 apply their knowledge of modifying and refining work in ICT successfully. In this activity they create three-dimensional graphs using information gained from a frequency table related to work previously completed in mathematics. Links to literacy also develop well. This happens when they discuss their findings and compare and contrast the impact of a three-dimensional graphical display to one obtained through manual representation.
114. In Years 4 and 5, pupils show that they are very aware of the importance of ICT in their lives when accessing the Internet and CD-Roms to gather information in a range of subjects and extend their knowledge of key technological skills. By Year 6, pupils combine successfully a range of texts, images and sound in order to make PowerPoint presentations related to their residential visit to Osmington Bay. They work very well collaboratively when producing their results. Where ICT is used in these ways, to support or to illustrate work in other subjects, then pupils derive much benefit from their learning. Overall, however, ICT is not yet extensively applied across all areas of the curriculum. There is scope to extend the range of this activity, for example the application of wordprocessing skills to written language in English, history and other subjects.
115. Pupils with special educational needs make the same satisfactory progress in their learning due to specific support from teachers and teaching assistants. They use technology successfully. This applies, for example, when they compose a verse of a rap poem on the theme of pollution or find out about the work of the RNLI from the Internet. Pupils who speak English as an additional language also make satisfactory progress and attain the expected levels.
116. The quality of teaching is good overall with some very good features. These include, for example, the direct teaching and focused sessions that take place in the ICT suite. In the best of these sessions, the class teacher and support teacher for special educational needs work well with small teaching groups. The pace of teaching and learning is brisk and builds successfully on prior learning. All pupils make very good progress in their learning because of the high quality input of the teaching staff. Throughout all classes, pupils work well in pairs or larger groups. This successfully promotes their personal and social development and ensures that all are included in well-planned tasks. Resources have improved significantly since the previous inspection. This good financial investment in resources has had a positive impact on pupils' learning that has benefited considerably from the greater opportunities to work regularly on computers. Teachers make good use of the Internet and a digital camera to extend learning at appropriate points in the progression of pupils' skills and understanding.
117. The co-ordination of ICT has been interrupted recently because of the departure of the co-ordinator. In the interim period, and until a substantive replacement is appointed, the headteacher oversees the management of the subject. When appointed, there are clear steps for the co-ordinator to take. Namely, to continue to help teachers to develop their skills in the subject, promote the better cross-curricular use of ICT and introduce planned assessment and recording procedures.

MODERN FOREIGN LANGUAGES

French

118. Although the teaching of a modern foreign language is not a compulsory part of the National Curriculum for pupils aged from seven to eleven, the school chooses to teach French to pupils in all year groups. It does so very effectively. Consequently, most pupils achieve well in learning the language. This provides valuable educational, social and cultural experiences for all pupils. These judgements are similar to the previous inspection and show that the good standards have been maintained successfully. A noticeable enhancement in pupils' learning since the previous inspection is that the youngest pupils in Year 3 now learn French as well. These pupils show a real sense of enjoyment in their learning.
119. Pupils in Year 3 demonstrate an extensive French vocabulary. This is evident, for example, in oral sessions when they complete various sections of the class calendar or describe the weather. They quickly learn new vocabulary related to sports and confidently pose questions such as 'Quel sport aimes-tu?' to a friend or partner. When they express an opinion such as 'J'aime...', 'Je n'aime pas...' or 'J'adore...', they do so with an authentic and expressive accent.
120. These good skills are developed systematically and effectively throughout the school. As a result, all pupils, including those with special educational needs, make good progress and, by the end of Year 6, most achieve well. The development of these effective communication skills in speaking, listening and responding lays a secure foundation for future learning. Most understand the teacher's repetitive questions relating to their personal and domestic lives that are asked at near normal speed. They reply confidently to familiar questions such as 'Ca va?' or 'Ou habite-tu?', and quickly respond to new learning such as 'Quelle glace preferes-tu?' Questions are posed and responses delivered confidently and with increasing fluency, pronunciation and intonation.
121. It is commendable that all teachers teach their own class for French, even though they may not have significant expertise in the subject. This shows a strong commitment to their work. In effect the quality of teaching is good and sometimes excellent. This is because teachers' planning is thorough and builds systematically on pupils' prior learning. Teachers provide a broad range of activities that enables pupils to learn and apply new language. These include practical, fun activities that capture the pupils' interest and imagination. Pupils progress at a good pace of learning. Where teaching is excellent, the target language is used almost exclusively and this provides a particularly good model for pupils. As a result, almost all pupils are confident to communicate in the language and do so willingly and accurately. Most pupils develop authentic accents.
122. The highly experienced co-ordinator manages the subject well and provides good leadership. He engages his teacher colleagues effectively in regular training and ensures that they have a good range and quality of resources to support their work. He ensures the occasional deployment of native French-speaking assistants within the school. This enhances opportunities for pupils to celebrate French language, history and culture. There are exciting plans to extend the range of learning opportunities through developing links with their partner school in St Omer. The early teaching of French is a real strength and, noticeably, one of the significant features of the school's Beacon status.

MUSIC

123. By Year 6, standards in music are much higher than those expected for pupils of this age. The high standards have been maintained since the previous inspection. A particular strength is the quality of singing and composition. The standards all pupils achieve are due to the high quality of teaching by the music specialist and the enthusiasm and knowledge of the co-ordinator, which provides teachers with good support. In addition, about half of all pupils learn to play a range of different musical instruments that are taught by visiting specialists. Pupils are invited to bring their individual instrumental skills to lessons where they are used to enhance understanding and performance.
124. Pupils enjoy their music lessons. All pupils are able to participate and achieve well in lessons. Singing throughout the school is of high quality. This was demonstrated during a singing assembly. Pupils sing with enthusiasm and gusto and hold the tune well. They know how to stand correctly and breathe so that the words are clear. Over half the school is involved in the school choir (mainly girls), and this contributes successfully to the quality of singing. As pupils move through the school they develop their skills successfully. In a Year 4 lesson, they listened carefully to composed music to identify the effect of high and low notes on mood, as preparation to composing their own 'watery' music. Having the opportunity to listen to some of their classmates play the musical instruments they have brought in enhances their enjoyment in the lesson. They are enthralled by the 'Veena', an Indian stringed instrument which one of the pupils plays with great accomplishment. All this knowledge and skill were brought together in an outstanding lesson taught by the co-ordinator in Year 6 in which groups of pupils use a range of percussion instruments to compose jingles based on their recent visit to Osmington Bay. All pupils show considerable musical skills. They are competent in handling the different instruments, and their very effective performances show that they have learnt well how to sing in harmony and use rhythm and pitch. When they perform, they are confident and follow the directions of their conductor.
125. The quality of music is due in large measure to the expertise of the music specialist and the co-ordinator for the subject, who provide teachers with good support. The music specialist who teaches one day a week leads much of the teaching. Because of the organisation of the timetable it was not possible to see her teach, except through her contribution to a singing assembly. This provided good evidence of the effectiveness of the teaching. Teachers, such as in the lesson in Year 4, use commercially produced lesson plans and videos to aid their teaching. This helps those who are less musically accomplished. The scheme of work and planning are based on national guidance and units from commercial schemes. This ensures a good build up of knowledge and skills in the three areas of performance, composition and musical appraisal. However, these depend on a high level of specialist knowledge so that there are plans to produce a more 'user-friendly' scheme of work.
126. Procedures to assess and monitor pupils' attainment in the subject are very good and provide a very good record of their individual progress. There are good cross-curricular links in music, such as the teaching of songs from the 1940s linked to a history study of World War Two, and the composition of 'watery' music linked to a study of the water cycle in geography.

PHYSICAL EDUCATION

127. By Year 6, pupils' attainment in physical education is above national expectations. Pupils' level of achievement is good in all year groups and this is a reflection of the expertise and enthusiasm of the subject leader and the good quality of teaching in the subject. All pupils, including those with special educational needs, make good progress. There is no significant difference between the attainment of boys and girls.
128. In the previous inspection, standards in physical education were also above average. This judgement was based on lessons seen for games, dance and gymnastics. The level of improvement since 1998 has been satisfactory. The new co-ordinator has already thoroughly evaluated strengths and areas for growth and is developing a detailed action plan for the future development of the subject with a view to raising standards further. All teachers follow a detailed scheme of work, based on the latest national guidance to guide them in their lesson planning. This scheme is closely followed in every class. In addition, pupils' skills and their progress are regularly assessed.
129. As they progress through the school, pupils are given a good range of opportunities to acquire and develop new skills. By Year 6, pupils have been given regular structured opportunities to acquire and develop skills, techniques and ideas through dance, games, gymnastics, athletics and swimming. Pupils, for example, demonstrated good tennis skills. A significant factor in developing physical education skills for pupils is the good range of extra-curricular provision, with plenty of opportunities for pupils to take part in coaching sessions for a very good variety of sporting activities. After-school clubs involve pupils in athletics, football, tennis and cricket. Pupils go swimming in Years 3 and 4 and virtually all pupils attain the expected standard in swimming by the end of Year 4.
130. The quality of teaching and learning is good. All lessons are well organised and good use is made of the resources available for this subject. Teachers' explanations are clear and enable all pupils, including those with special educational needs, to take a full part in all activities. Teachers use praise well to encourage and motivate pupils and occasionally use digital cameras or video footage to give pupils a clear idea of the strengths and weaknesses of their performance. As a result, pupils have a clear idea of what they need to do to improve further. All teachers manage pupils well, keeping noise levels low and ensuring that even when excited, pupils respond immediately to their instructions. The pace of lessons is good and in all the lessons seen, pupils were never inactive for too long. This aspect was flagged up as a weakness in the previous inspection and teachers have obviously taken steps to correct it. As lessons are so well organised now, little time is wasted and pupils are able to concentrate fully on learning new skills. All were keen to volunteer to demonstrate or answer questions showing all had a very good attitude towards the subject. Pupils' enthusiasm for, and enjoyment of, physical education lessons was demonstrated in one excellent gymnastics lesson in Year 6 as boys and girls worked equally hard to develop a sequence of movements, incorporating a roll, balance position and jump. African music used for the performance and the teachers' expertise and involvement inspired pupils to attempt some very adventurous movements.
131. Physical education makes a positive contribution to pupils' social, moral and spiritual development. Levels of co-operation and collaboration in lessons are good and the various after-school clubs successfully develop a positive team spirit. Year 6 pupils also benefit from a residential experience where they can support one another in a range of adventurous activities such as orienteering. Rules are understood by pupils of all ages and followed in a sensible and mature fashion. A strong feature is the mature and sensible approach of pupils towards their learning. In a Year 3 dance

lesson, for example, the movement of pupils through the hall during the session did not affect the level of concentration of anyone. Pupils on occasions use skills from other subjects during physical education. In Year 5, pupils measured the distance of long jumps, for example, as they practised for their mini-Olympic event, and modern technology in the form of CD players and digital cameras, is regularly used to support learning.

132. Subject leadership is good. The knowledgeable co-ordinator has worked hard to support other teachers and assist in their planning of lessons. The school's clear schemes ensure that the National Curriculum Programmes of Study are followed in detail. No monitoring of the quality of teaching has taken place recently, which means that, at present, best practice is not shared amongst the staff. Satisfactory assessment procedures are used to track pupils' progress in the subject. There is a distinct lack of outdoor space for games and athletic activities and the school site does not have any grassed areas. The excellent condition of the floor surface in the hall is a credit to the extremely conscientious caretaker, particularly in view of the amount of building work which is taking place. Resources for the subject are good.

RELIGIOUS EDUCATION

133. The attainment of pupils in Year 6 is in line with standards expected by the locally agreed syllabus and pupils, including those with special educational needs and those with English as a second language, make satisfactory progress. Standards were higher at the time of the previous inspection but in recent years the school has changed its syllabus and the present one includes studies of five major religions consistently throughout the four-year course. The previous syllabus had included a study of only three religions. This change means that some time lapse will be necessary before older pupils have acquired sufficient skills and understanding to achieve at the school's former high level.
134. Pupils in Year 6 have a sound body of knowledge related to the religions studied and identify and recognise the importance of common features like prayer, artefacts and festivals, for example, to religious life. In a Year 3 lesson, pupils examined how Muslims prayed and their use of prayer mats. In a Year 6 lesson, pupils compared the seven promises made by a bride and groom in a Hindu wedding with vows made in a Christian marriage ceremony. Pupils have a sound appreciation of the importance and impact of famous people as in Year 5, for example, where pupils examine the life and impact of Mahatma Gandhi.
135. Pupils use their learning effectively in order to help them explore issues and make important decisions about life today. A good example of this was a Year 6 lesson where, after examining aspects of Christian and Hindu weddings, pupils went on to write their own 'footsteps' containing what they felt to be important aspects in all successful relationships. Overall, religious education contributes very well to pupils' spiritual, moral, social and cultural development.
136. Insufficient lessons were observed to judge the quality of teaching overall. However, the quality of pupils' work and the two lessons observed indicates that teaching continues to be as good as it was during the previous inspection. Pupils' written work is marked appropriately and pupils are clearly encouraged to present this in a clear and logical manner and this they do, using their literacy skills well.
137. The subject co-ordinator is enthusiastic and competent and has monitored and reported on pupils' work this year. Members of the governing body have recently

observed a sample of lessons. However, the role of the co-ordinator has not yet been developed to include the regular and systematic monitoring of teaching and learning.

138. Pupils' learning is enhanced well by visits to religious sites and visitors, who share their expertise. These include visits to places of worship and talks, for example on Jewish traditions and Indian workshops. Effective cross-curricular links also support learning well. A good example of this is found in history with the study of the importance of the afterlife to Egyptians. The support of learning by ICT is an area that has been correctly identified by the school for further development and the co-ordinator is in the process of compiling a list of useful websites. Assessment procedures are satisfactory and pupils' progress is reported in the annual report to parents. Resources have recently been updated in order to support the wider syllabus appropriately. The school has made satisfactory improvement since the previous inspection.