

INSPECTION REPORT

FAIRLANDS PRIMARY SCHOOL AND NURSERY

Stevenage

LEA area: Hertfordshire

Unique reference number: 117152

Headteacher: Mr John Hayes

Reporting inspector: Colin Henderson
23742

Dates of inspection: 2 - 5 June 2003

Inspection number: 247731

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|------------------------------------|
| Type of school: | Infant and junior school |
| School category: | Community |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | Pound Avenue Stevenage Herts |
| Postcode: | SG1 3JA |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr M. Downing |
| Date of previous inspection: | July 2001 |

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| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|--|---|
| 23742 | Colin Henderson | Registered inspector | Information and communication technology Physical education | What sort of school is it? How high are standards? a) The schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9275 | Candy Kalms | Lay inspector | | How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 12764 | Wendy Thomas | Team inspector | Art and design Music Foundation Stage | |
| 20877 | David Pink | Team inspector | Mathematics Geography Religious education | |
| 2866 | Bob Battey | Team inspector | Science Design and technology Special educational needs | How good are the curricular and other opportunities offered to pupils? |
| 16773 | Raminder Arora | Team inspector | English History Educational inclusion English as an additional language | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairlands School is situated on an attractive spacious site, near Stevenage Old Town. It is a larger than average primary school that currently has 324 pupils on roll (187 boys and 176 girls) and a further 39 children attending part-time in the nursery. This is smaller than at the last inspection. Most pupils come from a mixture of private and rented housing near to the school, an area of high social deprivation. Pupils come from a range of ethnic backgrounds. Seven per cent speak English as an additional language. This is above the national average. Three per cent are at the early stages of learning English. Fifty-nine pupils (18 per cent) are identified as having special educational needs, which is broadly average. They have a broad range learning and behavioural needs. One pupil has a specific Statement of Need. Twenty-one per cent of pupils are entitled to free school meals, which is above the national average. Children's attainment on entry is below average. There has been a high level of staff change since the last inspection, and schools in local education authority area have staff recruitment difficulties. The school has recently received the Basic Skills Agency Quality Mark and the Investors in People Award.

HOW GOOD THE SCHOOL IS

Fairlands is a friendly, caring and supportive school that serves its community well. Pupils behave well and relationships are good. The strong leadership of the headteacher, supported well by his deputy and an increasingly effective staff team, gives a clear direction to the work of the school. Teaching has improved and is now satisfactory, and often good. Standards of attainment are below the national average. They are improving in English. A high level of staff change and a strong focus on pupils' behaviour and their literacy and numeracy skills have limited some aspects of school improvement. The school's capacity to improve further is good. Its overall effectiveness is satisfactory and it gives sound value for money.

What the school does well

- Pupils have positive attitudes to school and their behaviour is good.
- The care and support for pupils are good. The school makes good provision for their social and moral development which promotes good relationships.
- The strong leadership of the headteacher provides a clear direction to the work of the school and has encouraged a good team approach.
- Pupils attain standards in art and design that are above nationally expected levels by the end of Year 6.
- The links with parents and the community are good.
- The curriculum is enhanced by a very good range of extra-curricular activities.

What could be improved

- Standards in English, mathematics and science.
- The quality of teaching and learning in music, religious education, history, geography and design and technology.
- The use of assessment information in some subjects to ensure that teachers plan to build pupils' skills and knowledge consistently on prior learning.
- Levels of pupils' attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since its last inspection in July 2001. It has made very good progress in improving teaching and pupils' attitudes and behaviour. It has improved assessment procedures for English and mathematics, and the school is using the information more consistently to identify weaknesses in pupils' learning. Teachers use assessment information more to inform their teaching plans in English, although this is not used consistently in other subjects. The impact of some

improvement priorities, for example, constructive marking of pupils' work, have been limited by the high level of staff changes.

STANDARDS

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

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

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

In the 2002 national tests, pupils in Year 6 attained average standards in English, below average standards in mathematics and well below average in science. Compared with similar schools, they attain well above average standards in English, average in mathematics and below average in science. Overall, the school's results in English and mathematics have improved at the same rate as schools nationally. Inspectors found that the current Year 6 are achieving below average standards. This year group has a higher proportion of pupils with special educational needs and with English as an additional language. Many pupils, especially boys, still have weaknesses in their skills and knowledge, resulting from unsatisfactory teaching when they were in the lower juniors. Standards are improving in science in Year 6, due mainly to satisfactory and often good teaching in small classes. There were no significant differences between the achievements of boys and girls in lessons, although girls' attainment in science tests remains low.

Children enter the nursery with standards that are below average. They make at least satisfactory and often good progress. Most are unlikely to achieve their national targets by the end of the Reception Year, except in personal, social and emotional and physical development. Inspection evidence reflects last year's national test results in mathematics and reading and shows that Year 2 pupils achieve average standards in mathematics and below average standards in reading. Their standards in writing are below average. These are lower than the above average standards attained in last year's tests, although the current Year 2 has a higher proportion of pupils at the early stages of learning English as an additional language. Standards in science are well below average as teachers do not plan consistently to meet pupils' different learning needs in mixed-age classes. Standards in information and communication technology meet those expected nationally by the end of Year 6 but are below expectations at the end of Year 2. Pupils develop their basic skills effectively in lessons in the computer suite. They do not extend their skills enough in other lessons, particularly in the infants. Standards in art and design are above those expected nationally by the end of Year 6. Those in geography, history and religious education meet expected levels in Year 2. They are below in Year 6. Standards are below expectations in design and technology and well below in music. Standards in physical education meet expected levels. Pupils, including those from ethnic minorities, make satisfactory progress in their learning. Pupils with English as an additional language and those with special educational needs make satisfactory progress overall. They often make good progress when benefiting from good, specialist support, but this is not consistent in class activities.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|--|
| Attitudes to the school | Good. Pupils are enthusiastic, well motivated and enjoy their lessons. |
| Behaviour, in and out of classrooms | Good. Pupils behave well in class and around the school. |

| | |
|--|---|
| Personal development and relationships | Relationships are good and contribute to pupils' enjoyment of school. There is good personal development, although opportunities to take initiative and responsibility in learning are not developed fully. |
| Attendance | Unsatisfactory and below the national average. A significant number of pupils are absent regularly or arrive late for the start of school. |

The standards of behaviour and pupils' positive attitudes have improved considerably since the last inspection and support their learning. Poor attendance limits the attainment of some pupils.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|--------------|--------------|
| Quality of teaching | satisfactory | satisfactory | satisfactory |

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

Teaching is satisfactory overall. It was good in over half of the lessons observed and excellent in some lessons in Years 3, 4 and 6. An analysis of pupils' work since the start of the school year shows that teaching is satisfactory overall, with some inconsistencies in teachers' expectations of pupils' work. It has improved significantly since the last inspection, despite the high level of staff change. Teachers manage their classes well to ensure that pupils stay focused on their work. There was a small amount of unsatisfactory teaching, due mainly to weaknesses in teachers' subject knowledge and inconsistent use of assessment information to match activities to pupils' learning needs. Teaching in English and mathematics is satisfactory overall. It is often good in lessons, although teachers do not extend pupils' literacy and numeracy skills enough in other subjects. Teaching of pupils with English as an additional language is satisfactory. They receive very good support from the support teacher, although class teachers do not always match learning activities to pupils' English language needs. The teaching of pupils with special educational needs is satisfactory. They benefit from good quality support in many lessons, although resources and teaching methods are not always suitable for pupils' specific needs.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | All subjects are taught, and the curriculum is enhanced by good links with the community and very good extra-curricular activities. The school's focus on literacy and numeracy has established sound strategies. The time given to some other subjects is inconsistent between classes. Teachers do not ensure that pupils' skills and knowledge build consistently on prior learning in music, religious education, history, geography and design and technology. |
| Provision for pupils with special educational needs | Satisfactory. There are effective procedures for identifying needs. Pupils are supported well by support staff, but teachers do not always match tasks to meet pupils' targets in their Individual Education Plans. |
| Provision for pupils with English as an additional language | Satisfactory. Their language needs are assessed well and good use is made of the specialist support teacher and other support staff. Class teachers do not always ensure that activities match language needs |

| | |
|---|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | It is good for pupils' moral and social development and promotes good relationships and a clear sense of right and wrong. Provision is satisfactory for spiritual and cultural development. The school does not promote these aspects enough in other subjects, particularly music. |
| How well the school cares for its pupils | Good. Most staff know their pupils well and provide good care and guidance. Procedures for assessing pupils' work are sound, but the information gained is not used consistently to guide teachers in their planning for improvement. |
| How well the school works in partnership with parents | The school has encouraged very good links with parents from all backgrounds and keeps them well informed. Some parents support their children's learning more fully than others. |

The school's good care and guidance promotes its supportive ethos. The inconsistent development of some curriculum subjects restricts pupils' achievements. A supportive Friends Association helps to improve learning resources.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides very good leadership to the work of the school. He works in an effective partnership with his deputy to establish a good team approach. Team leaders manage their teams well, although the roles and contributions of some subject co-ordinators are not developed fully. |
| How well the governors fulfil their responsibilities | Sound. Governors are supportive and increasingly involved in working with the school to bring about improvement. Governors do not fulfil some aspects of their responsibilities fully, for example, in reporting to parents. |
| The school's evaluation of its performance | Good. Senior staff, supported very well by advisory staff from the local education authority, monitor teaching and learning, especially in literacy and numeracy. The headteacher uses an increasing range of attainment data to track pupils' achievements and target improvement. |
| The strategic use of resources | Good. The school uses its finances efficiently to fund improvement priorities. Governors monitor spending levels closely and apply the principles of best value effectively. |

The good number of teaching and support staff work closely to ensure that all pupils are included fully in all activities, although the support for pupils with specific needs is not consistent in each class. Resources are satisfactory overall. They are good in art and design but there are shortages in music, geography, history, information and communication technology and in the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• Their child likes school and makes good progress.• Behaviour is good.• The school is well led and managed.• Teaching is good.• The school helps their child mature and become responsible.• The school works closely with parents.• The school is welcoming and approachable | <ul style="list-style-type: none">• The range of extra-curricular activities• The consistent use of homework |

Inspectors confirm the many positive views of parents, although teaching was found to be satisfactory overall rather than good. The range of extra-curricular activities is very good. Inspectors found that homework is not used consistently to promote pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with standards of attainment that are below those expected for their age, especially in personal, social and emotional development. Very few children have benefited from any pre-school experience, and many children in the nursery, at the time of the inspection, were still under four years of age. The teacher and the nursery nurses work closely together to plan a satisfactory range of activities in all the required areas of learning. They have well-established routines that enable children to settle quickly and happily into school life. Satisfactory, and often good, teaching promotes children's learning, although opportunities to extend children's spoken language are not consistently developed. By the end of Reception Year, most children are likely to attain their Early Learning Goals¹ in personal, social and emotional development and physical development. Most are unlikely to achieve their goals overall in the other areas of learning.
2. In the 2002 national tests, Year 2 pupils attained standards that were above average nationally in writing and well above the average of similar schools. Standards in mathematics met the national average and were above the average of similar schools. Year 2 pupils attained below average test results in reading in 2002. They were average for similar schools. Inspection evidence reflects these test results in mathematics and reading, although writing standards in the current Year 2 are below average. In mathematics, standards reflect the improving test results over the last four years. The school has maintained the improvement in mathematics reported at the last inspection, especially in the number of pupils who achieve the nationally expected level for their age. The proportion of pupils attaining above this level is below average. National test results for Year 2 pupils in reading have improved from the well below average levels three years ago, although are lower than those reported at the last inspection. Although basic reading skills are taught effectively in Years 1 and 2, weaknesses in pupils' knowledge and use of language, for example, their speaking skills, restrict their progress. Many Year 2 pupils are not fully independent readers, lacking fluency and confidence in tackling unfamiliar words. Although most pupils attain expected levels, too few achieve above average levels. This is similar in writing, where standards are not as high as last year's test results or those reported at the last inspection. Some Year 1 and 2 classes have a higher proportion of pupils with special educational needs and pupils with English as an additional language than previously. Their English language weaknesses limit their accuracy, for example, in spelling and basic punctuation. Year 2 pupils attain well below average levels in science, as teachers do not plan tasks consistently to meet the different learning needs, especially for more able Year 2 pupils, in mixed-age classes.
3. Inspectors found that pupils attain standards that are below the national average in English, mathematics and science by the end of Year 6. They reflect the results of national tests over the last three years. In the 2002 tests, Year 6 pupils attained standards in English that were average nationally, and well above average for similar schools. They attained standards in mathematics that were below average nationally, and average compared with similar schools. Standards in science were well below average nationally and below average for similar schools. The school successfully achieved its challenging target in 2002 of 80 per cent of pupils to attain the nationally expected Level 4 or above in English. It did not attain its challenging target of 78 per cent in mathematics, (attaining 66 per cent). These targets are based on pupils' prior attainment at Year 2, with additional percentage points added to provide an extra challenge. The school is unlikely to achieve its 2003 targets of 81 per cent in English and 77 per cent in mathematics. The current Year 6 has a higher proportion of lower attaining pupils and pupils with special educational needs. Many pupils, especially boys, still have weaknesses in their skills and knowledge, resulting from

¹ Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in six areas of learning; communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

the limited progress they made when they were in the lower

juniors. This was mainly due to the serious weaknesses in teaching in those years that were reported in the last inspection. Improving standards in science in Year 6 are resulting from satisfactory and often good teaching and pupils benefiting from being taught in small classes.

4. Pupils make satisfactory progress overall in their learning of basic skills. The school has established sound strategies for promoting pupils' literacy and numeracy skills. Pupils extend their reading skills soundly in some other subjects, for example, to gain information from books and the Internet. However, they do not apply their writing or numeracy skills enough in a broad range of subjects to improve standards. The achievement of most pupils with English as an additional language, including those on initial stages of English language acquisition, and pupils from ethnic minorities is satisfactory. The available support is suitably organised and high profile is given to supporting these pupils in coping with the language demands in learning. Class teachers, however, do not always plan specifically for pupils with English as an additional language or use a range of teaching methods to support pupils' learning of the English language. These pupils are disadvantaged initially until they reach a satisfactory level of competence in English. Once competent, they make satisfactory progress and show satisfactory gains in line with other pupils. Their needs are effectively identified and tackled consistently through well-planned support by the part-time ethnic minorities support teacher and one bilingual assistant. There is sufficient specialised and regular support for these pupils in the Foundation Stage and the infant classes. Support for individual pupils in junior classes is good and enables them to improve the range of specific words, for example, in history. In some lessons, class teachers do not always ensure that learning activities are matched to pupils' language needs. This restricts their progress.
5. Pupils with special educational needs make satisfactory progress overall. They sometimes receive good levels of assistance in their classes and by withdrawal by support staff, for example, to improve literacy and numeracy skills. This provision does not always focus on meeting the targets defined in their Individual Education Plans. There is an appropriate emphasis in these targets on improving pupils' literacy skills and behavioural needs, although the need to further improve their numeracy skills is under-recognised.
6. Standards in information and communication technology meet nationally expected levels at the end of Year 6. They are below expected standards at the end of Year 2. Teachers make efficient use of resources in the computer suite and subject guidance to develop pupils' basic skills effectively, especially in the older juniors. Some inconsistencies in teachers' subject knowledge and not enough opportunities to apply their basic skills, particularly in Years 1 and 2, limit standards. Year 6 pupils continue to attain good standards in art and design, as reported in the last inspection, supported by the excellent subject knowledge of an enthusiastic subject co-ordinator. Standards in music are below expected levels in Year 2 and well below in Year 6. The subject has not been given high enough priority, there is no subject leader and teachers do not give enough time to develop pupils' musical skills and knowledge satisfactorily. Pupils in Years 1 and 2 make satisfactory progress overall in art and design, physical education, history, geography and religious education and attain standards expected for their age. Pupils in Years 3 to 6 attain expected standards in physical education but below expectations in history, geography and religious education. Standards in design and technology are below expectations throughout the school. Teachers do not always give enough time to develop pupils' skills consistently.

Pupils' attitudes, values and personal development

7. At the last inspection, pupils' attitudes and behaviour were judged to be satisfactory overall. These have improved and are now good.
8. When they start in the nursery, many children have limited personal, social and speaking skills. They settle well into the day-to-day routines and, during their time in the nursery, they become more confident. They begin to play and work happily with other children. In the reception classes

they continue to develop the good attitudes acquired in the nursery. They enjoy what is provided for them, listen well and make good progress. Pupils' good attitudes continue in other years. This makes a positive contribution to their learning. Most pupils enjoy school and want to learn. Nearly all are enthusiastic, well motivated and interested in their lessons. They

concentrate, listen attentively to their teachers, and respond well. In most lessons, pupils participate well, answering questions and joining in discussions. On occasions, however, some pupils are quiet and reluctant to take an active part in lessons.

9. Behaviour in lessons and around the school is good. This creates a pleasant atmosphere around the school that supports learning. Most pupils understand the standards of behaviour expected of them and are aware of the consequences of inappropriate behaviour. As a result their behaviour is nearly always good and, on occasions, it is very good. Pupils play well together in the playground. In the current school year, the number of fixed-term exclusions has decreased reflecting the improvements in behaviour. The school only uses exclusion when it is essential and works hard to prevent it from occurring. The general atmosphere in the school is free of oppressive behaviour, and bullying and harassment are rare.
10. Relationships amongst pupils and between pupils and staff are good, despite the high number of staff changes. In most lessons, pupils settle to work quickly and are able to work unsupervised independently, in pairs and small groups. When working together, they work sensibly, sharing resources. This helps them progress in their learning. They show respect for each other's views values and beliefs.
11. Pupils' personal development is satisfactory. Around the school, pupils are friendly polite and courteous to visitors. Most older pupils become mature and responsible. Their improved behaviour shows that they now understand how their actions could impact on others, especially the right to learn. Pupils conscientiously carry out individual classroom duties. Older pupils have some involvement in the day-to-day routines around the school. They organise the hall for assembly, act as prefects and help younger pupils on the playground. As representatives on the School Council they are developing an understanding of the role they can play in making decisions about school life. Pupils are encouraged to be aware of their responsibilities as well as their rights. Topics for discussion, such as making choices and their responsibility, attitudes and responses to others are integrated soundly into lessons and assemblies. There are not enough opportunities for pupils to show initiative and take responsibility in their learning. Teachers do not provide sufficient activities to encourage pupils to develop and investigate their own ideas, for example, in science.
12. Levels of attendance are unsatisfactory. They are below the national average but current data indicates a slight improvement this year. There are no significant differences between groups of pupils, such as boys or girls, or those from different backgrounds but the school has a significant number of pupils with low attendance. These frequent absences have a detrimental effect on their learning. A variety of factors affect overall attendance levels. These include pupils staying at home for health reasons and taking holidays during term time. Poor attendance begins in the nursery where children are often absent from school. The levels of unauthorised absence have decreased because the school secretary systematically follows up absences and most unauthorised absences are now for holidays in excess of ten days. Poor punctuality is a problem in the school. Many pupils arrive after the bell has sounded and some regularly arrive late. This adversely affects learning, since some pupils are not present for the start of lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching is satisfactory overall. It is often very good and, on occasions, excellent in lessons, especially in the juniors. Teaching has improved since the last inspection and reflects the positive views of parents. The school no longer has serious weaknesses in teaching. The school has coped well with a high level of staff change (over 30 per cent of the staff have changed in the last two years) and the particular difficulties created by very recent staff changes. Problems over

recruiting teachers in the local area, together with a lack of effective supply teachers, required the school to use different strategies to maintain teaching at a satisfactory standard. Good use was made of support teachers from the local education authority to work with inexperienced staff and of an experienced teacher from another local primary school to provide temporary teaching cover. An analysis of pupils' work since the start of the year reflects satisfactory teaching overall. It shows some inconsistencies in teachers' expectations in the amount and quality of pupils' work. However, inspectors found that the headteacher, supported by advisory staff from the local education authority, has monitored and evaluated teaching and learning closely. This contributed well to improving teaching. The quality of teaching was good or better in just over one out of every two lessons observed. There was a small amount of unsatisfactory teaching observed in Years 5 and 6, resulting mainly from weaknesses in teachers' subject knowledge, for example, in music, and teachers planning learning activities that were not always matched to pupils' abilities. The teaching of English and mathematics is satisfactory. It enables pupils to develop their literacy and numeracy skills soundly. However, some teachers do not require pupils to apply these skills and those for information and communication technology enough in a broad range of subjects. This does not support pupils to improve their skills. An analysis of pupils' work and teaching plans show that the quality of teaching is unsatisfactory in religious education, music and design and technology and in geography for Years 3 to 6. Teachers do not plan consistently to ensure that pupils' skills and knowledge build on prior learning. They do not always allow enough time to ensure that pupils extend their knowledge and understanding.

14. Teachers manage their classes well. Most have good relationships with their pupils and use praise successfully to recognize achievement and to motivate pupils to achieve more. This was clearly evident in an excellent art and design lesson for Year 3 and 4 pupils when the teacher's enthusiastic attitude and helpful interventions encouraged pupils to achieve high standards. Most teachers use questions effectively to check on, and then extend pupils' knowledge and understanding. For example, in a good Year 6 literacy lesson, the teacher's skilful questioning enabled all pupils to contribute to a discussion on 'similes'. She then challenged individuals to explain the meaning of such examples as 'as brash as ..'. This improved pupils' knowledge and their use of language. On occasions, especially in larger classes, teachers ask questions soundly of the class but do not ensure that other pupils are listening carefully or are challenged to think about another question. This does not enable the teacher to maintain a brisk enough lesson pace to ensure that all pupils remain interested and attentive.
15. Where teachers have good subject knowledge, they use it well to promote pupils' skills, knowledge and understanding. This was evident in a good range of lessons, for example, in information and communication technology, mathematics, English and art and design. In a Year 3 and 4 information and communication technology lesson, the teacher's very good understanding of a music computer program enabled pupils to be challenged very successfully to extend their initial four phase musical composition into sixteen phases. Where teachers have weaknesses in their subject knowledge, this limits the standards attained. For example, in an unsatisfactory music lesson, the teacher's uncertainty in how to develop pupils' singing leads to restless and inattentive attitudes and little being achieved. Teachers share the learning objective consistently with their pupils so that they know what they are trying to achieve. Some teachers maintain a good pace to lessons with regular reminders over how long pupils have to complete the task. However, this was not consistent in all lessons. For example, in a Year 6 physical education lesson, the teacher required pupils to work with a partner to develop a gymnastic sequence but did not maintain a sufficiently brisk pace. Pupils were not reminded how long they had left and only a few pairs completed the activity to a satisfactory standard.
16. Most teachers plan different activities to meet the range of learning needs in English and mathematics. For example, in a Year 1 and 2 mathematics lesson, the teacher organised a good range of number games and activities. She supported the lower attaining pupils well to promote their number knowledge and understanding and provided good activities to challenge the more able pupils. However, teachers do not consistently use assessment information to ensure that activities always build on prior learning, for example, mapping skills and specific geographical terminology. Inspectors found that the range of learning activities did not extend pupils' knowledge in some subjects, for example, in science, religious education and geography. An

analysis of pupils' work showed that too often pupils in mixed-age classes were required to complete the same activity. Too often lower-attaining pupils did not complete work. Teachers' expectations of pupils' achievements in these subjects were not always high enough and more able pupils were not challenged to achieve above expected levels.

17. Teaching in the Foundation Stage is satisfactory overall and some examples of good and very good teaching were observed. Each morning begins with well-planned literacy activities that are appropriate for the Reception Year children. Children are given good opportunities to develop their language skills and are being prepared well for to start the school's literacy strategy when they begin Year 1. These sessions are less suitable for the children in the nursery, especially the youngest children. The unqualified teachers model their teaching on that of the teacher. Whilst the children enjoy the books read to them, the youngest children are not ready for some of the more formal aspects of literacy, such as identifying rhyme and learning about authors, illustrators and titles. When adults work with children on specific activities, the teaching is satisfactory and often good. However there is not always enough adult awareness of children's independent activities. This is more often observed in the nursery than in the reception class, though examples were also seen there. Whilst adults were engaged in focused activities with groups, other children played individually. The range of activities was the same on most occasions and the learning objectives for free play were not clear. Whilst children were well cared for, teaching staff did not provide enough opportunities to develop children's spoken language and extend their learning.
18. Teaching for pupils with special educational needs is satisfactory. Teachers do not consistently ensure that teaching methods and resources meet the needs of these pupils. However, pupils with special educational needs learn effectively alongside their fellow pupils, due to the sometimes good, and occasionally very good, levels of support they receive from support staff. For example, some pupils with learning difficulties in literacy had their tasks described to them very well by support assistants to meet their respective needs. When withdrawn for help to overcome their specific learning difficulties in literacy, effective teaching of a good quality scheme supports their reading and word development in a good manner. This is developed effectively under the direction of a specialist teacher working for the local education authority, supported well by the special educational needs co-ordinator.
19. Teaching for pupils with English as an additional language is satisfactory overall. The quality of teaching of the ethnic minorities support teacher was very good. She has some good resources, such as story props and picture cards, and uses these well in the classrooms. However, the class teachers are not always aware of most pupils' different stages of learning. They are not sufficiently guided by the expertise of the support teacher. Most teachers do not specifically plan for pupils with English as an additional language. They are not fully aware of the full range of language needs of the identified pupils to plan well-matched tasks, or make good use of interesting and appropriate resources for young learners. However, they provide good general support and pupils' responses are suitably promoted. Pupils' home languages within the whole school are well supported by the support teacher and bilingual assistant.
20. Teachers do not use homework consistently to promote pupils' learning. This reflects the views of a significant proportion of parents. There was evidence of some teachers using homework to support work in literacy and numeracy, for example, in Year 6, but this was not consistent in all classes. Teachers mark pupils' work regularly and some use constructive comments to identify areas for improvement. However, the analysis of pupils' work showed inconsistencies, especially in those classes where teaching staff had changed. Some teachers simply used ticks and rarely indicated how the pupil could improve the standard of work. Some teachers made constructive comments to indicate how well pupils were progressing towards their literacy targets. Pupils said that they enjoyed reading these comments and took note of them, although they were not used consistently in all classes in the same year groups.

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

21. The quality and range of learning opportunities for children in the Foundation Stage and for pupils in Years 1 to 6, are satisfactory. The school has maintained its sound provision since the last inspection. It has mainly adopted national guidance and some commercial schemes of work to meet the requirements for all subjects. These satisfactorily aid teachers' planning and support the quality of teaching across the school. The provision for information and communication technology is suitably supported through the use of a computer suite, which allows for whole class teaching, although pupils have few opportunities to extend their skills in other subjects, such as science and mathematics. The school has sound strategies for implementing the national literacy and numeracy strategies, although the range of opportunities to use pupils' written skills and numeracy skills in other subjects is not developed fully.
22. For children in the Foundation Stage, the breadth of the curriculum is satisfactory. It includes all the required areas of learning, although some activities are limited by the range of resources, for example, in children's physical development. Across the rest of the school the range and balance between subjects is unsatisfactory. Teachers prepare their own timetables. An analysis of these shows that the planned time is not always taught and the time allocated to teaching in both the juniors and infants is one hour a week less than the nationally recommended minimum. Teachers sometimes use their planned subject time for other activities. This flexibility has limited the development in subjects such as science, design and technology, music, geography and history. They have only recently been satisfactorily planned for and are inconsistently taught across the school. The teaching and learning of literacy, numeracy, information and communication technology and physical education are given at least an adequate amount of time, although this focus is sometimes at the expense of time allocated to other subjects. Many policies for subjects and other areas of provision are still in draft form and are awaiting approval by the governing body. The co-ordination of subjects is not developed consistently and does not ensure that pupils' skills and knowledge build consistently on prior learning.
23. All groups of pupils, including those with special educational needs, and English as an additional language have equal opportunities in the curriculum and are included fully in all activities. There are some occasions when pupils are withdrawn for effective extra help; for example, pupils with special educational needs are supported for literacy by support staff in the school and by a specialist teacher from the local education authority. Other pupils are withdrawn for reading support, and when the need arises, for behavioural support. Pupils with English as an additional language are adequately identified and supported through the visits of a specialist English language teacher. The language demands of the curriculum are analysed and appropriate support is given in subjects other than English, in developing new subject related vocabulary. The school meets the requirements to ensure promotion of good race relations and no pupils are excluded from attending the school because of gender, race, ability or religion. The governors have not yet indicated to parents in their annual report the suitability or otherwise of the school's accommodation to admit physically disabled pupils and the facilities they have for them.
24. The curriculum and provision for pupils with special educational needs is satisfactory overall. Pupils have satisfactory Individual Education Plans. Teachers, under the guidance of the special educational needs co-ordinator, write the targets for pupils to achieve to meet their special educational needs. These targets, in most cases, are suitably defined and mainly concentrate on improving the pupils' literacy needs and occasionally their behavioural and numeracy needs. The support staff the school employs to support these pupils are not consistently involved with the recording of the progress of the pupils they support to inform teachers on their future learning needs. Most, because of their good training and expertise, offer good levels of support within classes and by occasional withdrawal.
25. The school's out of lesson provision is very good. It offers pupils a very wide range of opportunities. These include up to seventeen different activities. Examples are sports coaching from professional coaches in a wide range of sports such as football, basketball, and cricket. Other activities include a breakfast club, gardening, knitting, French, chess, science, choir,

Bengali clubs and a nursery lunch club. Other activities that enhance the curriculum are educational visits in all year groups and residential trips in Years 5 and 6. Teachers, support staff and outside agencies willingly give of their time to effectively support the running of the clubs, which pupils attend with enthusiasm and in quite large numbers.

26. Links with the local community are good. These include visits from people to talk about their work, such as a local vicar, fire fighters and representatives from charity organisations. Visiting artists, musicians, visits to museums, art galleries and places of interest and visits from drama groups, offer an interesting balance to classroom lessons. A local organisation called SAFE (Sish Lane Area Friendly Enterprise) makes a significant contribution to get pupils to think about their own safety and that of others and how to behave in a responsible and safe manner within their own communities. There are satisfactory relationships with partner institutions. Effective links are established with the local high schools, other primary schools, colleges of higher

education and charitable organisations. There are very good links with the local education authority advisory services. These services have done much to support teaching in subjects such as literacy and numeracy.

27. The school's provision for personal, social and health education is currently unsatisfactory and in the early stages of development. It is starting to use a recently purchased scheme of work which is not yet fully understood or taught consistently by all staff and which has not yet been approved by the governing body. This includes teaching about the dangers of alcohol, smoking and drugs and sex education for older pupils. At present these are mainly taught within science. In some classes, teachers place good emphasis on sharing thoughts and feelings. At present this provision is insufficiently co-ordinated and on too many occasions teachers are left to make their own provision without clear guidance. The subject has not been a curriculum focus and the new co-ordinator has identified the need for further development.
28. Provision for pupils' spiritual, moral and cultural development is satisfactory overall. The school makes good provision for pupils' moral and social development.
29. At the time of the last inspection all four aspects of personal development were judged as good. However, the provision for pupils' spiritual development focused solely on collective worship and religious education. It now considers how pupils' spiritual development is addressed through the wider curriculum. Acts of collective worship provide opportunities for pupils to reflect on their own experiences and those of others, though these could be developed further. Religious education lessons provide few opportunities for pupils to think about the views and beliefs of different faiths, though during the inspection a Muslim visitor talked to pupils in Years 1 and 2 about the Koran. There have been some opportunities for pupils to consider complex issues, for example, Year 6 pupils took part in a tree planting ceremony to mark Holocaust Memorial day. Pupils also discussed the ceremonies of remembrance linked to their history topics. However there are few opportunities to develop spiritual awareness throughout the curriculum and the provision for spiritual development is lower than that reported previously.
30. The school makes good provision for pupils' moral development. This is reflected in the considerable improvements in pupils' attitudes and behaviour since the last inspection. Pupils have a good understanding of right and wrong and show respect for people and property. They have good relationships and treat one another and adults with respect. The school has a clear code of behaviour which pupils understand. Adults work well together to provide good role models for pupils. The provision for moral development has been maintained at the good level reported at the last inspection.
31. Provision for pupils' social development is good and has been maintained at the level reported previously. In lessons, pupils are given opportunities to work together in pairs and in groups and they respond well. Pupils enjoy being members of the School Council and take their responsibilities very seriously. Year 6 pupils greatly enjoy their new common room and take responsibility for organising how it is used. Older pupils are given opportunities to support and

guide the younger ones and take pride in their responsibilities. The school provides residential visits for pupils in Years 5 and 6. These are well attended and help pupils to become mature and responsible. The school has a prefect system. Prefects are elected by their teachers and work hard to carry out their duties. In all classes, pupils are given the opportunities to carry out day-to-day monitor duties.

32. The school's provision for pupils' cultural development is satisfactory. It is lower than the good provision reported at the last inspection. Music is a weakness in the school and therefore makes no contribution to pupils' cultural development. Art is a strength but the subject leader has identified the need to ensure that pupils are introduced to a range of art from different cultural traditions. The curriculum is supported through a range of visits to museums and galleries. However, the school does not yet do enough to ensure that pupils appreciate the range of the diverse cultural nature of Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The procedures to ensure pupils' welfare have remained good. The school successfully achieves its aim of providing a caring, supportive environment that meets the wide variety of pupils' personal and educational needs. Day-to-day support is effective and good use is made of a range of outside agencies to support pupils, especially those with specific educational and behavioural needs. For example, the school counsellor and the education support worker play a valuable role in the care and support given to pupils.
34. Child protection procedures are satisfactory and the school follows local guidance soundly. It is, however, without a school policy clearly explaining the signs and symptoms of abuse and the procedures for staff to follow. Child protection issues are frequently discussed in staff meetings but a regular, formal pattern of training is not a routine. Procedures for promoting pupils' welfare are good. First aid arrangements are good and parents are notified of any incidents involving their child. Staff are made aware of any pupils in their class with a medical condition, although more formal systems have not been established. Health and safety arrangements are good, despite the school not having its own policy. The site manager and governors conduct formal checks each half term and systematically record any issues. Equipment is subject to annual safety reviews.
35. Pupils' personal development is promoted well through the caring atmosphere the school provides. This helps them to learn. Despite the high number of staff changes, class teachers, supported by teaching assistants, know their pupils well. They understand their individual needs and difficulties and use this knowledge to monitor their personal development informally. Any issues are shared with team leaders or the headteacher. A high value is placed on recognising pupils' successes. The two achievement assemblies held each week contribute effectively towards promoting pupils' personal development by rewarding their good work and effort.
36. The school has good procedures for promoting pupils' behaviour. The headteacher and staff have high expectations of behaviour that have become firmly embedded in the values and atmosphere of the school. The emphasis is firmly based on praising good behaviour and pupils respond well to this. All staff manage behaviour well and this positively influences the high standards of behaviour in the classroom and around the school. Any serious incidents are recorded on 'incident forms' and shared with the headteacher. When necessary, individual programmes are introduced to monitor pupils whose behaviour and attitudes give rise to concern. Bullying and other forms of oppressive behaviour are rare and effective systems are in place to deal with those instances that do occur.
37. Monitoring of attendance in the school has remained good. The school uses certificates to recognize good attendance and is planning to extend these procedures. Registers are checked daily and unexplained absences are rigorously followed up. The secretary regularly identifies and monitors pupils with poor and irregular patterns of attendance and punctuality and, where necessary, referrals are made to the educational welfare officer. Parents are reminded about the need for regular attendance and the need to arrive at school on time. These procedures are beginning to improve attendance, although standards remain below average.
38. Procedures for assessing pupils' attainment and progress are satisfactory overall. They are effective in English and mathematics and help the senior management team to monitor pupils' progress successfully in these subjects. A system of assessment is being extended to science, but this is in its early stages. Assessment information is lacking in some other subjects, for example, history, geography, religious education, design and technology and music. The attainment and progress of the pupils with English as an additional language are carefully tracked and recorded. The guidelines in place for assessments of their English language needs are effective.
39. The use of assessment information is improving, although is unsatisfactory overall. It is used well in English to help pupils improve their standards of attainment. It is less well used in mathematics, science and other subjects. Assessments in English and mathematics allow

senior managers to follow the progress of different groups of pupils as they move from one year to the next, for example, the achievement of boys and girls and those pupils with English as an additional language. The impact of assessment on the day-to-day planning of lessons by teachers is inconsistent. Assessments are not shared with pupils effectively so that they can measure their own progress and understand what they need to do to improve. The school effectively uses test results, target setting and concerns expressed by class teachers to decide where to use national support strategies for lower attaining pupils and those with special educational needs. When these pupils are being supported, teachers and support staff do not sufficiently record their progress as they learn. They do not use assessments consistently to guide what they should do next to meet pupils' individual learning targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school is well regarded by parents who are very supportive of the school. This message came through clearly from the questionnaires and pre-inspection meeting.
41. The school has re-established very good links with parents. They have improved considerably since the last inspection, when they had declined to a satisfactory level. Induction into both nursery and reception are well organised and this helps to establish the good relationship with parents. The headteacher values parents for the contribution they can make as partners in the education of their children. He is committed to developing close links and he encourages their support in a number of ways. Parents are invited to join children at the Breakfast Club and regular parent discussion meetings are held where issues such as homework are discussed. The summer term open afternoon enables parents to see their children at work. Parents are invited to help around the school. Although very few help in lessons, some have helped to improve the learning environment significantly, for example, by redecorating parts of the building. In addition the school has arranged other initiatives such as the current computer course and the games' library to encourage parents' interest and participation. The family learning programme is helping to involve parents of other cultures, especially the Bangladeshi community, into the learning process and life of the school. Each Thursday, Bengali mothers attend family literacy classes. A supportive Friends Association arranges fund raising events that enable the school to purchase additional resources.
42. Pupils are encouraged to take their reading books home from reception onwards. Some parents are involved with their children at home and share reading but others find it difficult to provide the support needed. The impact of the better parental links on improving pupils' work is not yet contributing significantly to raising standards.
43. Information to parents is good. The school regularly communicates with parents in a variety of ways, including the school web site. This helps them become involved in their child's learning and to understand the work of the school. Parents receive good information about school matters, forthcoming events and key dates through the weekly newsletter. 'Info points' also enable parents to be kept informed about events in the school. Various opportunities are provided for parents to understand the curriculum and topic work being taught in lessons. In addition to the information meeting at the beginning of year, each term parents receive a curriculum newsletter explaining what the pupils will be learning. Parents are also invited to attend other curriculum events as well as receiving the information on the web site. The translators and translations in Bengali are arranged when needed. Each year there are two formal consultation meetings ensuring that parents are kept well informed about their child's progress. Parents are also offered the opportunity to discuss annual written reports should they wish to do so. The overall quality of these reports is satisfactory. They include targets for future learning. In some cases, subject reports and targets to improve are the same for pupils of differing abilities in the same class. There are weaknesses in the school's informal procedures for reporting to parents of pupils with special educational needs. The school, without the effective involvement of the special educational needs co-ordinator, allows class teachers to decide when to review the targets defined in the pupils' Individual Education Plans. It does not set up a formal review process where parents can have the opportunity of meeting all staff and other professionals involved in their

provision. At present parents do not have the opportunity of expressing their views to the team of people involved in meeting their child's' needs

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the headteacher and key staff are good. The headteacher continues to provide very good, strong leadership, as reported in the last inspection. He gives a clear direction to the work of the school and maintains a good pace to the development of the school. His leadership is valued by parents; many of whom commented that his leadership was the main factor in the school's 'great improvement' in the last two years. The headteacher has been particularly effective in evaluating and improving the quality of teaching, a key issue from the last inspection. He has established an effective, purposeful partnership with his deputy headteacher. They have created a good staff team, as reflected in the recent 'Investors in People' award, who have worked together well to improve pupils' attitudes and behaviour considerably and the quality of teaching. They know and share the values of the school which clearly reflect its caring and supportive ethos. Standards of attainment are beginning to improve, although frequent staff changes and recruitment difficulties have limited the consistent impact of some initiatives focused on raising standards. The delegation and contributions of staff with management responsibilities are sound overall. The team leaders, particularly those with responsibilities for literacy and numeracy, manage their teams well and provide good leadership, especially in promoting teaching and learning within their teams. The management and subject leadership of some co-ordinators are in the early stages of development and have not improved standards within their subjects. Given less staff changes, the school has established a good capacity to succeed and to improve attainment.
45. The headteacher and his team leaders, supported very effectively by advisory staff from the local education authority, gave a strong focus to establishing a more positive school ethos, developing more effective behaviour management strategies and promoting equal opportunities for all pupils. A more consistent approach was established, resulting in improved standards. For example, staff received training on the use of 'accelerated learning' strategies. These are being developed across the school and are contributing to improving pupils' attitudes and behaviour. Senior staff gave priority to improving standards in literacy and numeracy and developed team action plans to focus on issues arising from the last inspection. Subject leaders for English and mathematics, working closely with the assessment co-ordinator, have improved assessment procedures and evaluated samples of pupils' work. They have worked closely with local education authority staff to check on the accuracy of their assessments. These procedures are improving pupils' literacy and numeracy skills, although staff changes and variations in the ability of different year groups are restricting a consistent trend of improvement. The headteacher uses a good school improvement plan to give a clear focus to the direction of the school. The action plans for literacy, numeracy and information and communication technology indicate how standards in those subjects are to be improved. Some other subject action plans are less rigorously monitored and evaluated and do not contribute to promoting improvement in attainment. The headteacher uses an increasing range of attainment data to track pupils' achievements, particularly in reading, writing and mathematics. He is beginning to track pupils' performance in science. The information is shared with staff, governors and parents to identify areas for development and target improvement. He has used the information well to target nationally funded support strategies in literacy and numeracy and to develop other effective approaches, for example, the Easter School for pupils.
46. The governing body is increasingly involved in working with the headteacher and his staff to shape the direction of the work of the school. Recent developments to increase the range and focus of governors' visits to the school are improving their knowledge and understanding of the school's strengths and priorities for development. Governors are kept well informed by detailed headteacher reports. They are becoming more involved in working with the senior staff to influence the school improvement process and to monitor and evaluate its impact. They link priorities closely to school funds, for example, by delegating funds to the priority subject co-ordinators, although governors do not always rigorously evaluate progress towards their improvement targets. Governors do not fulfil some of their statutory requirements fully. Many policies are still in draft form and have yet to be adopted, including one for health and safety. The governors' annual report to parents does not contain all the information that is statutorily required. Governors work successfully with the headteacher, school secretary and financial adviser to

monitor spending levels closely to ensure efficient targeting of funds. They have used specific funds efficiently, for example, the 'Standards Fund', to provide additional support for pupils' learning. The financial procedures are good, as confirmed by the most recent financial audit, and the school makes good use of them to get best value in their spending decisions. The current, higher than anticipated, budget surplus, resulted mainly from changes in predicted staff costs and funds earmarked for building improvements. This surplus is planned mainly for building refurbishment and for retaining key staff, as pupil numbers are predicted to fall and additional funds provided by the local education authority have stopped.

47. The management and leadership of provision for pupils with special educational needs are not developed fully. Support staff play a significant role in supporting pupils with special educational needs across the school, although their role is not always clearly enough defined regarding the specific provision for these pupils. The special educational needs co-ordinator is insufficiently involved in managing the provision. She benefits from training to improve her qualification and expertise, although these are not reflected effectively in practice. The recent draft policy, which has not yet been approved by the governing body, suitably defines her role. However, given the number of pupils on the school's register of special educational needs, the time allocated to perform her advisory, training and management role is insufficient. The governor for special educational needs is not involved effectively in monitoring aspects of the provision.
48. The Ethnic Minorities Attainment Grant support teacher coordinates effectively the provision for pupils with English as an additional language. She has a well-considered action plan as part of the school's improvement plan, to give a clear direction and improve the quality of provision. The co-ordinator monitors and evaluates rigorously its impact on learning. She produces a detailed analysis by ethnicity and these are used in identifying and targeting individuals. The use of consistently effective strategies to teach English as an additional language is not established.
49. Overall, the accommodation is good. The good quality displays, including some of pupils' work, improve the quality of the learning environment. The school is spacious and the use of two halls and extensive playing fields provide very good facilities for physical education. Only the junior building has a computer room and this limits the opportunities for learning, especially for younger pupils. Outdoor facilities are very spacious and provide both hard surface areas and large grassed areas but they do lack interest at present. There are plans to improve provision, for example, for the Foundation Stage, but the school does experience occasional vandalism. The school currently has no facilities for disabled pupils but is aware of the need to make the school more accessible.
50. Resources overall are satisfactory and in the main are used well to support learning. The lack of computers in classrooms limits the development of pupils' skills. Whilst pupils have good access to computers in the computer suite, there are very few in classrooms, especially for younger pupils. As a result they are not used enough in everyday learning. Resources are good in art but there are not enough in music, geography and history. English resources are satisfactory but despite the recent improvements in library resources, there are still not enough books.
51. The school has continued to experience a high level of change in staffing over the past two years. There are currently sufficient permanent teachers to meet the needs of pupils, with only two teaching posts filled by newly qualified teachers and one by an overseas teacher. There are however weaknesses in some class teachers' knowledge and understanding in music, science and information and communication technology. There are adequate numbers of teaching assistants and, although the help pupils receive is sometimes good, they are not always appropriately targeted in order to contribute fully to improving standards, particularly for pupils with special educational needs. The induction of staff new to teaching is good. The school has used 'teacher mentors', from the local education authority, to work alongside new teachers effectively. Performance management for staff has been established successfully. Teaching and learning are well supported by the administrative and kitchen staff, midday supervisors and the site manager who all contribute to the smooth running of the school

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. To continue to raise pupils' attainment and the quality of education, the governors, headteacher and staff should;

(1) Improve standards in English by;

- Using pupils' writing skills more to support work in other subjects;
- Improve the use of information and communication technology skills to extend pupils' literacy skills.

(paragraphs 4, 6, 13, 21, 66 and 107)

Improve standards in mathematics by;

- Improving the mental abilities of pupils in handling number;
- To introduce more effective use of mathematical skills in other areas of the curriculum;
- To improve the use of information and communication technology to extend pupils' mathematical skills.

(paragraphs 6, 13, 21, 74, 75, 100 and 107)

Improve standards in science by;

- Raising teachers' expectations of more able Year 2 pupils;
- Increase the opportunities for pupils to develop their own scientific investigations.

(paragraphs 2, 16, 78, 80, 82 and 83)

(2) Improve the quality of teaching and learning in music, religious education, history, geography and design and technology by;

- using assessment information consistently to build on prior learning;
- ensuring that teachers allow enough time for develop pupils' skills and knowledge effectively;
- extend the role of subject co-ordinators to improve their effectiveness in raising standards of attainment.

(paragraphs 6, 13, 16, 22, 39, 44, 91, 95, 101, 102, 105, 106, 113 and 124)

(3) Improve the levels of pupils' attendance and punctuality by extending procedures to recognise and reward good standards.

(paragraphs 12 and 37)

In addition to the key issues listed above, governors should consider the following less important issues for inclusion in their action plan;

- ensuring that the annual report to parents includes all required information;
- time allocated to teaching meets the recommended minimum;
- develop the management role of the special educational needs co-ordinator.

These are indicated in paragraphs 22, 46 and 47.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 68 |
| Number of discussions with staff, governors, other adults and pupils | 44 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 12 | 25 | 26 | 3 | 0 | 0 |
| Percentage | 3 | 18 | 37 | 38 | 4 | 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 | Yr – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 39 | 324 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 68 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | 0 | 59 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 23 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 25 |
| Pupils who left the school other than at the usual time of leaving | 33 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 7.5 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.4 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 27 | 19 | 46 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 22 | 23 | 25 |
| | Girls | 18 | 17 | 18 |
| | Total | 40 | 40 | 43 |
| Percentage of pupils at NC level 2 or above | School | 87 (81) | 87 (88) | 93 (97) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 23 | 25 | 24 |
| | Girls | 18 | 18 | 18 |
| | Total | 41 | 43 | 42 |
| Percentage of pupils at NC level 2 or above | School | 89 (90) | 93 (95) | 91 (90) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 40 | 19 | 59 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 30 | 26 | 34 |
| | Girls | 17 | 13 | 15 |
| | Total | 47 | 39 | 49 |
| Percentage of pupils at NC level 4 or above | School | 80 (58) | 66 (53) | 83 (87) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 23 | 30 | 29 |
| | Girls | 13 | 14 | 12 |
| | Total | 36 | 44 | 41 |
| Percentage of pupils at NC level 4 or above | School | 61 (63) | 75 (60) | 69 (72) |
| | 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 |
|----------------------|-----------------------------------|--------------------------------|
| 272 | 15 | 1 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 7 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 3 | 0 | 0 |
| 3 | 0 | 0 |
| 0 | 0 | 0 |
| 20 | 0 | 0 |
| 3 | 0 | 0 |
| 7 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 5 | 0 | 0 |
| 0 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 12.8 |
| Number of pupils per qualified teacher | 29 |
| Average class size | 27 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 17 |
| Total aggregate hours worked per week | 312 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0.5 |
| Number of pupils per qualified teacher | 39 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 15 |
| Number of pupils per FTE adult | 26 |

Financial information

| | |
|--|-----------|
| Financial year | 2002 / 03 |
| | £ |
| Total income | 942456 |
| Total expenditure | 9112139 |
| Expenditure per pupil | 2747 |
| Balance brought forward from previous year | 108858 |
| Balance carried forward to next year | 139175 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 13 |
| Number of teachers appointed to the school during the last two years | 8 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 5 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 1 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 344 |
| Number of questionnaires returned | 111 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 64 | 33 | 0 | 1 | 2 |
| My child is making good progress in school. | 58 | 35 | 7 | 0 | 0 |
| Behaviour in the school is good. | 41 | 49 | 6 | 1 | 3 |
| My child gets the right amount of work to do at home. | 31 | 32 | 20 | 4 | 13 |
| The teaching is good. | 66 | 26 | 6 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 59 | 35 | 5 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 77 | 20 | 2 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 66 | 32 | 1 | 0 | 1 |
| The school works closely with parents. | 59 | 32 | 7 | 2 | 0 |
| The school is well led and managed. | 65 | 30 | 3 | 1 | 1 |
| The school is helping my child become mature and responsible. | 58 | 37 | 4 | 1 | 0 |
| The school provides an interesting range of activities outside lessons. | 35 | 35 | 13 | 2 | 15 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. Children start in the nursery in the term in which they are four. They move to the reception class in the September or January following their fifth birthday. Very few of the children have had pre-school experience. The pre-school playgroup on the school premises is a new development and has not yet had time to have an impact on children's learning. Children in the nursery attend only in the mornings. Since September 2002 the Early Years Base has been staffed by a teacher and two unqualified teachers, with three teaching assistants. The teaching staff plan to rotate between three groups of children in the Early Years Base, though this was not observed during the inspection.
54. The school has made satisfactory progress overall in the Foundation Stage provision since the last inspection. Staff have built effectively on the improvements reported previously, particularly in the organisation of the area and the range of resources. These were recognised when the school received recently the Hertfordshire Quality Award for the Foundation Stage. The teacher and unqualified teachers plan activities to include the nationally recommended six areas of learning. The daily activities are planned initially by the teacher after discussion with the team. The unqualified teachers have recently received training in planning of the Foundation Stage. The curriculum provides a satisfactory range of learning opportunities. The outdoor learning area has been improved but the lack of any fixed climbing apparatus limits learning opportunities for children.

Personal, social and emotional development

55. When children start school, their attainment in this area of learning is well below expected levels. For some children this is the first time they have been away from home. Both the nursery and reception classes have well-established routines. This helps children to settle into school well. Adults work well together and act as good role models for the children. Relationships are good at all levels and children learn to get on well together. In the nursery, many children play alone or alongside others. This is common in very young children. The staff provide some good opportunities for children to play together, for example, in one session one of the unqualified teachers joined the children in the playing out of the story of *Little Red Riding Hood*. They enjoyed dressing up and retelling the story. Such examples of adults involving themselves in children's play to support language development are not used consistently. Children make good progress in this area of learning and when they start in the reception class, most are friendly and co-operative. They happily share toys and resources and most are good at taking turns in their games. By the end of Reception Year, most children are likely to meet their early learning goals for this area of learning.

Communication, language and literacy

56. When children join the nursery, their skills in communication, language and literacy are below those expected nationally. Many use a very limited vocabulary. They are reluctant to speak in a group and often use one word when answering questions or use gestures to make it clear what they want. Children make satisfactory progress in the nursery but, by the time they enter the reception class, their speaking skills are still below average. Some of the children have made good progress and are meeting the early learning goals for this area of learning. However, most of the children are not likely to do so by the end of the reception class. It is important to note that a high proportion of the children are summer born. Some will not be five years old until the summer holidays.
57. The writing development of most children in the nursery is below expected levels for their age. The more able are beginning to talk about what their 'writing' means. Some write their first names but there are few examples of other attempts at writing. Writing materials of different kinds are

provided but children do not routinely choose to use them. In the reception class, the more able children write their names independently and are beginning to write some other familiar words. Too many children only write their names as yet and some children are still not writing recognisable letters or words. All the children enjoy stories and rhymes and some show an interest in books. The more able are beginning to read and enjoy joining in with the shared parts of the books read to them. Some of them are beginning to use the pictures to help them tell the story. They enjoyed reading '*The bear and the scary night*' and some say that the rhyming words come at the end of the lines. Some are beginning to identify words through recognising the initial letter and its sound. Most of the children have not yet begun to read and are unlikely to meet the early learning goals by the end of Reception Year.

Mathematical development

58. Children's mathematical skills are below average when they start in the nursery. They have a very limited knowledge of numbers and do not readily use number language. Few children are familiar with a range of nursery rhymes and songs. Staff work hard to involve children in activities that will develop their knowledge of numbers. They teach number songs and rhymes and provide puzzles and games that help children to recognise numbers. Children make good progress and most of them are likely to achieve the early learning goals in number by the time they leave the reception class. Most children count reliably to ten, matching objects as they do so. Many count back from ten to zero. The more able children are beginning to add numbers to ten accurately, using dots or pictures to help them count. Children write numbers to twenty, mostly in the correct order though some are still uncertain as to which way round the numbers should be written. The other aspects of mathematical development are less well developed and most children will not achieve their learning goals by the end of reception class. Many children are not sure of the language used to describe position. Many children are not sure about shapes and find it difficult to sort objects in different ways. In one sorting activity, adult expectations were too high for the youngest children as they did not yet appreciate the difference between 2 dimensional and 3-dimensional shapes. Children chose to sort the objects by colour and not by shape or dimension as they had been asked to do.

Knowledge and understanding of the world

59. Children start school with limited knowledge and understanding of the world. For many their lack of pre-school experience is a factor in this. Children are at the very early stages of their development in this area. Staff work hard to provide opportunities to encourage children to investigate and explore their environment. In the reception class, children enjoyed investigating how different toys move. They discovered that some can be wound up, pushed or pulled, or moved by the wind. Children enjoy using the computers. Many of them are confident in using the mouse to move objects on the screen and to play a number of mathematical and language games. As children do not have well developed language skills, they do not readily discuss events in their lives or the places where they live. The outdoor learning area is still being developed. Staff would like to provide a wider range of opportunities for gardening and planting but at present the open nature of the site makes this difficult. Children are making good progress in their knowledge and understanding of the world but by the time they leave the reception class, their attainment is uneven. Most children are likely to meet some aspects of the early learning goals for this area of learning but overall attainment is below average.

Physical development

60. When children start school their physical skills are below average. The organisation of the outdoor learning area has improved considerably since the last inspection. However, it is still not being used to the best effect. The lack of fixed apparatus limits opportunities for children to develop their climbing and balancing skills. Children use the infant school hall for physical education lessons but the formal aspects of teaching physical education are not always the most appropriate ways of promoting physical development, especially for the youngest children. Children are developing an awareness of others in the space around them and most move with

safety and confidence. In the reception class, children use pencils, paint brushes, scissors and other small tools with increasing skill. By the end of Reception Year, most children are likely to attain the early learning goals for this area of learning.

Creative development

61. As in other areas of learning, children's creative development is below average when they start school. Children have limited experience in exploring texture and space. They do not have a good knowledge of songs and stories. They are not used to role-play in a range of situations and show a limited response to their experiences. The school works hard to address these gaps in children's experiences. Children enjoy painting and printing. They were fascinated by the examples of modern art shown to them and greatly enjoyed using different printing tools to create large murals. Children enjoy retelling stories and dressing up as characters from stories they have heard such as '*Red Riding Hood*' or '*The Three Bears*'. At the end of the reception class, children are likely to meet some aspects of their early learning goals for this aspect of learning but overall their attainment is below average.

ENGLISH

62. The overall standards show improvement since the last inspection. The national test results of 2002 showed an improvement in the numbers of pupils who attain expected levels, although the number who achieved above expected levels was below average, especially in reading. Pupils in the current Year 2 and Year 6 attain standards that are below the national average. There is a higher than usual number of pupils with special educational needs, especially in Year 6, and many pupils start with below average language skills. Given their limited starting points, most pupils achieve well and show steady progress over their time in school. This is because the recent focus on improvements to teaching and learning in literacy is successfully promoting pupils' achievements. Pupils with special educational needs and those for whom English is an additional language achieve appropriate levels as a result of focused support, based on carefully identified needs.
63. In all year groups, pupils' listening skills meet expected levels. In a Year 1 and 2 lesson, pupils listened attentively. They quickly picked up the strong rhythm in the '*Three Bears*' rap, and effectively worked in groups to bring the poem alive. The careful listening in the lessons is mainly due to good relationships between pupils and teachers, and consistent management of pupils' behaviour by most teachers. Pupils enjoy listening to stories, explanations and instructions. At the end of Year 2, pupils' speaking skills are below average. While speaking and listening is a high priority in the nursery and reception classes, the introduction of the National Literacy Strategy, with its strong emphasis on reading and writing, has resulted in fewer opportunities in drama and speaking at length. Many pupils are imprecise and hesitant when speaking. However, pupils' speaking skills improve as they move from year to year, particularly when teachers provide regular opportunities to discuss ideas together in pairs or in groups. Standards in speaking and listening are average by the end of Year 6. In some lessons, teachers provide good role models and encourage pupils to report back verbally on topics they have investigated. Pupils are attentive in class and respond well to teachers' good questioning. A good example was noted in a Year 6 poetry lesson, where pupils were encouraged to discuss ideas in detail and strong interventions by the teacher helped them to develop the use of more complex and grammatically accurate sentences.
64. Standards of reading are below average at the end of Year 2. The basic skills in reading are taught soundly in Years 1 and 2. Pupils learn simple strategies to sound out unfamiliar words. A few pupils read at a better than average level, but most pupils are not yet fully independent readers. More able pupils read accurately and predict what might happen next. Less-able pupils are beginning to recognise some words in familiar texts, but wait for help rather than try to work out unknown words for themselves. Teachers use guided reading sessions skillfully to enhance pupils' progress well by targeting their learning carefully. A well-established home reading system further supports pupils' achievements in reading. Pupils attain standards in reading by the end of Year 6 that are below average. The school has taken appropriate measures to improve reading levels of boys by providing them with more interesting books. Pupils convey their enjoyment of reading by recording what excites them about the book, in their reading journals.

Most pupils show growing understanding of what they read and are fast developing a range of strategies to work out words they find difficult to read. Some teachers keep careful monitoring records that include clear and relevant information about pupils' strengths and weaknesses. They use these records effectively to improve standards in reading. This good practice is inconsistent and the systematic development of reading skills is not sufficiently emphasised as pupils move from year to year. Most pupils find it difficult to identify underlying meanings or appreciate the subtleties of humour. Pupils explain the difference between fiction and non-fiction and how 'contents' and 'indices' can point the way to specific information, when they study non-fiction text. The school library lacks good fiction and non-fiction books of range and quality. It is currently not visited by classes regularly with a focus to develop information skills in different subjects.

65. Standards in writing are below average. Most Year 2 pupils do not spell accurately many of the common words that they are expected to for their age. In addition, pupils miss out the most basic punctuation when they write in first draft. Many do not form letters correctly and this prevents them from achieving a joined style in handwriting. Most pupils in the junior classes write legibly and acquire reasonable fluency through regular handwriting practices. Spelling is developing steadily from the early use of simple word building strategies to the understanding of regular patterns in complex words. The high proportions of pupils with English as an additional language and with special educational needs make slow progress initially, even though support is often of good quality. Pupils' knowledge and correct use of punctuation improve soundly as they move from one year to the next.
66. By Year 6, pupils are introduced to the main features of specific types of writing, for example writing poetry, reports, stories, instructional and persuasive texts. This work is not extended sufficiently to also include plays and autobiographies. There are not enough examples of sustained story writing with good attention to developing characters and plot. Most pupils' proof reading skills and vocabulary choice in writing remain below expected levels. In a good lesson, a few pupils experimenting with language, showed adventurous use of vocabulary and style by using phrases such as, 'as clean as a sparkling star', and 'as prickly as gelled hair'. Pupils' independent use of information and communication technology to word process, re-draft or edit is not fully developed. The amount and quality of written work in subjects is not well supported in geography and religious education.
67. Overall, teaching is satisfactory and often good, which is another improvement since the last inspection. Teachers have good subject knowledge and basic skills are taught well. Nearly all pupils show an eagerness to learn and usually respond to the best of their ability to teachers' questioning. Teachers plan in detail and identify key questions and strategies to develop pupils' understanding. These features result in thorough learning at a good pace. Teachers choose methods to attract pupils' interest, for example, deliberately reading a poem without proper intonation and thus inspiring pupils to read expressively in order to be effective. Most teachers use homework regularly to consolidate reading and spelling and a recent marking policy is helping to focus clearly on what pupils need to do next. Marking generally reflects the high expectations of some teachers. Learning is regularly evaluated to match future work to pupils' needs. Whenever direct support of pupils at an early stage of learning English as an additional language was observed, it was mostly very good. The school makes very efficient use of the limited amount of support teacher time to promote pupils' English language skills. However, this support is not available for some older pupils whose English had moved on to a later stage of development and understanding. This does not always ensure that they achieve standards of which they are capable.
68. The National Literacy Strategy is being used effectively and is having a positive effect on pupils' achievements. However, extra time spent on English is reducing available time for writing in other subjects. Pupils' reading skills are often applied effectively in other subjects to gather information from books and Internet sites.
69. English is well led and managed by a knowledgeable co-ordinator, who has very clear direction for the subject's future development and a strong commitment for raising standards. She has

introduced good systems of assessment and these are used effectively to monitor progress as pupils move from one year to the next.

MATHEMATICS

70. The standard of attainment of pupils in Year 6 is below the national average in numeracy and in all areas of mathematics. Pupils attain average standards by the end of Year 2. Most pupils achieve the standards expected for their age, although the proportion who attain above expected levels is below the national average. Standards are improving because of the effective leadership of the subject that supports consistent teaching, especially in Years 1 and 2. However, these improvements have not been sufficient to allow the older pupils to catch up on work missed in earlier years. Standards have been maintained since the last inspection despite a significant change of staffing.
71. No significant differences were observed during the inspection in the standards achieved by boys and girls, although in some years there are significantly more boys than girls. Pupils with special educational needs are supported soundly and achieve satisfactorily. Pupils for whom English as an additional language also achieve satisfactorily. Overall, pupils achieve well in Years 1 and 2 and achieve satisfactorily in Years 3 to 6.
72. By the end of Year 2, most pupils solve money problems successfully involving sums up to one pound. They are beginning to see patterns in sequences of number and shapes. Year 2 pupils solve simple design problems by using multiplication. They increasingly use mathematical vocabulary correctly in discussing their activities. Pupils add and subtract numbers up to 10 accurately and add three digit numbers. They recognise the properties of regular two-dimensional shapes. Year 3 and 4 pupils build their skills and knowledge soundly, for example, in extending their use of more strategies for addition, subtraction and multiplication. By the end of Year 6, pupils solve mathematical problems in two stages as word problems. They solve problems successfully with information given on a chart. They use the four rules of number to use decimals to two decimal places and track regular shapes using co-ordinates through four quadrants. Pupils use a range of measurements accurately to measure length, capacity and temperature. They present data in graphs and charts and use this data to work out 'mode' and 'range'. They assess 'mean' and 'median' points in a range of data. Higher attaining pupils are more confident in using ratio and proportion. However, many pupils have weaknesses in their mental use of number. These limit their speed of recall, for example, of multiplication facts, and restrict the amount and accuracy of their work.
73. The quality of teaching and learning is satisfactory overall. It is good and often better in Years 1 and 2. It is satisfactory and, occasionally good and very good in Years 3 to 6. There is no unsatisfactory teaching and this is an improvement since the last inspection. In Year 2 pupils were fully involved in playing games using numbers to 100 because of the brisk and purposeful manner of the teaching. Pupils are encouraged to use specific and accurate language to describe their mathematical activities. Teachers challenge pupils effectively. In Year 6, pupils were challenged well to use the correct terminology to describe accurately the movement of shapes on a grid. Pupils are motivated because of the brisk pace and the high expectations of the teaching. They are well behaved and respect the contribution of others because of the high standards of behaviour expected by teachers and their skilful management of pupils. Relationships between teachers and their pupils are good and encourage pupils to want to succeed.
74. There are some inconsistencies in teaching that limit achievement. In some lessons, teachers do not use assessment information consistently to match tasks closely to the abilities of the pupils. They do not share this assessment information with pupils to enable them to become more independent in their learning. Teachers do not use information and communications technology successfully to enhance mathematical learning. Homework is not used regularly to reinforce learning in the classroom. Teachers do not always make effective use of learning support assistants, for example, by targeting them to support specific pupils and with specific strategies. Some pupils with special educational needs do not always make sound progress as they do not always benefit from more specific teaching to focus on their weaknesses in mathematics.
75. Teachers know the National Numeracy Strategy soundly, although do not consistently use the three-part lesson structure effectively. Mental mathematics activities are not always quick

enough; the lesson pace slows so that pupils lose interest, especially in mixed age classes. Pupils are not encouraged to work independently and teachers do not use the end-of-lesson feedback session to help pupils assess their own learning and see where that learning is taking them. There are too few opportunities for pupils to use their mathematical skills in other subjects of the curriculum and this does not promote higher standards.

76. The management of mathematics is satisfactory overall. The newly-appointed and enthusiastic leadership of the co-ordinator, together with the effective, established systems, are beginning to develop more consistent practices. These have yet to make a full impact on raising standards. Monitoring, through observation of lessons, is constructive and rigorous and improving the quality of teaching.

SCIENCE

77. Science has recently been given a high priority by the school for development. Teachers have been well supported by the local education authority advisory services. In most cases, this has developed the teachers' confidence and knowledge to teach the subject and has impacted on the rising standards by the end of Year 6.
78. In 2002, teachers assessed pupils by the end of Year 2 as having below average standards compared to those of schools nationally. The proportion of pupils who exceeded the expected level was below the national average. Inspection finds that standards are now well below the national average overall. This is lower than the standards at the last inspection. The deterioration is mainly due to pupils in mixed Year 1 and 2 classes not being given tasks matched to their differing attainment. Samples of previous work and lessons taught show that teachers' expectations are too low, in particular for the older Year 2 pupils, with much of the work being more suitable to meet the needs of the Year 1 pupils.
79. Test results in 2002 for pupils at the end of Year 6 show that standards were well below the national average. Inspection finds that standards are now below average. This improvement is mainly due to pupils in Year 6 being taught in small single-age classes, the quality of teaching is sometimes good and there is a better provision for pupils' differing attainment from Year 3 upwards. The achievement of pupils by the end of Year 2 is unsatisfactory. By the end of Year 6, it is satisfactory. Standards are lower overall than at the last inspection, due, to some extent, to the low priority the subject has had, until recently.
80. Older and more able Year 2 pupils are insufficiently challenged. Teachers' knowledge and understanding of the subject are insecure, their expectation is too low and homework is insufficiently used to support pupils' learning. This limits the development of pupils' skills, knowledge and understanding and their self-knowledge of their learning. In a Year 1 and 2 lesson, the teacher taught the lesson satisfactorily, supported by satisfactory planning. This planning was not supported by the use of assessment to allow for the content and presentation to be matched to the range of pupils' learning needs. Progress in the lesson was suitably supported, with the teacher discussing satisfactorily with the pupils their findings regarding what plants need to grow. All pupils had living and dying plants to examine. Here the teacher was too concerned with all the pupils doing the same thing rather than allowing them opportunities to conduct their own experiments and record their findings. This limited their progress. In another Year 1 and 2 class, teacher's planning showed that the work was satisfactorily meeting the needs of the Year 1 pupils when they observed the features of a range of plants. However, there was no allowance for the more able Year 2 pupils in this class to apply their knowledge of plants to their survival and to develop their recognition of how living things grow and reproduce, and their habitats and features. Samples of previous work show that the broad range of needs of Year 2 pupils are not being satisfactorily planned for or assessed.
81. By the end of Year 6, pupils attain standards that are below average. Here teachers' knowledge and understanding are sound. This supports the satisfactory development of pupils' skills, knowledge and understanding. Their self-knowledge of their learning is still unsatisfactory, as

assessment is insufficiently used to inform them what to do next. Teachers do not use homework effectively. It is infrequently set, and when it is, all pupils are not encouraged to complete their work. Teachers usually tick completed work rather than making comments for pupils regarding what to do to improve their work. Occasional very good quality teaching is seen. For example, in a Year 3 and 4 class, the teacher made very good use of prepared resources and gave careful thought to what the pupils needed to learn. This enabled her to develop a very good lesson on electrical circuits and conductors. Pupils successfully carried out tests, recorded their observations, explaining clearly, with understanding, their reasons of what conductors and insulators are. Many attained standards similar to those expected of their age.

82. An analysis of pupils' previous and present work shows they consistently achieve at below or well below average levels. The school's use of national subject guidance and a commercial scheme of work is not developed enough. It is not used consistently to support teachers' planning and improve their awareness of what pupils need to learn to support their individual progress. Teachers are teaching scientific knowledge satisfactorily but there is an insufficient time and emphasis on pupils undertaking their own experiments and investigations and recording their own findings.
83. Due to the high levels of support that teachers have received, the quality of teaching is now satisfactory overall. Teachers of younger pupils are not secure with the subject and their expectations are too low. Overall, satisfactory use is made of the pupils' literacy and numeracy skills. Lessons are usually well planned but are insufficiently linked to prior learning to ensure satisfactory progress. By the end of Year 6, most teachers are confident with the subject. For example, a good lesson was seen when the teacher asked the pupils to design an electrical circuit for a burglar alarm. The teacher introduced the pupils to most of the relevant key words, gave a good secure introductory input and evaluated the pupils' progress well across the class. Across the school, pupils are keen learners and their attitudes to the subject are good. When motivated by the teaching, they approach their tasks with high levels of enthusiasm and motivation
84. The monitoring of pupils' performance and the procedures for assessing pupils' attainment and progress are satisfactory. The use of assessment to determine the abilities of individual pupils and what they should be taught next is in need of further development. The lack of this was seen in a Year 6 lesson where most pupils could not say what an electrical insulator was despite the fact that this is a concept that is developed in Years 3 and 4. In some lessons, whole class teaching does not allow for pupils' different learning needs, for example, those with special educational needs and those with English as an additional language. This limits their progress.
85. The leadership and management of the subject are satisfactory. This has recently developed due to the high levels of support given by the local education authority's advisory services. The subject co-ordinator teaches younger pupils and has not yet had sufficient time to monitor and evaluate the subject's performance and to take effective action across the school. This has mainly been left to the local education authority adviser, supporting the work in the school. Due to satisfactory funding, resources are satisfactory and are well organised. The use of information and communication technology is unsatisfactory. Although the school has sensors to record changes in temperature, an improvement since the last inspection, they have not been used to extend pupils' skills and knowledge.

ART AND DESIGN

86. At the time of the last inspection, standards in art were judged as good throughout the school. During the present inspection, only a small number of lessons was observed. Further evidence on standards was obtained from work on display and in pupils' sketchbooks. No art lessons were observed in Years 1 and 2. Teachers' planning shows that the subject is taught satisfactorily. Work on display shows that pupils experience working with paint and pastels. They also use a variety of materials to create collage pictures. Standards in Year 2 are satisfactory overall, with

some evidence of above expected levels. In Years 3 to 6, pupils continue to achieve good standards in art and design. Pupils use their sketchbooks to collect ideas and try out techniques. For example, they used different pencils to experiment with different shading techniques to create a variety of effects, such as exploring light and shade. They sketch figures well to gain an idea of proportion in their drawing and experiment with

arranging groups of objects to compose still life compositions. They also try out different printing techniques and study the works of famous artists, such as the figurative sculptures of Giacommetti.

87. In an excellent lesson in a mixed Year 3 and 4 class, pupils used different materials to build up a collage representing a journey. They based their ideas on a study of the works of the artist Paul Klee. They chose specific symbols to represent aspects of a journey, such as a lake or a cloudy sky and used layering techniques to create form and texture in their work. Year 6 pupils made good sketches of buildings in the local area. They used these to recreate landscape compositions. Pupils are developing a good understanding of line and perspective in art. Their sketches show that they have looked carefully at the relative size in paintings of the objects in background and foreground. Work on display shows that pupils experience a range of media. Pupils in one Year 6 class have linked their work to literacy and history, making pictures from the stories of Icarus and Daedalus from Greek mythology and then printing these on to tee-shirts. In another Year 6 class, pupils have designed and made masks to portray different emotions. These are of very good quality and form a powerful and moving display.
88. In the small number of lessons observed, teaching in art was good, although one unsatisfactory lesson was observed. Work on display and in pupils' sketch books confirms that teaching is good overall. In the successful lessons, teachers have very good subject knowledge and present pupils with a variety of challenging and interesting tasks. They explain tasks very clearly so that pupils understand what they are to do. In the excellent lesson observed, the teacher gave very good feedback to pupils about their work, questioning them well about the aspects that pleased them and drawing attention to aspects that could be improved. Pupils responded very well and are beginning to evaluate and improve their work, making good gains in their learning. The teacher was skilful in getting pupils to consider their work in progress, reminding them of the effects they were trying to achieve. Where teaching was less successful the teacher's subject knowledge was not secure and pupils were not really clear about what was expected of them. They tended to copy the teacher's example rather than exploring materials and creating their own effects of colour and texture.
89. Pupils enjoy their art lessons and work with concentration and enthusiasm. They are making good progress in art. In the lessons observed, there was no use of information and communication technology to support the subject but work on display shows that pupils have used a range of computer programs to support their work.
90. The subject is well led and managed. The subject leader has excellent subject knowledge and is very enthusiastic. She has provided colleagues with good support in using the national guidance for art, which the school has adopted. She is concerned to work with colleagues on developing pupils' skills in art and has recently led staff training in this area. She regularly monitors work on display and gives feedback to colleagues. The art curriculum is enriched by gallery visits. For example, Years 3 and 4 produced some very attractive art work on the Egyptians following a visit to the British Museum for their history topic. The school has maintained the good standards observed during the last inspection.

DESIGN AND TECHNOLOGY

91. Standards are below average by the end of Year 2 and Year 6. They are lower than at the last inspection. The main reason for this is because the school has no clear priority for the development of the subject. The school improvement plan does not show when the subject will be given a priority for development. The subject is supported by a recently adopted scheme and

teachers are starting to plan their work according to this scheme. Teachers complete their own timetables for their classes and they decide when the subject is to be taught. Evidence from planning and the timetables shows the allocated time is not given in some classes. For older pupils, there are insufficient opportunities for them to design and evaluate what they intend to make before their constructions.

92. In a Year 1 and 2 lesson, pupils attained below average standards. The teacher effectively introduced what the pupils should do, using well prepared examples of sliding mechanisms. She gave a good demonstration of what the pupils should do, with good supportive practical demonstrations. When the pupils settled down to their tasks, the teacher allowed them to start cutting the holes in the card where the mouse, eyes and balloon would appear when another piece of card was slid between two pieces of folded card. Here she had set the work more at a Year 1 level, when nearly half the pupils in the class were in Year 2. There were few opportunities for pupils to generate and produce their own ideas and plan what to do next, using their knowledge of the materials they were using. No opportunities were provided for the pupils to design what they were doing and to list the requirements of their design, considering its use. The teacher evaluated well across the class but work was too teacher directed. The pupils were given insufficient opportunities to evaluate what they had done as their work advanced and suggest ways of improvement.
93. A teacher taught a Year 6 lesson well during the period of inspection. Here the pupils drew diagrams to develop a sequence for the construction of a building. They thought about the tools and the techniques they would use when they came to make models of the buildings. However, standards were below average levels. An examination of pupils' previous work in their workbooks showed an uneven development of the subject. Evidence was seen that when the teacher is secure with the subject, pupils attain average standards. In a good display of previous work in Years 3 and 4, there was a good development of designs that were well evaluated. At least average standards were attained when the pupils produced 'pop-up' pictures to be used in books for younger pupils. A good use of literacy skills was seen when the pupils wrote the text and the story to go with their pictures. The pupils completed written evaluations of the impact of their books on the younger pupils in the school.
94. An analysis of pupils' past work shows that teachers are just starting to plan the subject, with variable standards of attainment, from class to class, across the school. Pupils' work is often not finished, is poorly presented and is developed with an inadequate development of skills. Pupils do not make satisfactory progress across the school. When the work is suitably presented, pupils show a good attitude, working with good levels of enthusiasm and motivation.
95. The quality of teaching is very variable and is overall unsatisfactory. Teachers show an uncertainty over how to develop pupils' skills in the subject. They present pupils with an uneven range of opportunities to use, evaluate and assemble materials. Pupils are given insufficient opportunities to use tools to cut and shape and to become aware of food-safety and hygiene. Older pupils do not have enough design and make tasks that utilise a broad range of materials, including, for example, electrical and mechanical components, food and textiles. When teachers use national subject guidance to plan learning tasks, they do not extend pupils' skills and knowledge effectively by linking to other subjects, such as science and information and communication technology. There is no system for assessing or recording pupils' progress.
96. The two subject co-ordinators do not have sufficient time to check on teaching of the subject across the school, to advise teachers and support them with their planning and teaching. Teachers are lacking confidence in teaching the subject. An action plan has been produced with targets. Examination of this shows many targets have not been met and there has been no follow-up to determine why.

GEOGRAPHY

97. The standards of attainment of pupils by the end of Year 6 are below those expected nationally. The attainment of pupils by the end of Year 2 is in line with expectations. Standards are low in Years 3 to 6, because the planning of teaching and learning does not allow for the consistent development of pupils' skills across the age range. Standards have fallen since the last inspection.
98. By the end of Year 2, pupils have increased their knowledge of the world by following the travels of 'Barnaby', an imaginary bear. Pupils have plotted the travels on globes and on maps across three continents. They are aware of the climatic changes in these regions. They develop their early mapping skills and their knowledge of the local area soundly, by investigating the area around the school, including their route from home to school. By the end of Year 6, pupils know the approximate location of major mountain ranges in most continents. They know about certain weather formations. They study a local issue regarding the building of a new estate of houses and know how this could change their local environment.
99. Pupils, including those with special educational needs, are supported satisfactorily in their learning by teaching assistants and achieve accordingly in lessons. Pupils for whom English is an additional language also achieve satisfactorily in lessons. Over time, pupils in Years 1 and 2 achieve satisfactorily, but in Years 3 to 6 achievement is unsatisfactory.
100. The quality of teaching and learning, as judged by teachers' planning and the scrutiny of pupils' work, are satisfactory in Years 1 and 2 but unsatisfactory in Years 3 to 6. In Year 5 effective teaching allows pupils, through role-play, to explore views surrounding a local issue. However, teachers' planning, across the Years 3 to 6, does not build upon what pupils have already learnt, for example, pupils do not develop their map work skills effectively by working through a range of different maps and scales. Fieldwork skills, introduced effectively in Years 1 and 2, are not built on soundly in other years. Pupils' knowledge of countries and geographical features is limited. Teachers do not use assessment effectively to set standards and expectations. Skills learnt in mathematics are not sufficiently developed through geography and there is little effective use of information and communication technology. Planning across the year group is inconsistent and so pupils of a similar age have different experiences. Planning to meet the needs of all pupils is insufficient. This often results in the work of the lower attaining pupils being unfinished and insufficient challenge provided for the higher attainers.
101. The role and contribution of the new subject co-ordinator are developing but are not targeting the improvement of skills and knowledge sufficiently. There is a satisfactory scheme of work, but there is insufficient monitoring of planning and evaluating standards of teaching and learning. Teachers do not use their planning to ensure that pupils extend their writing skills consistently. The resources are insufficient to support effective teaching in Years 3 to 6.

HISTORY

102. Pupils attain standards by the end of Year 2 that meet those expected nationally. Pupils' historical knowledge and understanding are broadly within the levels expected for their age. Standards are below nationally expected levels by the end of Year 6. This represents a decline in the satisfactory standards noted at the previous inspection. Progress in Years 1 and 2 is better as teachers use interesting resources to motivate pupils. Pupils with special educational needs and those learning English as an additional language also make satisfactory progress. However, the progress shown by pupils in junior classes is somewhat limited, as the topics covered through the year do not present pupils with enough opportunities to gain the required depth of knowledge and understanding. The time allocated to the subject is currently insufficient and this affects pupils' progress in developing their knowledge and understanding. The school has adopted the national guidance in the subject and organised suitable coverage across the school. This has not yet improved pupils' achievement.

103. Most Year 2 pupils demonstrate a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. They learn about old and new toys, discover aspects of the past and compare them with present times. The Year 1 and 2 classes wrote to grandparents to gain knowledge of the games played by children in the past. They improve their knowledge of the past by comparing common external features of homes and examining household objects used a long time ago. Most pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. Year 6 pupils' completed work indicates that most have some knowledge of the periods of British history, although only a few place them accurately on the time-line in relation to the Romans and the present day.
104. Much less evident is the use of artefacts to develop learning in Years 3 to 6. For example, although the Year 5 topic on Victorians is suitably planned, the main evidence pupils consider comes from books and worksheets. In another lesson, Year 6 pupils thought about how lives of people have changed since 1948. Whilst they make satisfactory progress in the lesson, the lack of opportunity to interest pupils, for example, by using computer generated information and a wider range of research and resource materials did not encourage an enthusiastic attitude to their work. As a result, pupils' discussions were limited. Most pupils are beginning to think more clearly about everyday lives of ordinary people and compare and contrast what they discover with their own lives in the present day. Many pupils' work is hampered by their lack of fluency and ability to apply the subject specific vocabulary in their writing. Most pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Many do not confidently ask questions from the past in order to develop their historical enquiry. The opportunities for pupils to use information and communication technology to support research and investigation in history are limited.
105. The quality of teaching is satisfactory overall. It is often good in lesson where teachers make effective use of own knowledge and understanding of the subject, and use interesting materials and artefacts to support lessons. Teaching of history makes a limited contribution to the development and use of literacy skills. There is insufficient written work of good quality in pupils' workbooks. Effective discussion about the past in some lessons ensures that pupils make sound progress in speaking and listening, for example, in a Year 3 / 4 lesson about Tudor buildings. The teacher's very good questioning skills and the effective use of interesting resources provided pupils with appropriate challenge. The stimulating teaching also contributed adequately to the development of writing and spellings, where pupils were encouraged to record what they knew and understood. However, much emphasis is placed on the use of worksheets, often the same for all abilities, which limits pupils' opportunities to record independently in a range of ways. The quality of pupils' learning in the lessons observed is satisfactory. An analysis of pupils' work, especially in the juniors, shows that teachers do not build knowledge and understanding consistently on prior learning.
106. Resources are insufficient and lacking in range and quality. The new co-ordinator has a clear direction for the subject, but the monitoring role is not yet developed. There are no formal procedures for the assessment of pupils' on-going progress in history. Some opportunities are provided throughout the school to enhance pupils' learning by visits to museums linked to the topic work. Teachers make good use of photographs of the local area 'then and now' to increase pupils' knowledge of the local history and their awareness of social and cultural traditions.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Pupils attain standards that meet national expectations by the end of Year 6. They are higher than those reported at the last inspection. Pupils attain standards at the end of Year 2 that are below nationally expected levels. Standards are similar to those reported previously. The school is using the computer suite, new at the time of the last inspection, and other resources effectively to encourage pupils to develop a positive approach to the subject. Teachers make good use of national and local education authority guidance to help pupils develop their skills and knowledge in all required aspects of the subject and to build their skills successfully on previous learning. This enables pupils to make good progress in some aspects of their learning. For example, infant

pupils were introduced to the use of 'hyperlinks' for getting further information and older junior pupils used this knowledge effectively to develop their own web-pages. However, pupils do not have enough opportunities to apply their skills to support work in other subjects. The quantity and range of resources are not sufficient, especially for infants, to allow pupils to consolidate and extend their skills. This restricts their progress. The enthusiastic co-ordinator leads the subject well and provides valuable guidance to other colleagues, often through use of the high-quality school website. His very good subject knowledge, together with that of some other teachers in Years 3 to 6, is used well to help pupils in those classes to make good progress in developing their basic skills in lessons. Staff have benefited from training to improve their subject knowledge, but the high level of staff changes means that there are weaknesses in some teachers' confidence and subject knowledge.

108. Most junior pupils make satisfactory progress overall in their learning. They make good progress in developing their basic skills during class sessions in the computer suite. Some classes make further use of the computer suite when it is not timetabled for other classes to develop their skills further, although this is not consistently established. Teachers work well with support teachers and with teaching assistants to help pupils with special educational needs and those with English as an additional language. This ensures that they are included fully in all activities and make similar progress as others in the class. Infant pupils currently have one timetabled opportunity each week for using the computers, situated in the junior building. They do not have any computers to use in their own classrooms. Although teachers develop infant pupils' skills soundly in these lessons, they cannot build on pupils' prior learning enough to make satisfactory progress overall and meet standards expected for their age, for example, their keyboard skills in word processing.
109. Most Year 1 and 2 pupils know that they can gather information in a variety of ways. They use the computer mouse soundly and click on an 'icon' or a 'menu' to get more information or instructions. Many Year 2 pupils, some with help, use the Internet confidently to get information, for example, on 'special books' in different religions. Some infant pupils talked about when they used a tape recorder to record the traffic noise at busy and quiet times. An analysis of teaching plans showed that infant teachers use national guidance effectively to develop pupils' skills in different aspects, including creating graphs and developing word processing. They do not consistently identify opportunities for pupils to improve their information and communication technology skills through using them in other subjects. There was little evidence of infant pupils using information and communication technology to promote their language, literacy or numeracy skills.
110. Junior pupils learn to combine text and pictures successfully, for example, when Year 3 and 4 pupils link pictures from their visit to the British Museum with word processed descriptions of some of its main features, such as the 'mummies'. These skills are built on soundly when Year 6 pupils add moving pictures to their web-pages and combine text, sounds and animation to make their own presentation. Most junior pupils apply their information and communication technology skills soundly to support work in literacy and in some other subjects. For example, Year 5 pupils use their on-screen drawing skills to create a scene from a fable they have been studying in English. Year 3 and 4 pupils apply their skills in collecting and handling data effectively, for example, by using a spreadsheet to analyse the results of a traffic survey in geography and present them accurately in different graphs and charts. Some Year 6 pupils explained how they built a toy car from a construction kit then used a computer program to control its movements. In discussions with junior pupils, inspectors noted that the range of opportunities to develop their information and communication technology skills was not always the same in each class. This resulted mainly from inconsistencies in staff subject knowledge due to staff changes and access to some resources, for example, on control technology. The subject co-ordinator has improved control resources very recently, for example, by increasing the number of programmable floor robots, and continues to offer support and guidance to individual teaching and support staff. However, the variation between junior classes in the range and frequency of opportunities to extend pupils' skills limits the achievements of some older pupils.

111. Teaching is satisfactory overall. It was very good and, on occasions, excellent in the small number of lessons observed in the juniors. Teaching was satisfactory in the infants. Where teachers have good subject knowledge, they use it very successfully to promote pupils' skills, knowledge and understanding. For example, in an excellent Year 6 lesson, the teacher demonstrated clearly different skills and techniques, for example, working with different size pages. She used questions effectively to improve pupils' presentation of their web-page and how to list its contents. The teacher maintained a good pace to the lesson and challenged all the pupils to have set out the lay-out of their web-page before the end of the lesson. All pupils responded enthusiastically and achieved the task. In a lesson for pupils in Years 3 and 4, the teacher's good management of the class enabled him to bring pupils together regularly, review their progress and then challenge them to extend their skills. This frequent change of activity maintained their interest and helped them to develop their initial four phase musical composition into sixteen phases. Teaching and support staff work well together to provide effective support to pupils and help them to stay focused on their learning. For example, hardware problems at the start of an infant lesson were overcome successfully by the teacher, the support teacher and the teaching assistant quickly reorganising the class to work in small groups. Each adult gathered a group of pupils around a computer and used sound subject knowledge and resources well to focus attention and develop the learning activity, particularly for those pupils with special educational and behavioural needs. Teachers do not always use opportunities to extend pupils' language knowledge and understanding, for example, of specific vocabulary, such as 'search engine' and 'locate'. Teachers do not have a consistent focus on requiring pupils to apply their information and communication technology skills. This limits standards.
112. The subject is managed well. The school makes good use of its resources to support pupils, staff and parents in their learning. For example, the subject co-ordinator has developed a high quality and extensive school web-site. This is used very successfully by pupils, for example, to give them ideas about developing their own web pages. It is used effectively by staff to improve their subject knowledge and to locate and share information and learning materials. The co-ordinator has developed an after-school 'Learning Together' group for parents and their children and includes families from a wide range of ethnic backgrounds. This contributes well to their understanding of what their children are trying to achieve. The subject co-ordinator has developed a good subject action plan that gives a clear direction to improving resources and standards. He has had some opportunities to monitor and evaluate teaching and learning, although procedures to assess pupils' skills and knowledge are not established.

MUSIC

113. Music is currently an area of weakness in the school. There is no subject leader and there has been no recent training to support staff. At the time of the last inspection, the attainment of Year 2 pupils was good but that of Year 6 pupils was below that expected of pupils nationally. The school has recently given a high profile to the core subjects of English and mathematics. Music has not been an improvement priority in the school and the time allocated to it is not sufficient to allow the subject to be taught in sufficient depth. As a result, pupils' attainment is average by the end of Year 2 and by the end of Year 6, it is well below the levels expected. Progress since the last inspection is unsatisfactory.
114. Only one music lesson was observed in Years 1 and 2. This was in Year 1. The activities were quite challenging for pupils of this age group but they worked hard and made good progress. Pupils practised clapping a repeated rhythm to a familiar song. They did this in different ways, for example, by clapping on the first two beats and tapping their knees on the third. Several pupils found it hard to keep in time whilst maintaining the rhythm, but this is common for pupils of their age. The teacher set a quite challenging activity of using three different movements to play the rhythm and most pupils found this very difficult. However a small number of musically able pupils did this quite well. Singing in assemblies is average. Older pupils do not sing enthusiastically and are not secure in pitch.

115. In Years 3 to 6, pupils have very limited musical skills. By the end of Year 6, pupils' attainment is well below average. Pupils singing skills are weak. They do not sing very tunefully and their rhythmic skills are not well developed. Older pupils are not enthusiastic singers. Pupils in Years 3 and 4 are able to keep a steady beat to a familiar tune but the activities provided lack challenge. This means that their skills are more characteristic of those commonly seen in Years 1 and 2. Pupils in Year 6 have very limited musical knowledge. When singing, their pitch is very erratic and their tone is poor. This is because of their limited opportunities for singing through their time at the school.
116. Teaching in music is unsatisfactory overall. Teachers do not have secure knowledge of the National Curriculum requirements for music and many lack confidence in the subject. This means that in some lessons the activities provided are unchallenging and do not develop pupils' musical skills systematically. Although information and communication technology is not widely used to support music teaching, in a Year 3 and 4 lesson, pupils used a computer program to create simple melodies.
117. There is currently no subject leader for music and the headteacher and senior staff have identified the subject as an area for development. Teachers do not focus enough opportunities to promote pupils' personal development through music.

PHYSICAL EDUCATION

118. Pupils attain standards that meet nationally expected levels at the end of Year 2 and Year 6. Standards have been maintained at the average level reported overall at the last inspection, although inspectors found that pupils' throwing and passing skills, reported previously as below average, have improved. Most older junior pupils throw the ball accurately when passing in a partner or team activity. The school makes very good use of lunchtime and after-school activities to improve pupils' games skills. For example, basketball and soccer coaches from local sporting organisations encourage an enthusiastic approach to sporting activities and extend pupils' skills successfully.
119. All pupils know that they need to warm-up before taking part in vigorous activity and that exercise 'makes your heart go faster'. Infant pupils showed sound control and co-ordination as they used their hands, feet and other parts of their bodies to travel around the floor and on the apparatus. They were very positive in their approach and clearly enjoyed physical activities. Many Year 1 and 2 pupils showed a good range of different ways of rolling on the apparatus, although the quality of their movements was limited by a lack of control, especially as they completed their rolls. Infant pupils observed each others' performance carefully, for example, to count the number of rolls, but few tried to identify what they liked or ways in which the movements could be improved. Many Year 1 and 2 pupils control a ball soundly with a bat when moving it around the floor, although few position the ball correctly to allow them to change direction quickly when required. Older junior pupils work hard at developing a gymnastic sequence to travel over a still and then a moving obstacle. Many show a good range of jumps with twists and turns, although only a few pupils show good balance and control, for example, when landing. Teachers develop pupils' evaluation skills soundly by requiring them to observe others and identify 'What could they improve?' They do not always challenge pupils to evaluate their own performance, for example, by requiring them to explain the differences between travelling over their partners when they are stationary or moving. Most older junior pupils have sound games skills, with some having a good awareness of passing techniques and the need to create and use space well in group and team situations. For example, most Year 5 pupils pass the ball to their partners accurately using an underarm or overhead technique. Teachers do not always help pupils to apply their skills effectively in competitive group or team activities as they do not organise the activity successfully or they use unsuitable resources, for example, using balloons rather than balls, to develop the passing and hitting skills.
120. Teaching is sound overall. Teachers control their classes well and encourage pupils to get fully involved in the different activities. Most use teacher and pupil demonstrations well to promote ideas and highlight different skills and movements, although some do not focus on improving the quality of performance. Teaching is good when teachers use their good subject knowledge to raise standards. For example, the teacher used demonstrations well to improve Year 6 pupils' use of space and to develop a broader range of different gymnastic movements.
121. The subject is soundly managed. The co-ordinator took on the responsibility in the last school year. She has improved the range of resources and has provided a broader range of teaching resources, for example, in dance. She checks that teaching plans include all the areas of activity and promotes equal opportunities. Year 3 and 4 pupils have swimming lessons at the local pool. This has improved since the last inspection. The school makes good use of residential visits, for example to Cuffley Camp, to include some outdoor and adventurous activities. The school extends pupils' games skills well through competitive matches against other schools, for example, winning a local schools' trophy for football. The subject co-ordinator has not had opportunities to monitor and evaluate the quality of teaching and learning and procedures to assess pupils' skills are not established.

RELIGIOUS EDUCATION

122. The standards of attainment in religious education are below those expected of Year 6 pupils, as outlined in the locally agreed syllabus. They are in line with the expectations for Year 2 pupils. Standards have fallen since the last inspection because of the inconsistency of teaching and the lack of time available in Years 3 to 6.
123. By Year 2, pupils know about the significance of “special books” in their own lives and in the lives of others. They begin to recognise a sense of wonder in the natural world and investigate light as a symbol in the Christian religion. By Year 6, pupils know about the significant features that Christians attach to Christmas and Easter. They explore art as an expression of belief and investigate “heroes”, some of whom are driven by religious faith. Whilst pupils achieve well in single lessons, as in Years 3 and 4, their progress is unsatisfactory over time. Pupils with special educational needs, like their peers, achieve unsatisfactorily. Pupils for whom English is an additional language also achieve unsatisfactorily.
124. The quality of teaching and learning is unsatisfactory overall. Only three lessons were seen during the inspection, of which one was unsatisfactory. Wider evidence from teachers’ planning and pupils’ books shows that standards in Years 3 to 6 are below those expected in the locally agreed syllabus for pupils of their age. Pupils do not build upon their learning over time. They are not encouraged to reflect upon their own ideas consistently. Teaching and learning is satisfactory in Years 1 and 2, where teachers’ planning indicates sufficient coverage of the syllabus. However, in Years 3 to 6, teachers’ planning is inconsistent, both in quality of provision and the amount of time allocated to the subject. Teachers’ planning is insufficiently detailed to provide challenge for the more able pupils and to ensure that lower attaining pupils are able to complete work. Teachers do not require pupils to apply their writing skills enough to support their work in religious education. However, there are examples of good teaching in Years 3 and 4, where pupils begin to study Sikhism. They recognise the rituals associated with the holy book in the Gurdwara. Lively and well-informed teaching, supported by effective and interesting resources, motivates pupils. In such lessons, pupils behave well, are interested and able to work on their own in increasing their knowledge and understanding. Pupils show understanding and respect for the views of others. Better use could be made of teaching assistants to provide more focused support to individual pupils, rather than the general support now offered.
125. The subject co-ordinator, through experience and enthusiasm, provides satisfactory direction to developing the subject. However, the management of the subject is unsatisfactory. The monitoring of teaching is insufficient to ensure consistent teaching and assessments are not used effectively to set expectations. Information and communications technology is used effectively in Years 3 and 4 but not elsewhere. Pupils in Years 1 and 2 are well supported in their learning by visits to a Christian church and by visiting speakers, for example, when a Muslim speaker talked about the Koran. They are less well supported in Years 3 to 6, although close contact is made with the local Christian church.