

INSPECTION REPORT

GODOLPHIN JUNIOR SCHOOL

Slough

LEA area: Slough

Unique reference number: 109917

Headteacher: Mrs B Clark

Reporting inspector: David Speakman
20086

Dates of inspection: 17 – 20 March 2003

Inspection number: 246951

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Oatlands Drive Slough Berkshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Pitteway
Date of previous inspection:	2 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
1311	Barry Wood	Lay inspector		<p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
19613	Susan Thomas-Pounce	Team inspector	<p>Information and communication technology</p> <p>Music</p>	<p>Pupils' attitudes, values and personal development</p> <p>How good are the curricular and other opportunities offered to pupils?</p>
22545	Valerie Hobson	Team inspector	<p>English</p> <p>Art & design</p> <p>Religious education</p> <p>Special educational needs</p>	
3588	Kuldip Rai	Team inspector	<p>Geography</p> <p>History</p> <p>English as an additional language</p> <p>Equal opportunities</p>	
18842	Gill Peet	Team inspector	<p>Science</p> <p>Design and technology</p> <p>Physical education</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community school is situated in the Manor Park district of Slough, in an area of cultural and social diversity. Pupils who attend the school mainly come from the surrounding area. The background of the pupils covers a very wide range and, amongst the many different ethnicities, there are children from refugee backgrounds. There are 348 pupils on roll: 176 boys and 172 girls. The school caters for pupils between the ages of seven and eleven. The school is popular and is oversubscribed. Some pupils entering the school are refugees or asylum seekers and have had little prior school experience. Although attainment on entry covers a wide range, it is well below average overall. Twenty three per cent of pupils are entitled to free school meals, and this is average. Ten pupils are known to have refugee status and predominantly come from Zimbabwe. Two hundred and eighty eight pupils have English as an additional language. Of these, 33 are at an early stage of English language acquisition. Eighty-six pupils are supported through additional funding. This proportion is very high in comparison to schools nationally. The main language groupings in addition to English are Punjabi and Urdu. There are 113 pupils currently identified as having special educational needs, including moderate and severe learning difficulties, pupils with emotional and behavioural difficulties and hearing impairment. The percentage of pupils with special educational needs is well above the national average and the proportion of pupils with a statement of special educational needs is about average. There has been a significant change in teaching staff since the previous inspection. The school is part of the 'Heart of Slough' Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a good school. It provides a good quality education and good teaching enables all pupils to achieve well. The quality of leadership and management is excellent. Pupils make good progress throughout the school. They develop very good attitudes to their learning and behaviour is good. Pupils' personal development and relationships are very good. The school has sustained a good level of improvement since the previous inspection. When the above factors are set against the above average cost of educating each pupil, the school provides good value for money.

What the school does well

- The headteacher and her management team provide excellent and determined leadership that sets a very clear educational direction, which is shared by all adults working in and for the school.
- The school has a very strong ethos through its commitment to the full inclusion of all pupils. Pupils from different backgrounds and of different abilities are fully included in all school activities and given equal opportunities to succeed and make good progress.
- Teaching is good overall and enables pupils to achieve well, starting from a well below average base.
- Pupils' behaviour is good and their attitudes are very good. Relationships between pupils are very good and their respect for the feelings and beliefs of others is of a high quality. This arises from the very good provision for pupils' personal development.
- The school cares very well for its pupils. Assessment procedures are good and are used very well to support pupils' good progress. The level of personal support for all pupils is very good.

What could be improved

- Standards in English and science.
- The role of the curriculum coordinators.
- Parents' involvement in their children's education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. The school has made a good level of improvement since then and provides a good level of education. The school has met all the key issues raised at that time. Standards in English have improved, although some aspects of this subject remain issues in this inspection. There are good arrangements for higher attaining pupils and teachers have high expectations of these pupils. Provision for pupils with English as an additional language is much better. Information and communication technology is now used effectively to enhance pupils' learning in other subjects. The school has maintained standards and the good quality of teaching in the light of significant staff change. Provision for pupils' personal development has improved and there has been a very good level of improvement in the curriculum. The leadership of the headteacher and the deputy headteacher is now excellent and the school's strategic management of its resources has improved.

STANDARDS

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

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

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

When pupils start Godolphin Junior School, their attainment is well below average. During their time in the school they make good progress. Results of the national curriculum assessment tests in 2002 were below average when compared to all schools nationally and average when compared to schools with a similar proportion of free school meals. This inspection shows that by the end of Year 6, standards in English and science remain below average but in mathematics are average. Standards in mathematics are better than last year's test results indicate because of well focused teaching, which meets pupils' specific learning needs well and encourages them to apply their knowledge to solve problems effectively. Standards in all other subjects are as expected for pupils of this age. Standards in literacy are below average in speaking and listening and in writing, but average in reading. Standards in numeracy are satisfactory. The school set very challenging targets for the results in National Curriculum assessment tests in 2002, which it failed to meet. This year they are more realistic. All pupils, including those with special educational needs, pupils with English as an additional language and those from the wide range of ethnic backgrounds, including refugee pupils, represented in the school make good progress. When all of the above is taken into account, pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. In most lessons they show high levels of interest and are enthusiastic in their tasks.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, assemblies and around the school. Pupils organise themselves with a minimum of fuss and bother.
Personal development and relationships	Very good. Pupils become very responsible and reliable. Relationships between pupils are very good. They cooperate very well with teachers and apply themselves to their work. Their respect for the feelings, values and beliefs of others is very good.

Attendance	Attendance is below the national average, although this is affected by absence for religious observance and extended holidays. The punctuality of a small number of pupils is not good enough.
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TEACHING AND LEARNING

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

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

Teaching is good in English, mathematics, science, design and technology, history, information and communication technology and physical education and promotes the good quality of learning in these subjects. It is satisfactory in all other subjects. Teachers are fully aware of the pupils' diverse learning needs and plan to meet those of pupils from the wide range of backgrounds represented within the school. They are committed to the full inclusion of all pupils and therefore all are given the opportunity to make good progress. Basic skills are taught well and this gives pupils from all backgrounds a sound basis on which to learn effectively. The management of pupils is very good and pupils therefore develop very good attitudes and good behaviour. Teaching assistants make a valuable contribution to pupils' learning in lessons. Homework is used to good effect and supports and consolidates pupils' learning effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Good provision is made for pupils' personal, social and health education and a good range of extra curricular activities is provided. There are excellent links with other schools and the school uses the community very well to enrich pupils' learning. The school's success in achieving full educational inclusion of all pupils is excellent.
Provision for pupils with special educational needs	Good. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets are matched closely to individual pupils' needs and this helps teachers and teaching assistants plan precise teaching and assessment procedures.
Provision for pupils with English as an additional language	Good. Pupils are fully included in all aspects of school life and make the same levels of progress as other pupils. They are often withdrawn to work in small groups to prepare for or consolidate main stream class work. Provision is also good when pupils are taught in class through the effective support of teaching assistants and the teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision is good for their spiritual development and very good for their moral, social and cultural development. This promotes the high quality of pupils' attitudes, behaviour and personal development.
How well the school cares for its pupils	Very well. The arrangements for the welfare, health and safety of all its pupils are very effective. Day to day personal support and guidance for pupils is very good. There are good assessment procedures, which are used very well, in English, mathematics and information and communication technology, but their use in other subjects is not yet fully developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and deputy work extremely effectively with the strategic and senior managers, and together they have established an extremely clear vision regarding the development of the school. This is clearly communicated to, and shared by all members of staff.
How well the governors fulfil their responsibilities	Satisfactory. Governors are developing good levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities satisfactorily. They are developing a clear understanding of the school's needs and have given a good level of support in bringing the school through the current period of change.
The school's evaluation of its performance	Very good. The headteacher, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher, deputy and strategic managers rigorously monitor teaching, learning and standards. The monitoring of some subjects is not fully effective by the curriculum coordinators.
The strategic use of resources	The financial management of the school is very good. The school takes great care to ensure that income from a wide range of sources is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the very careful consideration given to the impact of financial commitments on standards so that best value is achieved.

The principles of best value are well pursued in all aspects of the life of the school. Although the school is well staffed, it has experienced some difficulty with establishing a stable staffing situation in recent years. However, through excellent leadership and very good support for new or temporary staff, the school has maintained standards and an effective learning environment. Learning resources are good and the good accommodation supports the delivery of the curriculum well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behave well. • The teaching is good, pupils are expected to work hard and are making good progress • The school is well led and managed • The school is helping their children become mature and responsible. • They feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • Extra curricular activities. • Homework • Information on how their children are getting on. • Working closely with parents

The inspection team agrees with the parents' positive views on the school. However, they feel that the provision for extra curricular activities is good. Homework is used well to support pupils' work. The team feels the information parents receive is good and the school tries hard to work with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The last inspection took place late in March 1998, and results in the 1997 National Curriculum assessment tests were well below the national average in English, mathematics and science. At that time, pupils made good progress. There was a key issue related to standards in English. The inspection judged standards to be below average in English and average in mathematics and science. Standards were in line with national expectations in all other subjects, except in history and geography, where they were below average. The current situation is similar. Pupils enter the school with attainment that is well below that expected for pupils at this age. They make good progress, but standards remain below average in English and science by the time pupils reach the age of eleven. Standards are average in mathematics and as expected in all other subjects.
- 2 In the National Curriculum tests for eleven-year-olds in 2002, results were below the national average in English, mathematics and science. When compared to schools with a similar proportion of pupils claiming free school meals, results were average in all three subjects. When the Year 6 test results in 2002 are compared with the Year 2 results in 1998 for the same group of pupils, data shows that these pupils made good progress in mathematics and science and satisfactory in English. In mathematics standards are currently higher than indicated in National Curriculum assessment tests because pupils who have limited English are very effectively supported in class, enabling them to focus on numeracy and mathematics, rather than language. The school did not achieve its targets in the National Curriculum tests in English or mathematics for eleven-year-olds last year. Seventy per cent of Year 6 pupils achieved the expected Level 4 or above in English whilst the target was set at 85 per cent. In mathematics the school achieved 60 per cent which was below the 83 per cent target. If achieved, both targets would have exceeded the national average. The school's targets for 2003 are more realistic at 79 per cent in English and 69 per cent in mathematics.
- 3 There are no significant differences in the attainment and progress of boys and girls, or pupils from different minority ethnic groups. This is so because the school values all its pupils regardless of their background, and is committed to providing education, which is based on the principle of equality of opportunity. Furthermore, there is a good system for tracking pupils' attainment and progress, which the school uses very effectively to identify and support pupils who may be at risk of underachievement.
- 4 Pupils who have special educational needs make good progress towards the targets set for them. Regular assessments identify pupils' particular difficulties and enable staff to set appropriate but challenging targets for them. Test results are also used effectively to put the pupils into appropriate teaching groups with support staff ensuring that they make good progress.
- 5 Standards in speaking and listening are below the national expectation. Pupils listen attentively to their teachers and respond well to their questions, but their responses are limited in length or detail. Their spoken language does not flow easily and their thoughts are often disjointed. Pupils' descriptive vocabulary is satisfactory in both spoken and written language. However, pupils are good listeners. Although pupils make good progress in developing their writing skills, standards remain below average. Pupils experience a wide range of types of texts, such as formal letter writing, diary entries, poetry and story telling. Much of the finished work is limited in length and the quality of pupils extended writing by the end of Year 6 is below that generally expected for pupils of this age. However, pupils learn to use formal vocabulary in a good range of subjects and lay out their work appropriately. They mostly concentrate well on the presentation of their work and pay attention to their handwriting. Sometimes though the quality of their work and handwriting and layout is untidy and therefore standards of writing and presentation are inconsistent across the school. Spelling has also improved since the previous inspection and by Year 6 many pupils spell common words correctly and make accurate attempts to spell less frequently used words. Pupils

make very good progress in developing their reading skills and standards are in line with national expectations by the end of Year 6. Pupils have good knowledge of letter sounds and combinations, enabling them to read unfamiliar words well. However, their understanding is less good. They have good opportunities for and apply themselves well to researching. Pupils do not always read with sufficient expression.

- 6 By Year 6, attainment in mathematics is in line with that expected for pupils of this age. Pupils at all levels make good progress. They have sound understanding of number through the numeracy strategy. They work well with place value of number and use this well when working with the full range of numbers, such as small decimal fractions in their work with money and measures and larger numbers when dealing with kilometres and kilograms. A strength of their work is that by the end of Year 6, they know how to use mathematics. They use and apply their number skills in converting from pound sterling to Euro for example or when converting from metres to kilometres and vice versa. Their knowledge and understanding in other aspects of mathematics matches that in numbers. They have a sound knowledge of shape, space and measure and of data handling.
- 7 In science, the situation is different and standards remain below average overall, although pupils achieve well. They have a sound, and sometimes a good knowledge and understanding of scientific facts, but they have not yet developed the skill of using and applying this to a range of different situations.
- 8 Pupils have satisfactory skills in word processing, data handling and multimedia skills but in control technology and use of sensors to monitor external events, they are less well developed. Routines to log on, save and retrieve work are carried out smoothly and efficiently. By Year 6, pupils enter data into spreadsheets competently and use the information well to produce charts and graphs. They are able to search the Internet for information, adding a value to their work in other subjects.
- 9 In religious education, standards are in line with the expectations of the Locally Agreed Syllabus. During religious education lessons, pupils acquire a satisfactory knowledge and understanding of Christianity, Judaism, Hinduism and the Islamic faith. Pupils have a sound knowledge of some of the stories that form the foundations of such faiths and build a satisfactory understanding of how different religions affect the lives of the people.

Pupils' attitudes, values and personal development

- 10 Pupils' attitudes and values and behaviour bear a close resemblance to those reported on at the last inspection. They have very good attitudes to learning and appreciate the range of activities provided. Pupils enjoy school and are very willing to learn. Those from different backgrounds and those who join the school during the year all have positive attitudes to the school. Pupils are polite, hold doors open for adults and each other and easily enter in conversation, which contributes greatly to the friendly atmosphere within the school. They know that their personal actions have consequences for others and pupils from different ethnic, cultural and religious groups represented in the school support the very good and harmonious relationships with each other and with members of staff.
- 11 Most parents think that behaviour is good, and the team found it so, with pupils very aware of the high expectations of their teachers. The school's emphasis on social development has had a very positive impact on pupil behaviour. Bullying is very rare, and on the very rare occasions when it does occur, it is dealt with very effectively and pupils involved respond very well. The behaviour in most lessons and round the school is good. Pupils are enthusiastic and work well together, for example in pairs on the computer, running the library, supporting clubs and in whole school performances. Behaviour at lunchtime is good and pupils understand the different rules that apply to the various areas around the school. In the year prior to the inspection there were four fixed period and no permanent exclusions.
- 12 From the parents' questionnaire nearly every parent agrees that children like school and the inspection team found this to be the case. Pupils value their teachers very much and like the

children in their class. The school's strategies for inclusion are excellent. All pupils are fully integrated into the life of the school and enjoy the sense of belonging. Pupils with special educational needs value the support they are given, although the teaching assistants sometimes have to work hard to support these pupils and ensure that they do not cause disruption in class.

- 13 The headteacher and staff have made the development of relationships a high priority. They lead by example providing very strong role models. One of the strengths of the school is that all pupils have learned to respect differences and understand the feelings and beliefs of others. Pupils work well together irrespective of gender or ethnicity. Older pupils provide a good model for the youngest; for example when they run the library in a professional and business like manner. Pupils are prepared to take responsibility when it is offered; for example the 'computer wizards' are elected to help children in the information and communication technology suite. These pupils attend training to make them more effective and responsible in supporting their peers. Pupils are proud to be given responsibility and welcome the initiative to run activities and clubs. In the best lessons, pupils listen carefully and respectfully to the ideas of others and then add their own views. Pupils value the efforts of others.
- 14 The school's overall attendance level is below the national average and has fallen since the last inspection. However, the pupils in Year 6 achieve satisfactory attendance. Attendance levels throughout the school are significantly influenced by pupils' absence for religious observance. Authorised and unauthorised absence levels are high, and holidays taken during term time are a major reason for absence. One in ten pupils takes extended holidays, and the school believes this has an unfavourable effect on their learning, particularly when English is not their mother tongue. Punctuality at the start of the school day is unsatisfactory for some pupils. Registers are well maintained and the registration of pupils is courteous and efficient.

HOW WELL ARE PUPILS TAUGHT?

- 15 The quality of teaching is good overall and promotes the good learning the pupils experience whilst in school. During the inspection, teaching was at least satisfactory in all of the 65 lessons observed. It was good or better in almost two thirds of lessons and very good or excellent in one sixth. Teaching is satisfactory in art and design, music and religious education and good in all other subjects and in literacy and numeracy. There was insufficient evidence on which to base a judgement in geography. This maintains the good quality of teaching seen at the time of the previous inspection.
- 16 Pupils who have special educational needs make good progress because teachers and support staff work hard to ensure lessons are planned at the appropriate level. They make good use of pupils' individual learning plans that generally have easily measurable targets so staff can identify the progress pupils make. Support staff explain tasks carefully and give good support to help pupils complete their tasks. Support staff provide good opportunities for pupils to try out their answers before answering in class sessions and encourage them to work independently. Teachers are good at asking appropriate questions which pupils who have special educational needs can understand, and joining in whole class activities visibly raises their self-esteem. In small teaching groups activities are varied and develop pupils' visual, auditory and memory skills, so pupils use all their senses, for example, to learn the order of the alphabet and the orientation of letters.
- 17 All staff ensure that they involve all pupils in learning regardless of gender, ethnicity, English as an additional language, special educational needs or ability. Raising teachers' expectations of what higher attaining pupils can achieve was a key issue in the previous inspection. This has been successfully addressed, with the higher attainers now being given work, which is challenging enough. Organisation into teaching groups for English, mathematics and science enables teachers to focus on the specific needs of different groups of pupils and provide challenging activities. Year 6 pupils in the higher attaining mathematics group were continually challenged to use their knowledge and understanding to solve problems that got progressively more difficult as the lesson progressed. Their attainment was raised to that above national expectations. Together with their very enthusiastic attitudes to learning, pupils made very good progress in this lesson and learned at a very brisk pace.

- 18 Teachers' knowledge and understanding of the subjects that they teach is good. Visiting experts such as professional football coaches, support this aspect of teaching very well. They use their professional skills very effectively to inspire and challenge pupils to make good progress. Teachers appreciate the learning needs of all pupils very well, including those pupils who arrive in the school fresh from very different cultures and circumstances. These pupils and others who have English as an additional language and are not familiar with specialist vocabulary of some subjects are given 'pre-teaching' support, where they are introduced to the specific words that are to be used in science, geography or mathematics for example. This gives them confidence and enables them to take a full part in the lessons, especially when supported by bilingual assistants. Extra support work is also provided to consolidate their learning.
- 19 Lessons are planned so all pupils, including those at different levels of attainment, are given work at an appropriate level, ensuring that pupils' learning is securely based upon what they have already learned, and is therefore effective. Planning is based on reliable assessments of standards and pupils' needs. Marking of pupils' work provides valuable information for teachers in their planning and they use this well to ensure pupils' learning is securely based on previous good understanding. The good targeting of work extends to oral sessions, when questions at appropriate levels and phrased in specific ways are directed to different pupils, giving them confidence, and all pupils have the opportunity to contribute and take an active part in lessons. Lower-attaining pupils, and those with special educational needs, are well supported by their class teachers and the effective work of the support assistants. The school's commitment to the full inclusion of all pupils and ensuring that all have equal opportunities to learn is admirable and a very strong feature of the school's ethos, reflected in the classrooms.
- 20 Basic skills are taught well, across a wide range of subjects and particularly from the time the pupils enter the school at Year 3. The development of literacy and numeracy skills plays an important part in the school and all adults promote this very effectively, especially speaking and listening and numeracy. This is supported effectively by teachers' good use of homework, which consolidates learning well. Teachers' lesson planning is good and lesson planning also draws attention to specific vocabulary used in the current topic or lesson. Activities are appropriate and effectively enable pupils to achieve the intended learning outcomes. Interesting activities stimulate pupils, establish their attention at the beginning of lessons and encourage their participation. High interest levels also ensure that pupils sustain concentration and that they work hard to make good progress in acquiring good levels of skills, knowledge and understanding. This is typical of the great majority of lessons and illustrates the teacher's understanding of these pupils' particular needs.
- 21 Teachers' expectations of their pupils are high. Pupils who are well prepared for lessons through pre-teaching of related language are expected to take a full and active part in the discussion and oral sessions, often with some bilingual support. More generally, teachers are fully aware of the levels that their pupils are at and plan appropriately demanding exercises. They consistently expect high standards of behaviour in lessons. Pupils are managed very well and good standards of behaviour are established and maintained in class. Although not seen during the inspection, parents confirm that those pupils who occasionally present instances of inappropriate behaviour are dealt with appropriately and effectively in a respectful, non confrontational but firm manner. Expectations of behaviour are made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately.
- 22 Teachers use effective methods in lessons and ensure that pupils' gains in knowledge and understanding are good. They mostly use a good balance of teacher led and pupil activity. Occasionally teachers talk for too long and do not actively occupy pupils enough. In a mathematics lesson for a set containing some pupils with special educational needs and pupils with English as an additional language, some pupils found difficulty in listening to the teacher talk for an extended length of time. Some pupils, particularly those with special educational needs, became restless and required a lot of effective attention from the teaching assistant. In this way, the methods used are not always entirely appropriate to the group of pupils in the class. In most

lessons teachers use a good range of effective teaching strategies and include appropriate use of focused questions and good opportunities for pupils to work within groups or individually.

- 23 Support staff are very effective in their work in class, are used well by the teachers and they make a positive contribution to the learning of the pupils in their care. They are fully involved in the planning of the lesson and are well aware of their specific responsibilities in class. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. Support staff effectively support the teachers in their work and work confidently and competently either along side them or with groups of pupils as directed. Even when the teachers are talking at the beginning of lessons, such as in literacy and numeracy lessons, teaching assistants are busy ensuring that pupils are attending to what the teacher is saying or explaining the meaning of questions when required. Specialist support staff for pupils with English as an additional language work effectively and unobtrusively within class, supporting specific pupils and ensuring full inclusion in all learning activities. They are well prepared and know what they are doing. Resources, including computers and interactive whiteboards, are used to good effect and provide interest and variety in lessons.

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

- 24 The school provides a very good quality and range of learning opportunities. The curriculum is good; it is broadly balanced and relevant to these pupils' needs and meets the statutory requirements of the National Curriculum and religious education. This maintains the quality of the curriculum provided at the time of the previous inspection. The curriculum was judged to be rich and varied, was broad and well balanced and rightly identified the importance of reading and writing and mathematics. Currently, the time allocated for each subject is sufficient to ensure full curriculum coverage, and the school uses National Curriculum guidelines for work in most subjects. The quality and range of learning opportunities and provision for pupils with special educational needs, is good. The school's approach to providing equality of opportunity is excellent. The school has been highly successful in enabling all pupils regardless of gender, ethnicity, special educational needs or English as an additional language, to have full access to all aspects of a broad, balanced and relevant curriculum.
- 25 The school provides a very good range of exciting learning experiences through educational visits and school based activities, which provide valuable enrichment to the formal curriculum. Consistency in planning is monitored effectively and a sound framework exists on planning curriculum development within the school. There is a good provision of extra-curricular activities and planned programme of visits and visitors.
- 26 The national strategies for literacy and numeracy have been effectively implemented and are beginning to have a positive effect on improving standards. The development of pupils' literacy, numeracy and information technology skills is well supported through planned provision in a good range of other subjects. The school has a clear view of curriculum strengths and areas for development, but does not yet use a sufficiently wide range of assessment procedures to identify and inform the next steps in learning, particularly in subjects other than English, mathematics, science and information and communication technology.
- 27 Pupils who have special educational needs have full access to the curriculum. Although they sometimes go out to small teaching groups, teachers ensure that when they come back to class they know what to do. Often teachers use mixed ability groups effectively in different subjects to enable pupils to help each other with reading a text or discussion. Good links between teachers and support staff means that they know what is expected of their pupils during lessons and can support effectively, explaining new words, and adapting questions to help them answer.
- 28 The contribution made by the community to benefit the pupils' learning is very good. The school gives a positive image to the community, through the effective work of an external liaison coordinator. It has a very productive relationship with the Slough Education Business Partnership,

which enables many local companies to play an active role in helping pupils. Companies give trophies that are awarded to pupils for such diverse areas as the creative arts, service to the school, effort, maths and attendance or pupils' citizen of the month. Others supply staff to support the Healthy Schools Award. The school has very good links with local sports clubs who promote sport for all pupils. There is a good range of visitors from the community, including the education and health agencies, who assist with many aspects of the pupils' education.

- 29 The school has excellent relationships with partner institutions that greatly benefit the pupils' learning. The nursery, infant and junior schools operate a 'one campus' philosophy, which leads to a very good exchange of pupils' data, consistent information for parents, and a smooth transition between schools for the pupils. Although the range of secondary schools is wide, the school has developed relationships that promote extended learning opportunities for more able pupils through master maths classes, or literacy and numeracy summer schools. The local grammar school supports the school's efforts to provide information technology courses for adults. The school works very closely with three teacher training colleges to their mutual advantage.
- 30 The school makes good provision for the pupils' personal development. By showing the pupils how much it cares for their personal and social needs, the school provides an ethos in which pupils are valued both as individuals and as members of the school community. The pupils respond by acting responsibly and maturely. The curriculum for personal, social and health education is not yet fully developed but nevertheless each class has three opportunities a week to pursue this aspect of the pupils' development. In these lessons teachers try to raise pupils self esteem and confidence by debating issues such as rights and responsibilities and what being generous might mean. The pupils in Year 6 prepare for life by discussing issues such as bereavement and appropriate attention is given to sex education and the promotion of pupils' awareness of the use and misuse of drugs. The coordinator is new to the responsibility and recognises that the scheme of work needs updating. She is presently supporting teachers well by planning lessons on their behalf.
- 31 Provision for pupils' spiritual, moral, social, and cultural development is very good and this is an improvement on the previous report when it was judged to be good. The school values every member of the school community and this is enshrined in the ethos statement. Every member of the school community is aware of this. It is renegotiated with pupils each year and everyone, including pupils, teachers, parents, governors and support staff are asked to sign to show agreement.
- 32 Provision for pupils' spiritual development is good. The school has exemption from providing acts of worship that are of a mainly Christian character. Assemblies and class worship follow a planned programme of themes. It is often based on stories from different faiths and is usually of a moral nature. Moments of quiet reflection are included. However, class assemblies are not always effective at promoting the correct sense of occasion as too often pupils and staff returning to class interrupt them. This leaves very limited time for reflection and dispels the spirituality of the event. Lessons and collective worship also make strong links with personal and social education. In religious education, pupils are given the opportunities to explore the values and beliefs of others and to compare their own beliefs to that of others. Teachers provide good role models in developing a climate where all are respected and valued. Moments of quiet reflection and calm are sometimes provided in lessons when music is played. Opportunities in other lessons include poetry writing in Year 6 when nature is personified through expressions such as 'the wind strolls around my house like a cat wearing white silky boots.' In the playground, seating areas provide opportunities for pupils to sit quietly and enjoy the outdoors. Pupils are encouraged to appreciate their environment, respect it and look after it.
- 33 Provision for pupils' moral development is very good. There is a clear behaviour management policy, which ensures pupils have a good understanding of the distinction between right and wrong. The adults in the school set high expectations of the pupils' behaviour and there is a very good response to this from all pupils. Adults in the school act as good role models and from this the pupils develop a very good knowledge of their rights and responsibilities and the importance of truth, fairness and equality. They learn from the school's example that harmony and equality are important aspects of their school community. Pupils who experience difficulty with their behaviour

are well supported, both in and out of class and there is a behaviour programme held at lunchtime to help these pupils. Good morals are reinforced in the fables, legends and religious stories they study in English lessons.

- 34 Provision for pupils' social development is very good. There is a strong sense of community within the school in which pupils' contributions to school life are valued. Pupils take on many responsibilities. They confidently and proudly escort visitors around the school. Older pupils play a significant part in the organisation of major events such as the summer fair. They efficiently manage the library. Pupils in Year 6 manage an election campaign for the appointment of house captains and pupils throughout the school join in the election. Pupils also elect pupils for a 'citizenship award'. The school council is represented by pupils from each year and has been instrumental in choosing the present school uniform. Each year group chooses which charity it wishes to support and then organises its own fundraising activities. Many opportunities are provided in lessons for pupils to work in pairs or small groups. Pupils act as 'playground buddies' to pupils needing a friend and the 'computer wizards' help pupils who do not have computers at home.
- 35 Provision for cultural development is also very good. Pupils are given opportunities to explore not only their own cultures but also that of others and of the country in which they live. Songs are sung in different languages and stories are told from different cultures. Pupils visit places of worship from several different faiths. In history lessons, pupils learn about the English culture of the past. In art lessons pupils look at batik and printing with Indian wood blocks and have compared Tudor art to Mogul art. Visits are made to places such as the Britain at War Museum and to the Christmas pantomime. Visitors from a range of cultures talk to pupils about their background. A Baptist minister visits the school and a Jewish group has played Jewish music for the pupils. The school values and celebrates the cultural and linguistic diversity in its population through displays, and resources. Furthermore, there is good use of different languages as a resource for supporting pupils and communicating with parents.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 36 The provision for pupils' support, guidance and welfare is very good, and is similar to the last inspection. Through the determined leadership of the headteacher, there is a very strong commitment to the care of all pupils. This is backed up by well-defined practices and procedures, which have supported the school's Investors in People Award. All staff have a thorough knowledge of the pupils in their care, and the headteacher and key management staff extend this to a good knowledge of the parents. They conscientiously accept their pastoral role with cheerfulness, enthusiasm and dedication. Pupils feel valued and have good trust in all staff, and believe that they are well looked after. Pupils' happiness and confidence within the school contributes greatly to their good levels of achievement, and is being increasingly appreciated by parents.
- 37 The school has a sufficient range of good quality support, guidance and welfare policies. They are consistently implemented by well trained staff, who are well informed by a high quality staff handbook. The school is very welcoming to outside education and health agencies to support the pupils on a routine basis, or if there are specific problems. The school nurse supports the school well with routine medical checks and staff training. She assists the delivery of sex education, from which no pupils have been withdrawn by parents. The Slough Behaviour Support Unit gives the school very good support in dealing with pupils with emotional and behavioural problems.
- 38 The school is very vigilant regarding child protection issues, and very good procedures comply with local requirements. Most staff have been regularly trained in formal procedures, which guarantees a professional approach to concerns. The school receives good support from outside agencies, and enables children to take the initiative in protecting themselves, through displaying the 'Childline' number. The school has a policy on pupils' use of the Internet, which it implements well to ensure only acceptable use under adult supervision.
- 39 Health and safety procedures are very good and the headteacher is well supported, as are the coordinators, by an external contracting company and a new in post governor. The school

operates ongoing risk assessment, and the headteacher is used to reviewing the site termly, although findings are not formally recorded. The site is safe as indicated by the low accident rate. Accident procedures are satisfactory. Medical care facilities are inadequate, as there is no dedicated medical room. Office procedures are sufficient to support medical emergencies and dispense medication.

- 40 Overall, procedures for monitoring the personal and social development of all pupils are satisfactory. There is effective monitoring of pupils' personal development for the four out of ten pupils in the school who have special educational needs or for whom English is not the mother tongue. Procedures are not in place for the remaining half of pupils. They are informal and rely on teacher's classroom experiences and subsequent informal discussions with the headteacher. Pupils develop personal academic and non academic targets with the teacher. Parents are well involved with staff, where there are causes for concern, and professional agencies are involved if necessary.
- 41 The school's procedures for monitoring and improving attendance are good. Parents are given information fortnightly, regarding their children's attendance. A bilingual clerical assistant telephones parents on the first day of absence, if reasons for absence are not received. The monitoring and analysis of registers has a high priority and data is used well to control absence. The school receives a good level of support from the educational welfare service. Pupils receive good attendance rewards, which contribute to their raised self-esteem and enjoyment of the school. The effective monitoring has succeeded in controlling attendance at satisfactory levels, taking into account absences of pupils with religious observance needs.
- 42 The procedures for monitoring and promoting behaviour are very good, and effective in achieving consistently good behaviour in all classes. Pupils, parents and staff annually sign up to the ethos of the school by signing a leaf for a tree, and this reaffirms the school's need for a calm and well-ordered community. Teachers, even when new to the school, quickly understand the positive behaviour procedures well, and become skilled in managing the behaviour of pupils. Pupils negotiate class rules and they are encouraged to collect rewards, which they keep in their success files. Escalating sanctions allow pupils to stop and think initially. They include exclusions and are well understood by pupils and parents and considered to be fair. The headteacher and staff are aware of any short-term problems between pupils, and make good use of counselling procedures. Pupils under pressure are effective in involving teachers, so that together they anticipate and eliminate oppressive behaviour quickly.
- 43 The school is very clear about its intolerance of bullying, and racial and sexual harassment. It has very effective procedures for recording racial incidents, and reporting them termly to the local education authority and the governing body. There were four recorded incidents of racism last year, and there have been four such incidents so far this year. The school sees this as a success of its procedures for dealing with racism because it is evidence that these issues are taken seriously and pupils feel confident to report them.
- 44 Procedures for monitoring pupils' academic progress are good overall. In English and mathematics, good and detailed records are kept and in these subjects assessment is very good. Pupils are tested soon after arriving in the school and the results of these tests form the basis of a profile that is built on throughout the school. Annual standardised tests take place and the progress of individual pupils is well tracked. These assessments give useful information about pupils' progress and identify areas of underachievement. However the information is bulky and is not readily accessible to support teachers when planning their lessons in the short and medium term. Nevertheless, the school uses the information it has very well to build up a profile of each year group. Different groups who are not achieving as well as others have been identified in each year of the school and resources and extra support have been put in to target and support these groups. This information is also used to put pupils into ability sets for English, mathematics and science. The composition of these sets is regularly revised so pupils are placed where they can be best supported. Targets are set for groups of pupils and for individuals. These are shared with the pupils and the parents. Assessment of science and information and communication technology is developing. In science it is satisfactory. In information and communication technology it is good

because pupils make their own assessments and this successfully supports them in identifying their own targets for improvement. In the other foundation subjects it is informal and is still underdeveloped.

- 45 The school uses the Code of Practice effectively for pupils who have special educational needs. Pupils' files are appropriately organised although previous individual work plans are separate from statements. This does not provide a whole profile of a pupil. There are very good links with outside agencies who have very positive views of the school, recognising the way in which it works hard to enable all pupils to take part and to achieve. In class lessons and in small group and individual sessions, staff carefully record pupils' progress to ensure each session builds on the pupils' previous learning. However, there is no consistent format for recording progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 The school continues to work hard to welcome parents into the school, and develop a working partnership. It is having some success in gaining the involvement of parents, even when it has a difficult task in gaining a response due to some lack of confidence in the English language. The partnership with parents is broadly satisfactory as it was at the last inspection.
- 47 Most parents are supportive of the school, but some parent's views are formed more through listening to their friends and children, rather than through their personal involvement with the school. Parents' views of the school have improved since the last inspection, and are at a good level. The inspectors confirm parents' positive views expressed in the questionnaire. Parents' high level of trust and support for the school are further indicated by the increased requests for admission, which the school cannot fulfil, due to it being over subscribed. Parents particularly like the welcoming and caring ethos of the school, and the positive effect that the school has on their children. They approve of the standards of work and behaviour in the school, and they admire the headteacher's leadership and the staff's good teaching.
- 48 Only a small minority of parents have a negative opinion of the school, but there is a larger minority of parents who show a lack interest in their children's education. There are differing opinions on homework, but the inspectors feel that the school makes good use of homework, which supports class learning well. A few parents expressed concerns about specific aspects of the school; the inspectors feel that the school gives parents good information on their children's progress and that it tries to work closely with parents even when parents show little response. They further consider that the range of outside activities, which the school provides, is good.
- 49 Although the school does not have a written parents' policy, the ethos statement and many policies show that it wants to build a partnership with all parents. The effectiveness of the school's links with parents is satisfactory. Some pupils are brought to school daily, and the headteacher and staff are proactive in meeting these parents at either end of the day. The school encourages parents to see either the teacher or a senior member of staff if there are problems, and most parents feel that they are valued and respected by all staff. The parents' impact on their children's education, through their active support of the school is unsatisfactory. Too few have sufficient confidence to develop a real relationship or seldom approach the school due to work demands. The four elected parent governors are enthusiastic and represent the school well, but parent governors have been difficult to recruit. The school does not have a parent teacher association, making it difficult to build a cohesive parent community and to promote fund raising activities. All parents sign the home-school agreement, but some parents do not support the school well when taking extended holidays in term time or having poor punctuality at the start of the day.
- 50 The school provides good quality information to parents about their children's progress. Annual reports to parents have many positive features, as they give good feedback about pupils' abilities and performance in all subjects of the National Curriculum. They do not always contain references to performance against past targets, and future targets are not clearly listed for parents. Reports seek the views of parents, and pupils are used to contributing their thoughts on their efforts in the past year. Parents have good opportunities each term to discuss their children's learning with the class teacher, and the turnout of parents to these meetings is very good. The prospectus is a

good quality document, which represents the character of the school well, but the annual governors' report to parents lacks some points of statutory information. Notice boards for parents are satisfactory, but only contain a few items of translated materials. Information for parents on general school issues is satisfactory, and the school issues a newsletter. Parents are encouraged to consult with the school's bilingual speakers if they require translations.

- 51 Parents of pupils who have special educational needs come to their child's reviews and have good opportunities to add their comments to records and decisions. Sometimes pupils join at the end of the discussions to talk about how they feel about the decisions. To maintain pupils' self esteem staff are sensitive to individual circumstances.
- 52 The contribution of parents to their children's learning at school and at home is variable, but unsatisfactory overall. Very few parents have security clearance to help in the classroom. Too few parents become sufficiently involved in attending events to find out about what their children are learning. The Family Learning Project is involving an increasing number of parents, but is small. The teacher responsible for home school liaison works well with families who are reluctant to approach the school. The school carries out satisfactory consultations with parents. Parents are given a good view of homework through homework diaries but these are not used effectively to promote a real parent-teacher dialogue. Parents are informed of topic work every term. The parents of pupils with special educational needs are well involved in developing individual educational plans with attainable targets, so that they can provide support at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The headteacher and deputy headteacher provide the school with excellent leadership, which supports the school's drive to maintain high levels of provision and attainment and to enable all pupils to achieve well. The school has experienced significant change in recent years, including seventeen changes in teaching staff, a new chair of governors and six governors new to the school. The headteacher, deputy headteacher and three other strategic managers, most of whom are long-serving members of the teaching staff, have provided a very strong level of stability and support for the school during this time. They have ensured that the quality of education has remained high and standards have continued to rise. This team was set up as the result of a strategic decision taken by the headteacher, deputy headteacher and the governing body in order to maintain standards and quality during a period of change. They are very well supported in their work by four year leaders, who oversee quality and standards in their year group and work very well as a middle management team. These groups of managers work in a highly efficient and effective way and the strong management structure has successfully brought the school through this period of change. This is an improvement on the quality of leadership and management made at the time of the previous inspection, when the leadership of the headteacher was judged to be very good and leadership and management was good overall.
- 54 There is an extremely clear vision for the future of the school and all staff, governors and parents share this. The school has a very strong commitment to provide quality in all it does. The school has a brief but comprehensive ethos statement, which is shared by all connected with the school. It is sent to parents each year who are reminded of the school's aspirations for their children and are asked to sign it to acknowledge their agreement. In this way, the vision of the school is truly shared by all. The school has a commitment to strengthen ties between school and parents so that they can become fully involved in the education of their children. The school encourages the children to understand, tolerate and value others' cultures, religions and identity so that they will be willing to share with one another. They endeavour to nurture the children to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills. These aims and aspirations are very evident in the school's work and are highly reflected in pupils' attitudes and values towards school, learning and other children from a wide range of different backgrounds.
- 55 The monitoring of the school's work by the headteacher and deputy is thorough and rigorous. The school is committed to self evaluation as a tool for improvement. The monitoring and evaluation system is a well established and accepted commercial model. It looks at evaluating and

classifying everything that the school does into one of three categories; maintain, improve or change. All staff are involved in this procedure for their own areas and evaluations are based on firm evidence that includes observations of teaching and learning, sampling of work and the analysis of pupils' performance data. All evaluations are fed back through the management structure and contribute to the school improvement plan, known as the Godolphin Annual Action Plan, which is a highly effective working document with targets that benefit the pupils and impact on the creation of an effective and supportive learning environment.

- 56 The headteacher, deputy headteacher and strategic managers are highly effective in their monitoring of teaching. Year group leaders support this by close contact with their teams and strategic managers also work alongside teachers and teach groups of pupils, giving them a good insight into the quality and standards across the school. This has been particularly effective because there has been a very high turnover of teaching staff in the last two years and the headteacher and deputy headteacher very quickly identified where there were weaknesses in teaching and provided firm but supportive action, with honest feedback and determined follow up. This has resulted in a good quality of teaching and no unsatisfactory teaching was seen during the inspection. This is an improvement on teaching at the time of the previous inspection, when four per cent of teaching was unsatisfactory.
- 57 Curriculum coordination is good. Those curriculum coordinators who are experienced work well to monitor provision and standards and support development in their subjects effectively. Curriculum coordinators who have less management experience do a satisfactory job and are fully supported by the headteacher and other members of the strategic management team through consultation and discussion. The amount of responsibility that is delegated to individuals is proportional to their potential and delegation is supported through individual plans, which encourages some autonomy within set parameters. The headteacher ensures that curriculum coordinators with less experience are supported and guided. The strategic managers set out the strategies and requirements of subject management and then encourage coordinators to do the job within a supportive framework. This provides a valuable source of professional development for staff. However, there are areas for further development in the role of the curriculum coordinators, who will become more independent in their work as they gain experience. However, what the curriculum coordinators do, contributes to the good quality curriculum and high standards. Curriculum coordinators monitor provision and standards across the school by scrutinising teachers' planning and samples of pupils' work and observing in other classes. Assessment data is used very effectively in English and mathematics to identify what pupils do well and where improvement is needed. This data is then used reliably to inform the school improvement plan.
- 58 The school has a comprehensive Race Equality Policy, which is very effectively implemented. The head and the deputy head share the responsibility for the implementation of equality of opportunity and access to all aspects of educational provision in the school. They have a clear understanding of issues related to provision for pupils with English as an additional language, and promote it extremely well. The headteacher and deputy headteacher are both qualified trainers in a nationally approved course of study relating to provision for pupils with English as an additional language within the mainstream classroom. Training in this important aspect of education is a condition of service in the school. In this way the school management ensures that all teachers are fully competent to deal with the wide range of learning needs of these pupils from a wide range of backgrounds. The school uses the expertise of staff who specialise in the support of pupils with English as an additional language very well, and because of the positive ethos and the emphasis on individual achievement, pupils with English as an additional language thrive in this school. All pupils with English as an additional language are very well integrated in the school, and there is a high degree of good racial harmony. The range and quality of resources to celebrate and promote cultural and linguistic diversity are good.
- 59 The leadership and management of the coordinator for pupils with special educational needs are good. She has a good overview of the work of the school and a clear direction for staff development, knowing the needs of both school and individual staff needs. Support staff have good access to appropriate courses and are developing their skills well. They are also beginning to acquire appropriate resources to meet their pupils' needs. Resources for deaf pupils are good and

enable them to take part in class sessions and whole school assemblies. At the time of the previous inspection, the provision for these pupils by external support staff was unsatisfactory and formed the basis of a key issue. Since then funding has been deployed to the school, which now employs teachers and support staff directly and is responsible for assuring quality provision. This is done very well and there has been a significant improvement in this area since the previous inspection.

- 60 Governors give good support to the school and they make a satisfactory contribution to its development. There is a high proportion of the governors new to the governing body and there is a new chair of governors. As a result, the governing body is in a developing phase, but there are signs that the governors will become pro-active in their leadership and management role. Governors visit the school regularly to make themselves aware of what is happening. The chair of governors has clear ideas about how the governing body should develop and this is part of the strategic development of the school. Training of a professional standard has already been booked for the governing body and this will support them in establishing an active role in the school, whilst continuing to provide valued support for its work. The management responsibilities within the governing body have been reviewed to include the new governors and the structure is effective. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The chair of governors meets with the headteacher frequently, on an informal basis. There is also much formal and informal contact between other governors and the school. Statutory requirements are generally well met, but there are a few minor omissions in the Governors' Annual Report to Parents.
- 61 The school has very good defined procedures for financial planning and management. The recent audit stated that the financial planning, budget setting and monitoring controls are adequately designed and operated, and are linked to the school development plan. The school's books of account are accurate and no areas are identified as at risk. All the roles and responsibilities of the headteacher, staff and governors, in relation to financial decisions, are well understood and documented.
- 62 The headteacher and school bursar efficiently manage the budget process, and all teachers are involved in setting educational priorities with appropriate budgets. Governors are kept well informed throughout the budgeting process, and they monitor the spending through regular meetings of the finance committee. Although the school operates at a high cost per pupil, financial decisions are viable and prudent so that the planned carry forward operates within legal guidelines. The school has funded an expensive management organisation, in the short term, whilst it overcomes teacher recruitment problems, and this allows pupils to make good progress during their time in the school.
- 63 The school makes very good use of specific funds, for example the standards fund for English as an additional language and the budget for special educational needs, to support these educational priorities and promote good progress by pupils. The school receives educational action zone and out of school activities funding, which maintains the provision of a breakfast club and an after school 'kids club'. The school has enjoyed capital funding for a new classroom, which has enabled it to improve its facilities with a multipurpose outside building.
- 64 The efficient office staff enable the school to operate smoothly. They make effective use of new information technology to maintain the pupil database, manage the budget and communicate through electronic mail. They would benefit from using computerised systems to aid the analysis of attendance.
- 65 Staff and governors make good use of the principles of best value to ensure that the school makes efficient use of its resources and improves its performance. They are keen to develop methods that improve the school through comparisons with other schools, and they regularly consult well through questionnaires with pupils, parents and staff. The school is working well with a consortium of schools so that the economies of scale are not lost as the local education authority decentralises many of its functions.

- 66 The match of teachers and support staff to the demands of the curriculum is good. The school benefits from the provision of six teachers who do not have full time class responsibilities. Two of these teachers give support to pupils with English as an additional language. Others are able to give support to other groups of children and to teachers in the school. The rate of staff turnover has been high, and many staff are new to the school. The induction procedures for new staff are very good and they are well supported, especially in their subject leadership roles by members of the strategic management team. Performance management systems are securely in place and the headteacher is responsible for monitoring performance and setting annual targets for all teachers. This supports effectively the school's drive for quality provision. Current staffing levels are appropriate, although the headteacher reports that filling vacancies with suitable permanent staff is becoming increasingly difficult. The support staff are good and work very closely with teachers to provide the best possible academic and pastoral support to the pupils.
- 67 The school's accommodation is good for meeting the demands of the primary curriculum. It is clean, bright and well maintained and decorated with relevant displays. Classrooms are light and airy. However, four classrooms are actually too small for the numbers of pupils in those classes. The teachers have created an illusion of space and cope well within the restrictions of space. The school makes good use of the available accommodation to provide a large hall, a spacious library and computer suite, and science and technology and music rooms. There are a generous number of additional rooms including two classrooms in a temporary building, but the school lacks a medical room. The school has often been creative with space when creating a 'kids' kitchen' and a parents' room in an outside temporary building. Administration areas are sufficient. The pupils benefit from the substantial playgrounds, field and garden and wildlife areas. The two-floor building design has toilet facilities on the ground floor only and the toilet provision for pupils and staff is insufficient to meet requirements. The school is positioned close to a busy main road with inadequate safe parking for parents, and congestion causes concern for local residents. Learning resources are good and effectively enrich the good quality of teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 To further improve the standards and the quality of education, the governing body, headteacher and staff should now:
- (1) Raise standards in English for all pupils by:
 - Providing further opportunities in English and in other subjects for speaking and listening in more demanding situations such as thought provoking discussion and debate.
 - Reflect this in their opportunities for writing.

(Paragraphs 1, 2, 5, 77, 78, 79, 80, 83, 116, 138)
 - (2) Improve standards in experimental and investigative science by:
 - Providing more opportunity for pupils to raise their own questions, take responsibility for planning their own investigations and using their findings to extend their scientific understanding.

(Paragraphs 1, 2, 7, 93, 94, 95, 97, 99)
 - (3) Further develop the role of the curriculum coordinators in:
 - monitoring pupils work
 - developing and implementing assessment procedures where they currently don't exist or need improvement.

(Paragraphs 26, 44, 55, 100, 106, 112, 117, 128, 135, 139)
 - (4) The governors should take further measures to stress the importance of parents' support and involvement in their children's education.
- (Paragraphs 35, 47, 48, 49, 54, 57)

The governors should also consider the following minor issues when writing their action plan:

Improving attendance and punctuality by reducing unauthorised absence for in term holidays and focusing more on poor attendance and poor punctuality.

(Paragraphs 14, 41)

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

- 69 The provision for all pupils learning English as an additional language, including those who are targeted for additional support by staff funded under the Ethnic Minority Achievement Grant (EMAG), is good. This is good improvement overall on the previous inspection, but in the case of pupils targeted for additional support, it is very good because the provision for them was judged to be unsatisfactory then, and was a key issue.
- 70 Godolphin Junior is a multiethnic and multilingual school, which serves a diverse community with pupils from a variety of cultural, religious and social backgrounds. However, pupils of Pakistani origin form the largest group, with the second largest group being pupils of Indian origin. Over 80 per cent of pupils speak English as an additional language. Well over one third of them, including a few refugee pupils, are targeted for additional help by support staff funded under EMAG, because they are in the early stages of learning English. The school uses its support staff, which consists of one full-time coordinator, one unqualified teacher and two equivalent part time bilingual classroom assistants, very effectively. As a result, pupils learning English as an additional language make good progress across the school, and attain standards which are similar to those attained by other pupils of their age and ability.
- 71 The quality of support teaching for pupils learning English as an additional language is good. The support staff have good knowledge of pupils which they use effectively to plan work for them. Since most teaching takes place in the mainstream classroom, this enables support staff to work closely with class teachers and provide pupils with enhanced opportunities for speaking and listening in the context of their normal work. A good example of this was seen in a Year 6 history lesson on the division of Aztec society into classes. The positive features in the lesson included the high level of collaboration between the class teacher and the support teacher. The support teacher checked that the pupils at the early stages of English understood clearly the subject specific vocabulary and gave them additional explanations and time so that they clearly understood these words. This ensured they were not left out of the lesson. As a result, all pupils made good progress in their understanding of how Aztec society was organised. This is typical of provision in class for pupils with English as an additional language.
- 72 In lessons where specialist language support is not available, pupils get good opportunities to develop confidence and facility in using English. All teachers receive a formal and approved training programme to improve their skills at providing for pupils with English as an additional language in the mainstream classroom. Class teachers generally explain new ideas in a way that makes sense to all pupils. They enable pupils to take part in the whole class introductory and review part of lessons, and group work. This gives pupils further opportunities to develop their speaking and listening. As a result of good provision for English as an additional language and the school's commitment to equality of opportunity, pupils have developed very good attitudes to learning. They are well integrated into the life of the school, and respond well in lessons.
- 73 Pupils learning English as an additional language have full access to a broad and balanced curriculum because they are supported mostly in the classroom. When some pupils are withdrawn for short periods of time either for pre teaching or focus teaching, great care is taken to ensure that they do not miss any aspect of the curriculum regularly. During pre teaching, pupils are given support in the learning of new vocabulary and methods, which enables them to participate fully in lessons later. Focus teaching is aimed at pupils who would benefit from the revision and

reinforcement of ideas, which they may not have fully grasped in their lessons. Both types of withdrawal were found to be effective during the inspection.

- 74 The management of provision for English as an additional language is very good because it is seen as a whole school responsibility. The head and the deputy head work very closely with the coordinator for English as an additional language, and are the driving force in ensuring that all staff must be trained in this area, and should take on full responsibility for it. Consequently the provision for in service training for class teachers and support staff is very good. There are good arrangements for assessing the progress of learners of English as an additional language. Pupils' attainment is assessed regularly, and records of their progress are kept. There is also a good system for tracking pupils' attainment and progress, which the school uses very effectively to identify and support pupils who may be at risk of underachievement. As a result, there are no significant variations in the standards achieved by pupils from different groups. There is a good range of resources to support learners of English as an additional language. Resources are used well.
- 75 The linguistic and cultural diversity within the school is celebrated well through notices, captions and resources in different languages. There are good opportunities for pupils to use their home languages where appropriate. The school has been very successful in recruiting a number of bilingual teachers and support staff who speak a range of languages used by pupils and their parents. This is helping the school to establish good links with parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	30	24	0	0	0
Percentage	2	15	46	37	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	348
Number of full-time pupils known to be eligible for free school meals	N/a	79

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	9
Number of pupils on the school's special educational needs register	N/a	113

English as an additional language	No of pupils
Number of pupils with English as an additional language	288

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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	45	45	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	28	40
	Girls	31	26	37
	Total	63	54	77
Percentage of pupils at NC level 4 or above	School	70 (74)	60 (65)	86 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	31	33
	Girls	33	28	33
	Total	66	59	66
Percentage of pupils at NC level 4 or above	School	73 (69)	66 (75)	73 (73)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
30	0	0
0	0	0
2	0	0
8	1	0
2	0	0
12	0	0
1	0	0
97	2	0
163	0	0
0	0	0
7	0	0
7	1	0
8	0	0
0	0	0
0	0	0
3	0	0
7	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)	18.2
Number of pupils per qualified teacher	22.8
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	276

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	1,054,450
Total expenditure	1,046,280
Expenditure per pupil	2,947
Balance brought forward from previous year	67,793
Balance carried forward to next year	75,963 (7.2%)

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	24

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	299
Number of questionnaires returned	156

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	2	1	1
My child is making good progress in school.	51	40	6	1	3
Behaviour in the school is good.	60	30	6	0	4
My child gets the right amount of work to do at home.	37	37	16	9	1
The teaching is good.	53	37	7	0	3
I am kept well informed about how my child is getting on.	44	39	10	4	2
I would feel comfortable about approaching the school with questions or a problem.	54	35	4	2	5
The school expects my child to work hard and achieve his or her best.	65	27	6	1	1
The school works closely with parents.	38	46	8	3	4
The school is well led and managed.	53	38	5	1	4
The school is helping my child become mature and responsible.	51	44	1	1	3
The school provides an interesting range of activities outside lessons.	49	36	5	5	6

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

ENGLISH

- 76 In the previous inspection, the standards of attainment for pupils in Year 6 were below expectations in reading, writing, and listening and speaking. This is still the case. However, pupils enter the school with well below expected levels in these areas and therefore all pupils make good progress towards national expectations. This includes pupils who learn English as an additional language, those who have English as their mother tongue and those pupils with special educational needs. Pupils who have recently joined the school quickly settle into routines and have good support from teaching assistants and pupils to help them learn English quickly.
- 77 Pupils make good progress because the quality of teaching is generally good and the very positive relationships between staff and pupils give them confidence to express their ideas in lessons. There has been good improvement in the subject since the previous inspection; however, there are still issues needing development.
- 78 Standards in speaking and listening are below the national expectation. However, pupils listen attentively to their teachers and respond well to their questions. For example, pupils in Year 3 listened with great interest as the teacher began to develop a modern fairy story and the children were very enthusiastic to share their ideas. Teachers often use paired discussions effectively to help pupils organise their thoughts before responding in whole class sessions. This also helps to develop their social skills in listening and responding to each other. Many pupils have difficulty responding with answers that are of sufficient length or sufficiently detailed. Their spoken language does not flow easily and their thoughts are often disjointed. The school has worked on developing pupils' speaking skills since the previous inspection but this area needs further development. There are limited opportunities for pupils to extend their speaking skills in thought provoking discussions and debates in English and in other subjects. However, teachers use role-play creatively in history, to enact past events and pupils enthusiastically take on roles of characters talking about their feelings. Teachers provide very good role models for English and they focus well on vocabulary, ensuring pupils understand and use it in their answers. Pupils' descriptive vocabulary is satisfactory in both spoken and written language.
- 79 Since the previous inspection, the school has made a number of improvements to the curriculum to improve pupils' writing. Pupils make good progress but standards remain below average. Pupils experience a wider range of texts, such as formal letter writing, diaries, poetry and stories. They learn to use formal vocabulary and lay out their work appropriately. For instance, Year 6 pupils designed a formal wedding invitation and learnt to include all the important information about time and place. They concentrated very well on the presentation of their work, paying attention to their handwriting. At other times pupils pay insufficient attention to the quality of their work and their handwriting and layout are untidy. Spelling has improved since the previous inspection because analysis of pupils' tests results identified this as a weak area. Regular spelling sessions, and the teaching of common spelling patterns means that by Year 6 many pupils spell common words correctly and make accurate attempts to spell less frequently used words. Teachers often ask pupils to read their work and check for mistakes or areas that they could improve. Consequently, pupils begin to recognise their own mistakes and evaluate their work to good effect. This links with their own self assessments that they carry out regularly to check they are meeting their individual targets for improvement, and to set new targets. Marking of pupils' work is usually very helpful. It gives pupils a clear understanding of what they have achieved and tells them what they need to do to improve. Teachers assess pupils' work regularly and portfolios of work and regular team meetings support the new staff effectively in understanding what is required for different attainment levels.
- 80 Pupils make very good progress in developing their reading skills and standards are in line with national expectations by the end of Year 6. They have good knowledge of letter sounds and their spelling lessons help them to learn how combinations of letters sound and how they can blend

them to read unfamiliar words. For instance, in Year 6 pupils read 'machinations' and 'minions' in their books without faltering. However, the meaning of some words is not understood though they make good guesses because they often recognise a part of the word that is familiar. In lessons, teachers often ask them to read a text and they know beforehand what information they are looking for. This provides them with good support and they apply themselves well to researching. Pupils are less secure at discussing their personal reading. They do not always read with expression and therefore miss clues in the text, which would give them a deeper understanding of a character or an event. Lower attaining pupils and those with special educational needs receive good support from teachers, support staff and voluntary helpers who provide regular help and additional opportunities to read. Pupils have insufficient opportunities to listen to story tapes read fluently in English, and to follow the text. Because of this there is insufficient opportunity to reinforce their knowledge of the rhythm of the language in both reading and speaking.

- 81 The school has improved the provision for developing pupils' own research skills. Teachers promote them very well in curriculum enrichment time, for instance in Year 5. Pupils carried out their own research and looked for positive comments on each other's projects, looking for important points such as clear handwriting, sentences that made sense and putting the subject into their own words. The library is large and has a good range of books that are well organised and classified. Books illustrate a wide range of cultures and reflect the wide range of backgrounds from which pupils come. Teachers make good use of their class time in the library, teaching library skills, and extending some pupils using group work. For instance in Year 3, the teacher encouraged them to look closely at poetry in a range of books appropriate to their English ability.
- 82 The quality of teaching and learning are good. In general, teachers have good subject knowledge so they are able to provide appropriate and interesting activities that address the learning targets for the lesson and engage pupils' interest. One Year 3 group were told that they were to become 'silent letter detectives' and pupils responded very enthusiastically when the teacher read the text incorrectly, sounding letters that should have been silent. They teach basic skills effectively and good teamwork with support staff ensures pupils' individual learning needs are well met. Bilingual and teaching assistants support pupils with English as an additional language and those with special educational needs well in this respect, explaining and translating when necessary. Only occasionally activities do not match the target sufficiently well but the teacher's reinforcement of the target at the beginning and end of the lesson ensures the pupils learn well. Very good assessment information is used well, to place pupils in appropriate teaching groups. Most pupils make good progress because of the generally high expectations of the teachers. This is often seen in teachers' attention to detail in pupils' spoken responses. In a Year 6 lesson pupils were corrected from saying "...a kind of newspaper" through the teacher's response asking for a more specific answer. This helps to improve pupils' spoken English. However, sometimes work is not sufficiently different for all abilities within each teaching group and therefore pupils cannot make good progress because the tasks are too challenging or too easy. Teachers give homework that effectively supports pupils' class work. Pupils regularly have written work or small topics to research at home. For pupils who would find these difficult, very good opportunities are available in school. Library passes provide lunchtime access to the library and the 'computer wizards' help pupils who do not have access to computers at home for research.
- 83 The coordinator provides good leadership and management for the subject. She has ensured that the National Literacy Strategy has been implemented effectively and its use in English supports pupils' good progress. There are also useful appropriate links with other subjects and literacy is generally promoted satisfactorily. However, there is more opportunity to develop pupils' speaking and listening skills through more planned and challenging opportunities to discuss issues in other subjects. The assessment coordinator provides very good information about pupils' individual needs and whole school areas of weakness through analysis of optional and national test results. Using these, the coordinator ensures that provision effectively meets pupils' needs. Teachers' planning is monitored effectively, and good support is given in class and in team meetings for new staff to ensure they are confident to teach the subject. Resources for the subject are good, and very good use is made of computers to develop pupils' literacy and research skills.

MATHEMATICS

- 84 In national tests in the year 2002, results in mathematics for pupils at the end of Year 6 were below the national average but comparable to those found in schools with a similar proportion of pupils claiming free school meals. Test data also shows pupils made good progress throughout Years 3 to 6 when these results were compared to their test results at the end of Year 2. Inspection findings indicate that this year, pupils' levels of attainment overall, at the end of Year 6 will be in line with those found nationally. This is a similar picture to that found at the last inspection. Pupils are organised into teaching groups with similar abilities and learning needs. In each year group there is a set for higher attaining pupils and other pupils are arranged into two parallel groups. In one group there is an emphasis on pupils with special educational needs and in the other parallel group the emphasis is on pupils with English as an additional language. This enables teachers and support staff with specific skills to be deployed effectively to pupils' needs and for the teachers to focus work at an appropriate level and to give appropriate support. This arrangement is effective in raising standards and supporting pupils' progress.
- 85 When pupils enter the school their attainment is well below average so the achievement of all groups of pupils is good. Across the school, pupils with special educational needs and those who come from a wide range of ethnic backgrounds make good progress. As a result of the good support they receive from teachers and teaching assistants, they achieve in line with that of the rest of their classes. There is no discernible difference in the progress of girls to that of boys. Higher attaining pupils are identified and are provided with challenging tasks consistently. They too make good progress.
- 86 Good progress is evident in the work in the sets for higher attaining pupils. In Year 3, these pupils have a secure understanding of order in number and confidently identify numbers that are larger than or smaller than some others. They can extend this to simple fractions and they know $2\frac{1}{2}$ lies between 2 and 3. This indicates a basic understanding of fractions and they work quite confidently using diagrams and simple charts. However, their grasp of basic ideas is not strong and most pupils in this group find difficulty in moving onto working with fractions without the aid of diagrams and pictures. This is not at the level expected for pupils of this age and standards are generally below average, but better than when they entered the school. Teachers and support staff work hard and persevere to establish secure basic skills, knowledge and understanding in mathematics at this early stage of the school. Higher attaining pupils in Year 4 continue to make good progress and the improvement in their work over that in Year 3 is noticeable. Their understanding of fractions is much more secure and they are now working at levels that are expected for pupils of this age. They are able to calculate with fractions, giving simpler equivalents to fractions and show secure understanding of this topic. By Year 5 pupils have extended their knowledge and understanding of fractions into decimal fractions. All pupils are able to approximate quickly, accurately and confidently one and two place decimals to the nearest whole numbers. They are able to use efficient written methods to calculate the differences between two numbers with two decimal places. Very good mathematical practice was seen in a lesson when pupils approximated their answers first, then calculated and finally checked their answers by using inverse operations. Their explanations and reasons for their answers were clear and demonstrated a secure understanding of number at a level beyond that expected for pupils of this age. By Year 6, higher attaining pupils have consolidated their basic skills very well and use them very effectively in everyday mathematics and problem solving. They are able to use a good range of calculation skills to calculate the answers to different problems based on exchanging pounds sterling to Euro, given the exchange rate. They use calculators efficiently and round numbers up or down to solve two stage, challenging problems. They work competently with numbers that include decimals and add, subtract, multiply and divide them confidently, using approximations to predict answers. In each of the sets for higher attaining pupils there is a good mixture of pupils from Asian, White and Black backgrounds and a good balance of boys and girls. This shows that higher attaining pupils of all backgrounds make good progress and attain standards that are higher than expected for pupils of this age.

- 87 Average attaining pupils in the parallel sets, generally attain standards that are expected for pupils of this age. Starting from a level that is well below national expectations for their age, pupils make good progress and by the end of Year 6, are working competently with number and other mathematical topics at average levels for their age. They order decimals accurately and add and subtract decimal fractions correctly. Evidence from the work scrutiny suggests that their ability to solve problems is limited to more simple one-stage problems and this is below the national expectations for pupils of this age. This is linked to pupils' English skills, as it is a second language for many of them. They work satisfactorily with coordinates and locate and place points accurately. When working with probability, they can distinguish clearly between likely and unlikely events and justify their judgements satisfactorily.
- 88 Pupils in the parallel sets who have English as an additional language make good progress because they are supported well by teaching assistants or bilingual support assistants. Once they are clear about what is being asked, these pupils demonstrate knowledge and understanding of numeracy that is as expected for their age. They compute accurately with both number and money and use the four operations of number competently with numbers up to 1000, using both paper methods and calculators. Those with special educational needs also make good progress, but standards remain below those expected for pupils of this age. For example, pupils in Year 5 were able to calculate, with some help and explanation, the answers to simple questions such as 'Find the difference between 18 and the sum of 3 and 4'. However, they do not yet work this kind of problem with larger numbers and their work with larger numbers is generally limited to one step calculations.
- 89 In mathematics lessons, pupils respond very positively, becoming enthusiastic about learning and delight in their success. They listen attentively and remain actively engaged in their work throughout these lessons but when given the opportunity to be more independent in their work, or to collaborate with other pupils, they sometimes need encouragement and seem to prefer to work alone. Pupils' attitudes to the subject are very good. They are eager to contribute, are excited and show high levels of interest in their learning.
- 90 The quality of teaching and learning is good overall. During the inspection it ranged from satisfactory to excellent. A strong feature of the teaching in mathematics is the teachers' knowledge of their pupils' learning needs. Whether they are teaching groups of higher attaining pupils, those with special educational needs or pupils with English as an additional language, they are very aware of the specific skills and techniques that enable their pupils to make good progress. For example, all teachers ensure that all pupils understand the meaning of new words that are important in the study of mathematics. This enables pupils to move forward confidently and focus on mathematics without the worry of not understanding the language. Teaching assistants also support teachers well in this. In one lesson, a teaching assistant supported the teacher very well by managing some difficult behaviour from pupils with special educational needs, whilst the bilingual support assistant ensured that pupils with English as an additional language could take a full and active part in the lesson through translation. The pace of lessons is generally brisk, but sometimes this slows down because the teachers talk for too long. At these times pupils remain passive and do not have enough to do. However, they are generally well behaved but sometimes, pupils who become easily restless, require adult support. Basic skills are very well taught from the time pupils enter the school and teachers ensure that pupils have a firm basis on which to proceed and make the good progress that is evident. Pupils are managed very well in a respectful and courteous but firm manner. This results in their very good behaviour and in most classrooms teachers ensure a calm and efficient working atmosphere in which pupils are able to concentrate and work at a good pace. Teachers know their pupils well and use assessment information and marking to set appropriate but challenging tasks. They are also good at assessing how well pupils are coping in a lesson. In one lesson for younger pupils, it was evident that pupils were finding difficulty in grasping a new idea when learning about simple fractions. The teacher intervened appropriately and quickly revised planning so that she could support pupils having difficulties.
- 91 Information and communication technology is used well in lessons to support and further develop pupils' learning. The interactive white board was used effectively to illustrate the conversion from English pounds to Euro in a Year 6 lesson. Computer programs support the consolidation of basic

skills, such as that seen in a Year 3 lesson on fractions. Standards of numeracy in other lessons, such as measuring in science and design and technology and the use of coordinates in map work in geography are satisfactory.

- 92 Curriculum coordination of mathematics is good. The subject leader has a good knowledge and understanding of the subject and sets high standards in her work. She is well aware of the strengths and areas for the development of the subject and her work focuses on raising standards. She works alongside other teachers and this provides valuable opportunity to support and develop the quality of teaching and to monitor standards and provision in the classroom. She is also able to monitor the effectiveness of the National Numeracy Strategy on standards, which is good. There are very good procedures for the assessment of pupils' work and for monitoring standards, which are used very well by all staff and the curriculum coordinators to ensure that weaknesses are addressed and pupils achieve well.

SCIENCE

- 93 At the time of the last inspection standards in science were judged to be broadly in line with national expectations although the pupils' performance in national tests was well below the national average. Since then standards have risen steadily and are continuing to rise. A significant number of pupils have knowledge and understanding of scientific facts that is in line with that expected or even above. Few pupils, however, achieve the expected levels in scientific enquiry. The present standards mark an improvement since the last inspection, but overall are below average. All pupils, including those pupils with English as an additional language and those with special educational needs achieve well, because they enter Year 3 with well below average standards.
- 94 Pupils in Year 3 have made progress and now work at a level below that expected for their age. Whilst pupils understand that a stretched elastic band can make something move when it is let go, they have difficulty relating this to what they have learnt about forces. When they carried out an investigation into the effect of trying to move a tray containing different weights they had difficulty making appropriate observations and explaining them. Much of their difficulty was a result of a lack of understanding by the large number of pupils who have English as an additional language and the poorly developed language skills of other pupils. Teachers are very aware of this problem and put an appropriate emphasis in science lessons on extending scientific vocabulary. As a result, as pupils move through the school their understanding improves and their attainment rises accordingly. Pupils in Year 4 for example, display the expected level of understanding when they recognise that an extra battery in a circuit will make a light become brighter. By Year 5, a significant number of pupils of both above average and higher ability have a good understanding about the relationships of the sun, Earth and moon and their orbits. Almost a third of Year 6 pupils also have an understanding of the earth, sun and moon that is above that expected for pupils of their age. They explain clearly why we have day and night and years and how long each is. A few pupils are even able to explain why the moon appears to change shape throughout a month.
- 95 Nevertheless, overall, pupils are not attaining the expected standards. This is because their attainment in scientific enquiry is not at the expected level and the school's approach gives pupils too few opportunities to be inquisitive about science and to test their own ideas. Pupils have good recall of the facts they have learnt in lessons but in some aspects of science they have difficulty applying or generalising about these facts. For example, although pupils in Year 6 recalled learning about upthrust as a force they believed that it only occurred in water and that it is a force acting on the water, not provided by it. Similarly, when discussing how water can change its state they had difficulty recalling that it can also turn into a gas as well as a solid. Although they could use the terms 'evaporation' and 'condensation' they could not use their understanding of these terms to explain how to separate salt from water in a practical experiment. In aspects of science where such application of knowledge is not needed they understand well. For example, pupils of all abilities in Year 6 can recall accurately the names of the parts of a flower. More able pupils can explain photosynthesis clearly, which is at a high level.
- 96 Pupils' attitudes to science reflect the quality of the teaching. For example when teaching is good or very good and pupils are challenged, attitudes are very good. When teaching is satisfactory and

less stimulating, pupils' attitudes are also satisfactory. In the good and very good lessons pupils are well motivated to learn. Pupils share their ideas with each other and this helps them to learn. They become very focused on what they are doing. In all lessons, pupils work cooperatively with each other and their behaviour is good.

- 97 Teaching and learning in lessons are overall good and during the inspection ranged from satisfactory to very good. In the good and very good lessons teachers had a secure knowledge and understanding of the subject and this gave them the confidence to plan activities that challenged and inspired pupils. In these lessons teachers used a good range of strategies to motivate pupils. For example, the teachers in Year 6 lessons dressed as a visitor from outer space and asked pupils to explain to them certain facts about Earth. In a Year 5 lesson the teacher used a very wide range of strategies including the use of a computer simulation. This allowed pupils to learn in the way that best suited their learning style. In some of the lessons seen that were judged to be satisfactory overall, there was some insecurity in teachers' knowledge of what they were teaching and this was especially evident in the lessons that involved pupils in investigative activities. In these lessons teachers failed to link the practical activity with extending their understanding of science. The lessons were very directed by teachers and gave pupils too few opportunities to raise their own questions or make their own suggestions about how answers can be found. In some lessons, teachers expressed the learning objectives in terms of what the pupils would do and not what they were expected to learn. This means teachers do not fully exploit all opportunities to push pupils' understanding further and pupils' learning is restricted to knowing about what happens in the particular circumstances without understanding why.
- 98 In all lessons teachers are very aware of the need to support pupils with special educational needs and those pupils with English as an additional language. To support pupils more effectively, the school divides pupils into sets for teaching. In one group pupils of above average ability learn together. This is very effective in moving these pupils on well. In the other two sets, one has a focus on supporting pupils with special educational needs and the other in supporting those with English as an additional language. This means that well-targeted support from another teacher can help these pupils achieve at the same rate as other pupils in their group. Many pupils of all abilities within the school speak English as an additional language and need support in learning and understanding the sort of scientific vocabulary that they may not have met before. All teachers explain the scientific vocabulary clearly and write it on the board so pupils can see it. Before lessons, pupils at an early stage of learning English are withdrawn to learn in advance the vocabulary they will need to understand the lesson. These strategies are successful in ensuring that all pupils are able to be fully included in learning activities and are not limited by a lack of understanding of the language used. Teachers are also aware of the need to maintain harmony in a class of diverse cultures. They do this well and pupils of all backgrounds and abilities are fully included, work very well together and make similar progress.
- 99 The school is following the nationally approved scheme of work, which provides appropriate guidance and enables teachers to plan effectively in year groups. Teachers are aware of the need to develop scientific skills in their lessons, but the lack of an agreed plan to develop these skills means that teachers are unsure of precisely which skills to promote and at what level they want pupils to acquire them. This means that pupils have few opportunities to develop the investigation and experimental skills. There are insufficient opportunities for pupils to apply their numeracy skills or to develop the skills of data recording and analysis in order to understand better what is happening in their scientific work.
- 100 The coordinator is presently on leave but another teacher who ensures that resources are kept in order and in sufficient supply supports teachers when they need help and is managing the subject satisfactorily. Both coordinators are fully aware of the need to make the teaching of scientific enquiry more systematic and have plans to develop this. Resources for the subject are good. Assessment of science although still in the early stages of development is satisfactory in giving teachers the information they need, to plan work for pupils at an appropriate level.

ART AND DESIGN

- 101 Pupils' achievement in art and design is good and by the end of Year 6 standards are as expected for pupils of this age. This is similar to judgements made at the time of the last inspection.
- 102 There are limited displays around the school of pupils' artwork but pupils use sketchbooks well to practice new skills. These show that all pupils, from all backgrounds and abilities make good progress. The curriculum is good and provides interesting opportunities for pupils to develop their skills using paint, pencils, pastels as well as three-dimensional materials such as clay and sculptural materials. Teachers teach skills successfully. For instance in Year 6, the teacher skilfully showed pupils how to use perspective and proportion in sketching a landscape. Using mathematical terms, they talked about the position of objects being about "a quarter of the way down the page" or "a third of the way across." Pupils were very successful at this exercise and they were justifiably pleased with their progress since the previous week. Their skills in shading are developing well.
- 103 The pupils have a good knowledge of the vocabulary related to art. This is as a result of the attention to subject vocabulary paid by teachers. In Year 6, pupils learn about 'scumbling, blending and spattering' when trying out watercolour techniques. They annotate their sketchbooks as a reference for future work. The curriculum provides good opportunities for pupils to explore different kinds of art. They learn about different periods of art such as the Impressionists, or the Art and Craft movement. Pupils in Year 4 investigate William Morris style patterns in pencil and pastel drawn patterns before investigating further using computers. They show an appropriate understanding of repeating patterns and enjoy using effective colour in their work.
- 104 The subject makes a good contribution to pupils' literacy skills. Pupils use their developing descriptive vocabulary to describe portraits such as that of Picasso. In Year 3, teachers plan written work for different abilities to ensure all pupils, including those with limited skills in writing, can achieve the task. The subject contributes very well to pupils' knowledge of their own cultures through their batik and Indian wood block printing, and looking at art from non-western cultures. Very good use was made of the artist in residence funded through the Education Action Zone and the display in the school enhances the environment.
- 105 The quality of teaching is generally satisfactory although in lessons observed during the inspection, it ranged from satisfactory to very good. However, there are few opportunities for pupils to develop their own imaginative and original work using the skills and knowledge they have gained. Often pupils copy the work of other artists rather than carrying out a piece of work in the style of another artist. Where the quality of teaching is good or better pupils develop skills of looking at and appraising their own work and the work of others. For instance, in Year 6 the classroom became an art gallery as pupils viewed each other's work and made positive comments on the ways in which different effects had been achieved.
- 106 The new coordinator is both knowledgeable and enthusiastic and is beginning to develop his role well. He has reviewed the curriculum and resources and is aware of the very good contribution to pupils' cultural and multicultural development made by art and design. However, there is no portfolio of work to help with assessment or to help teachers develop their own art skills by looking at well-chosen examples of work in different media. Assessment is currently limited to teachers' notes and there is no consistent format or agreed levels of attainment. Resources are good and good use is made of computer programs for research and art work.

DESIGN AND TECHNOLOGY

- 107 Pupils' attainment by the end of Year 6 is in line with national expectations and is similar to that at the time of the last inspection. Pupils of all ethnic backgrounds, including those with English as an additional language and those with special educational needs achieve well.
- 108 By the end of Year 6 pupils have experienced a broad curriculum that includes a range of different activities and experiences with a good range of different materials. In the youngest classes, pupils make satisfactory picture frames from wood. This provides them with the basic skills, which they develop further as they move through the school. By the time they reach Years 5 and 6 they are

able to add axles and wheels to their basic frames and, by adding a circuit with a simple motor, turn the frame into a moving car. Pupils in Year 5 add a cam to the basic vehicle and turn it into a toy for young children. In Year 6 they make three-dimensional frames in order to create a shelter for a small animal, all activities that are appropriate for pupils of this age. Pupils also develop the skills needed to work with card in order to produce pop up books, or to make suitable packaging for sandwiches. They have experience of food technology when they design and make their own sandwiches and textiles when they make money containers. Pupils understand the purpose of designing as a first step. They sketch their ideas and think, not only about the design they will put onto their finished article, but also what materials they will make it from, how they will join them together and whether they have the skills to do what they would like.

- 109 The work produced by pupils indicates that teachers have a good understanding of the subject and the processes and skills needed for pupils to succeed. An appropriate focus is placed on the development of skills and the need to complete the full designing and making process. For example, before making bread, pupils looked at a wide range of different breads. Before making a battery powered car, pupils made it using a construction kit and before making a shelter for an animal, pupils in Year 6 looked at a range of different ways in which they could join the materials. These experiences provide opportunities for pupils to develop skills that enable them to produce work that meets their design requirements. An appropriate emphasis is placed on designing before making and referring to their design as they make. When the articles are complete pupils understand that in order to improve their work, they need to evaluate the success of the techniques they have used.
- 110 In the lessons observed, teaching and learning were good overall and in one lesson very good. In the very good lesson both the class teacher and the teacher supporting the pupils with English as an additional language and those with special educational needs had a very secure understanding of the techniques they were teaching and were insistent that pupils followed the correct procedures. The emphasis they put on safety and the clear advice they gave ensured that pupils were able to work confidently and safely when sawing wood. Class management was very good and pupils were reminded of health and safety procedures, such as tying hair back and tucking in ties out of the way.
- 111 In all the activities observed pupils enjoyed having the 'hands on' experience but were always very sensible and worked carefully. Relationships between pupils working together were very good and pupils happily worked in pairs alongside pupils of a different gender or a different ethnic background. In this respect the subject makes a very good contribution to pupils' personal development and relationships.
- 112 The coordinator for the subject is new to the school and has not yet had the time to make a significant impact on the provision or the standards. She does however use her expertise to support other teachers. She has a good understanding of the strengths and weaknesses of the subject within the school and recognises that teachers new to the school may need more support or training. She is aware that assessment of individual pupils' progress is as yet underdeveloped. The school is well resourced to teach the subject and has the advantage of a kitchen dedicated to the use of the pupils. There was little evidence seen during the inspection of pupils using information and communication technology and its use in this subject is underdeveloped.

HUMANITIES (GEOGRAPHY AND HISTORY)

- 113 Standards in both geography and history are in line with what is expected nationally of pupils in Year 6. This is a better picture than was the case at the time of the last inspection when standards were below expected levels. Pupils' achievement is good across the school. There are no significant variations in standards in relation to ethnicity and gender. Pupils with special educational needs are supported effectively by teachers and support staff. As a result, they make good progress. The standards achieved by pupils learning English as an additional language, who form over eighty per cent of the school population, are similar to those of other pupils of their age. All pupils learning English as an additional language, including those who are targeted for additional support by staff funded under the Ethnic Minority Achievement Grant (EMAG), make good

progress. In the case of pupils targeted for additional support, this is very good improvement since the last inspection because they made unsatisfactory progress then.

- 114 This term geography is only taught only in Year 4 so only one lesson could be seen. However, evidence from discussions with the coordinator, pupils' previous work and planning shows that a satisfactory programme of teaching geography is in place. Furthermore, discussions with Year 6 pupils indicate that they have good attitudes to the study of geography, and have a sound knowledge and understanding of the subject. For example, they recall and talk about the major physical and human features of their locality in detail and with confidence. They demonstrate sound knowledge and understanding of the effect of these features on the lifestyles of its residents. Pupils express their own views on their locality, and can suggest some improvements to it that would benefit the residents. They are also able to compare and contrast features of their locality with those of other localities such as St. Lucia and Chembakolli in India, which they have studied in the past. Pupils make satisfactory use of atlases to locate these places, using coordinates satisfactorily, as they talk about them with knowledge. They demonstrate sound understanding of geographical terms, particularly those related to rivers such as source, mouth and tributary.
- 115 In history, pupils in Years 3 to 6 are developing a sound knowledge of people and places in the past. Year 3 pupils learn about the reasons for the Roman invasion of Britain, and why and how the Romans made long, straight roads. As part of their study of World War Two, Year 5 pupils develop a sound understanding of the feelings and experiences of children who had to be evacuated to the countryside during the war. This happens as a result of teachers providing good opportunities for role play, which brings learning alive and helps pupils to empathise with the evacuated children. By Year 6, pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the Romans, the Tudors and the Victorians. They know that history can be divided into periods of time, and can identify similarities and differences between them. Most pupils use technical terms in history such as BC, AD, and century, and have a sound sense of chronology. They are able to give some reasons for, and the results of, historical events as, for example World War Two. In their current work on the Aztecs, pupils develop sound knowledge and understanding of the way the Aztec society was organised, and the roles of different groups within it. Across the school, pupils make satisfactory use of dates and maps to help them understand the location of historical events in time and place.
- 116 With only one lesson seen in geography, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, teaching was satisfactory in the one lesson seen. This enabled pupils to understand how symbols could be used to locate places on a map. The quality of teaching and learning in history is good overall. It has improved since the previous inspection when it was satisfactory overall. Teachers have a secure knowledge of the subject, and they plan lessons well. This was seen in a number of Year 3 lessons, when teachers' explained well, aspects of the background to how the Romans built their empire. Teachers used maps and discussions to give pupils a clear understanding of the position of Rome in the then known world and how their influence radiated from what was considered to be the centre of the world. Their questions and explanations are clear as a result of which pupils know clearly what is expected of them. They also use questions to assess effectively what pupils have learned, such as when a teacher in Year 5 drew responses from pupils to find out what they had learned about evacuees in World War Two. They present teaching in a well structured way so pupils are involved actively at every step of learning. These features enable pupils to work at a good pace and improve their quality of learning. However, the pace of work slows down occasionally and teachers are not able to sustain pupils' interest throughout the lesson. Although teachers make good provision for oral work, lessons are sometimes dominated by teacher talk, with pupils having insufficient opportunities to contribute. Furthermore, there are insufficient opportunities for pupils to take part in discussions where they can talk at length rather than giving short responses to teachers' questions. The analysis of pupils' work in both subjects shows that too much of their writing in most classes, including those at the top end of the school, consists of mostly short pieces of writing and there are insufficient opportunities to produce extended pieces of writing.
- 117 The curriculum is broad, balanced and relevant in both subjects. In the lessons seen, teachers ensured that it was accessible to all pupils regardless of gender, ethnicity, English an additional

language and special educational needs. The good range of resources is supplemented effectively by visits to the local environment, museums and other places of interest, as well as by visitors to the school. The management of both subjects is satisfactory. The coordinators for both subjects are in the process of revising the schemes of work in their respective subjects. They recognise that the arrangements for assessment, and monitoring the progress and attainment of pupils are currently unsatisfactory. The use of information and communication technology to support geography and history is satisfactory, with pupils making appropriate use of the Internet and word processing.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 118 Standards in information and communication technology are in line with nationally expected levels. A good level of provision is now in place. The school has worked hard to identify learning opportunities through information communication technology in other subjects. Pupils achieve well and are making good progress and standards are rising as a result. Time and resources have been allocated to staff training and equipment and the level of improvement since the last inspection has been good. There is an enthusiasm and commitment to improve standards in the subject from all staff.
- 119 Staff and pupils are making good use of the computer suite and the networked computers in all classrooms. There is a further suite of computers used to support the teaching of literacy and numeracy, which is used well. All areas of information and communication technology are given adequate coverage although some are covered in greater depth. Word processing, data handling and multimedia skills are good whereas control technology and use of sensors to monitor external events need more development. Routines to log on, save and retrieve work are carried out smoothly and efficiently.
- 120 Evidence from current and recently undertaken work shows that by Year 6 pupils enter data and use the information well to produce charts and graphs. Pupils are able to search the Internet for information effectively and in Year 5, pupils know how to construct and use spreadsheets properly using formulae correctly. Pupils with special needs and those for whom English is an additional language make the same good progress as their classmates as they are well supported by teachers, classroom assistants or the information and communication technology technician.
- 121 The quality of teaching is mostly good with no unsatisfactory teaching seen and some being very good. In all classes, lessons are planned in detail and consistently build on what was learnt in the previous lesson. This ensures that new skills are practised and developed systematically. Teachers are well prepared, understand the program they are using and make good use of resources, such as the digital projector, to demonstrate and explain what pupils need to do. They ensure that everyone fully understands the learning objectives and in some lessons learning is linked to other subjects. Pupils respond well and behave well in lessons and are eager to learn more. As a result of good teaching, pupils treat equipment with care and their attitudes to information and communication technology are good. Pupils are highly motivated when using computers. They concentrate, support each other effectively and share operations fairly. They enjoy working with a partner and show consideration for one another when taking turns to use the equipment.
- 122 Teachers assess what has been learned at the end of units and pupils' self assessment is undertaken to support this. The school has purchased resources to complement the scheme of work and the coordinator has an understanding of levelling standards within the National Curriculum and plans to work with staff to help them make better use of assessment to improve teaching and learning opportunities for all pupils.
- 123 There is a clear vision to raise standards of attainment of all pupils in information and communication technology and leadership and management of the subject are good. The school has an Internet policy, outlining acceptable use, including the commitment that use of the Internet by children will only be allowed under teacher supervision. The governing body, headteacher and subject coordinator have actively encouraged the development of information and communication technology within the school, including the provision of a network manager who is both keen and competent. He is having a positive impact on the level of provision assisting the school to maintain and improve the subject delivery. For example, he was instrumental in the development of a system of peer support provided by specially trained pupils who have an additional interest and expertise in information and communication technology. These 'computer wizards' support lunchtime computer clubs, which give all pupils greater access to computers. The development plan identifies a detailed focus on improving information and communication technology, demonstrating a sound understanding of strengths and areas for development. The coordinator has

worked hard to update the subject documentation and provide sound support for colleagues through helpful documents and in service training. The school is well placed to support further improvement.

MUSIC

- 124 In music, the majority of pupils including those with special needs make satisfactory progress. The majority achieve standards expected by the age of 11 in listening and singing. This is similar to judgements made at the time of the previous inspection. However their composing skills are below the expected level as they have too few opportunities for focused development in the creation of musical ideas. Pupils are given good opportunities to listen to music from different times and places and music has been incorporated into the daily life of the school. It is used effectively for assemblies where pupils listen to music as they enter and leave the hall. Pupils sing enthusiastically and songs support the planned programme of collective worship making a positive contribution to pupils' spiritual, moral social and cultural experiences.
- 125 Pupils enjoy music and are developing a secure understanding of musical terms and are beginning to understand how changes in pitch and pace can be used to create differing moods. As yet they do not explore aspects of composition in sufficient depth or make consistent use of music technology using computers. Pupils sing confidently, in tune and with enthusiasm. They are able to add accompaniments to simple songs using a variety of simple percussion instruments. Pupils have positive attitudes to music; they work well in groups performing with confidence and enthusiasm. Pupils reflect on what they have heard and discuss the impact or their impressions. Their attitudes to learning and their behaviour are good.
- 126 The quality of teaching is satisfactory overall. Planning is satisfactory and lessons build on previous learning. Activities are varied and pupils are given opportunities to use their musical knowledge and understanding of rhythm and pitch in whole school productions. However, planning is not yet providing effective challenges for higher attaining pupils. The music curriculum is planned to ensure coverage of the National Curriculum. Teachers make effective use of recorded music to demonstrate structure and form. Teachers make good use of taped songs to accompany pupils' singing.
- 127 The school makes good use of a wide range of services and agencies to meet the needs of pupils. Instrumental music tuition is offered and the school puts on regular performances for parents, giving pupils valuable opportunities to perform. The school took part in a borough wide event to mark the Golden Jubilee, providing the pupils with the opportunity to sing to the Queen.
- 128 There is no clear agreed whole school procedure for assessing standards and progress, making it difficult for teachers to use assessment data to inform planning. Music coordination is not yet secure and the coordinator is newly appointed. Senior managers are keen to develop the profile of music in the school and there are plans to address issues of concern, which include a review of the current scheme of work and opportunities for enriching the music curriculum. Resources are satisfactory.

PHYSICAL EDUCATION

- 129 Standards in games and gymnastics by the end of Year 6 are in line with those expected nationally and standards have been maintained since the previous inspection. Due to the timetable arrangements for physical education, it was only possible to see lessons in games and gymnastics during the period of inspection. Swimming is provided for pupils in Year 4, enabling all pupils to take part, whilst respecting religious practices. It is not possible, therefore, to make judgements about attainment in dance or athletics or to comment on the quality of teaching in these areas. Scrutiny of the documentation and an interview with the coordinators of physical education shows that during each year there is an appropriate coverage of all the different elements of physical education.

- 130 Pupils achieve satisfactorily in games. In Year 3, pupils learn the basic skills of football, netball and hockey. Pupils show good coordination and work hard to improve their performance. They watch carefully and then practise what they have learnt. By Year 6, skills are more developed and pupils divide into small teams to play games against one another. Pupils in Year 6 demonstrate good control of a ball with a hockey stick and know to use only one side of the stick. In football they begin to use strategies to support others on the same team. In netball they know how to throw and catch the ball properly although some pupils have difficulties not moving their feet when they do this.
- 131 In gymnastics, achievement is satisfactory. Pupils in Year 3 show good coordination and control as they move around the apparatus. In Year 4, pupils develop this further when they move in straight and curved lines. Pupils in Year 6 work in groups to plan a coordinated sequence of movements that is fluid and shows good control and coordination.
- 132 Swimming is an important part of the physical education programme and is available to pupils in Year 4. At the beginning of the year most pupils are unable to swim and often there are a number of pupils who are afraid of the water. By the end of Year 4 most pupils are confident in the water and can swim with the aid of floats. About three-quarters can swim unaided. Standards in swimming are therefore satisfactory and most pupils achieve the nationally recommended standard, if not during Year 4, then later.
- 133 Pupils are enthusiastic about games lessons and have good attitudes towards gymnastics. In games they work hard at trying to improve their performance and when playing in teams do so cooperatively and effectively. In gymnastics they work well together in pairs and small groups.
- 134 Teaching of games is good and is very good when visiting coaches are used. The Education Action Zone has provided funding for coaching in games and although the funding has now stopped, the support has continued through the local Sports College. Support is also received from coaches provided by Reading Football Club. All of these coaches provide good quality training. They have very secure subject knowledge and are skilled at motivating pupils and demonstrating techniques from which pupils can easily learn. In all lessons teachers set a good example by dressing correctly. All lessons begin with structured warm up sessions and pupils understand why these are necessary. A weakness in the teaching of gymnastics is that teachers praise pupils for effort but rarely focus on the quality of the movements. Pupils do not therefore know how they can improve. In most gymnastics lessons insufficient apparatus was used so that pupils had to wait for their turn and this slowed down the pace of the lessons. In one lesson control was so tight that pupils only had one opportunity each to use the apparatus and no opportunity to refine their movements. In all lessons, all pupils regardless of gender, ability or ethnic background are fully included and all learn satisfactorily.
- 135 There are two coordinators who are both new to the role. They are enthusiastic and capable and are very committed to raising standards. They recognise that assessment needs to be developed and that their role in monitoring the provision needs to be extended. The curriculum is enhanced by a number of initiatives. Reading Football Club run an eight week football training course for pupils. Last term it was limited to girls. Thames Valley Tigers have given some basket ball training. There is also a lunchtime dance club. Pupils in Year 6 go on a residential trip in which they pursue outdoor and adventurous activities such as kayaking, canoeing and raft building. Resources for the subject are good.

RELIGIOUS EDUCATION

- 136 The school has maintained standards in religious education since the previous inspection. Pupils in Year 6 achieve well and attain standards in line with the expectations of the locally agreed syllabus for religious education. Pupils with special educational needs receive good support from class teachers who plan an interesting range of activities and provide pupils with good opportunities to discuss topics. Pupils from a variety of ethnic backgrounds contribute well to the subject, confidently bringing their own experiences of religion to lessons and sharing their knowledge.

- 137 Pupils are developing a wide knowledge of five major religions, Christianity, Sikhism, Hinduism, Judaism, and Islam. In Year 3, pupils learn important stories from different religions and consider their own worship at home and in special places. They learn about codes of behaviour and a higher attaining pupil writes about the need for us all to 'respect other people's language, culture and religion.' By Year 6, pupils develop understanding of important characters in different religions, and the effects their beliefs have on their lives. They learn about Mohammed and Jesus who they write about in their own languages. They also have good opportunities to think about their own religion and compare it to the beliefs of others, such as Judaism and Islam.
- 138 The quality of teaching is generally satisfactory although in the lesson observed during the inspection, it was good. Teachers have satisfactory subject knowledge supported by the agreed scheme of work and through role play, resources and discussions make the subject interesting and accessible to all pupils. Much of the work is of an oral nature. However, when pupils write about the subject, sometimes there is insufficient attention paid to the quality of their work. Occasionally teachers provide insufficient support for lower attaining pupils and the work is incomplete and untidy giving little evidence that they have understood.
- 139 The new coordinator has prepared an appropriate action plan from her review of the subject by looking at teachers' planning and at the scheme of work. This provides a sound basis for developing her knowledge of the practice in the school. She is very enthusiastic and has taken advice from the teachers of pupils with English as an additional language on resources. This has made a significant contribution to the improvement of resources enabling teachers to illustrate different religions to all pupils. Assessment is currently limited to teachers' notes and there is neither a consistent format nor agreed levels of attainment. Good use is made of visits to different places of worship. During the inspection week, Year 3 visited a Mandir and two pupils with special educational needs talked excitedly about what they had seen.