

INSPECTION REPORT

ORCHARD WAY PRIMARY SCHOOL

Croydon

LEA area: Croydon

Unique reference number: 101772

Headteacher: Mrs Sara Willson

Reporting inspector: Mr Graham Marshall
2907

Dates of inspection: 28 - 31 October 2002

Inspection number: 251699

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 category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Orchard Way Primary School Orchard Way Shirley Croydon
Postcode:	CR0 7NJ
Telephone number:	0208 777 6111
Fax number:	0208 776 2243
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christine Goodenough
Date of previous inspection:	9 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2907	Graham Marshall	Registered inspector	Science Information and communication technology Design and technology	What sort of a school is it? How high are standards? a) The school's results and achievements. How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
13481	Douglas Binfield	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 its parents?
16773	Raminder Arora	Team inspector	English Art and design Geography History Foundation stage English as an additional language Education inclusion	
20457	Brian Fletcher	Team inspector	Mathematics Music Physical education Religious education Special educational needs	How well are pupils taught? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Orchard Way is a one-form entry Community primary school maintained by the London Borough of Croydon. It opened in September 1969 and is an average sized primary school currently catering for 215 boys and girls. The accommodation comprises a single storey building surrounding a quadrangle garden with one demountable classroom. The building is attractively designed and set in pleasant grounds with a playing field and facilities for environmental studies including a pond. The percentage of pupils with special educational needs (8.3 per cent) and with statements of special educational needs (SEN) at 0.4 per cent are both below the national average. Seven point nine per cent of pupils learn English as an additional language (EAL) which is higher than found nationally but is well below the average for Croydon. Twelve per cent of pupils are entitled to receive free school meals which is just below the national average. The school contains 36 pupils with ethnic backgrounds that include Indian and Pakistani pupils, black pupils of British, Caribbean and African origin and a small minority from other ethnic groups. The attainment of the children on entering school has varied widely in recent years but is generally below that expected nationally for four-year-olds. The school has experienced almost a complete change in staff since the previous inspection in 1998 including three changes of headteacher. This has had an adverse effect on the quality of education provided.

HOW GOOD THE SCHOOL IS

Orchard Way is an improving school that currently provides a good standard of education for its pupils. Standards have recently shown a marked improvement as demonstrated by the 2002 Year 6 National Curriculum test results. There is satisfactory teaching throughout the school with almost half being good and one lesson in ten very good. Leadership is increasingly effective. It is a more settled school and improvements are being sustained. The school provides satisfactory value for money.

What the school does well

- The headteacher gives the school a clear sense of direction. Aably supported by key staff, she is providing sustained improvement.
- Relationships with parents.
- Social, moral, spiritual and cultural development of pupils.
- Provides a caring community and ethos where pupils develop positive attitudes to school and their work. Care and welfare of pupils.
- Teaching and learning in science particularly in the junior years (3-6).
- All staff work well together. They are keen to provide a high quality education for the pupils of Orchard Way.
- The governing body give good support to the headteacher and staff.

What could be improved

- Standards in the infant years (1-2) in English and mathematics.
- Continue to build upon recent improvements in the quality of teaching.
- Co-ordination and management of mathematics, design and technology, history, geography and music.
- Progression in learning design and technology, history, geography and music.
- Use of available teaching time in some lessons and in the timetable.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 when it was judged to provide a satisfactory standard of education. There followed a period of considerable instability in leadership and staffing that led to local authority intervention. An experienced neighbouring headteacher stabilised the situation prior to the appointment of the current headteacher in April 2001. Until this point there was little sign of sustained improvement and inspection evidence suggests standards and the quality of teaching were both declining. Since 2001, teaching has improved considerably, as have standards in Year 6 with the national tests showing significant gains in 2002. The facilities for information and communication technology have been greatly improved. This has resulted in better attainment than that found in 1998

and improvements in teacher expertise and confidence. The governing body and senior management team have a much better understanding of the strengths and weaknesses of the school and ensure appropriate training for staff. The school has effective arrangements for performance management. Overall therefore the improvement since the previous inspection is good. Given the strong leadership and commitment of staff, governors and parents, the school is well placed to further improve.

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	B	E	C	C
Mathematics	C	D	C	C
Science	E	D	B	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Improvements resulting from greater stability in leadership and staffing are reflected in the 2002 results for eleven-year-olds which suggest that pupils' attainment in English and mathematics is now in line with the national average, while attainment in science is above the national average. This is also the case when Orchard Way is compared to similar schools. Given pupils' prior attainment in 1998, when the 2002 class took the national tests for seven-year-olds, progress in English and mathematics has been satisfactory compared to national averages while progress in science has been very good because of the better planned practical learning. The 2002 National Curriculum assessments for seven-year-olds show standards in mathematics were in line with the national average yet in writing they were below average and in reading they were well below. However, given the pupils' attainment on entry to the school, especially in communication, language and literacy skills, this represents satisfactory progress overall. In the last year the school successfully achieved the targets agreed with the local education authority (LEA). Over time there has been a gradual downward trend in attainment that has been halted in 2002, restoring the standards found in 1999 in English and mathematics but exceeding them in science. Infant reading and writing shows some weaknesses but work seen in science in all classes is a strength. Higher attaining pupils achieve well in science but less so in English and mathematics. Pupils including those for whom English is an additional language and those with special educational needs now achieve well. In the infants standards in other subjects are always in line with those found nationally. In the juniors standards in history and geography are below national expectations while in other subjects they are in line with national expectations. This reflects the appropriate emphasis currently placed upon raising standards in the core subjects of English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and work hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Very good. There are plenty of opportunities for pupils to develop social skills and gain in self-confidence. Adults and pupils have mutual respect for each other.
Attendance	Satisfactory with no unauthorised absence. Nearly all pupils arrive

	punctually each morning. Lessons and other activities start in line with the approved timetables.
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Improvements in attitudes and attendance since the previous inspection are helping to raise standards. The wide range of extra-curricular and other activities helps to promote pupils' social skills and their special interests. There is a high degree of racial harmony.

TEACHING AND LEARNING

Teaching of pupils in:	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.

The overall quality of teaching is satisfactory and has improved significantly since the previous inspection. There are more examples of good and very good teaching and many fewer examples of unsatisfactory teaching. Teaching is satisfactory or better in 98 per cent of lessons, good or very good in almost five out of ten lessons. The strengths in teaching, that lead to good learning include: the way teachers manage pupils, ask questions and share learning intentions with pupils, and the good use of resources. Weaknesses include over-long introductions, lessons that overrun allocated time and ineffective use of time in some lessons. The teaching of the basic skills of numeracy and literacy is at least satisfactory throughout the school. There is a continuing need to focus upon the development of speaking and listening skills. The school meets the needs of all pupils well ensuring teaching is designed to remove barriers to learning for all individuals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Broad and relevant, with extension opportunities, for example in extra-curricular activities, and through a range of visits and visitors. The organisation of the school day does not make best use of available time. Rightly the initial focus has been on improving provision for English, mathematics and science. Progression in learning for some foundation subjects needs now to be better planned, and more time given to these subjects such as history.
Provision for pupils with special educational needs	Good. Systems and procedures for identifying pupils with special needs are good. The quality of support provided by the learning support assistants both inside and outside classrooms is good.
Provision for pupils with English as an additional language	Provision is satisfactory overall for those on early stages of English language acquisition. Teachers take account of EAL pupils' needs as part of their class planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Moral and social development is very good with effective 'circle time' sessions and a well-constructed personal, social and health education programme. Spiritual and cultural development is good with well thought out religious education lessons and collective worship planned around a theme. Displays, events and festivals make a valuable contribution to cultural development.
How well the school cares for its pupils	Very good. The very caring and supportive learning environment enables each pupil to feel valued. Assessment arrangements in core subjects have a positive impact on future learning. Assessment in other subjects is under-

	developed.
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Parents hold the school in high esteem and are pleased with the many improvements since the previous inspection. Communications are very good and parents are very supportive of work undertaken at home and of the activities arranged by the Parent Teachers' Association. Staff provide helpful support to pupils in an understanding and encouraging manner.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher supported by the deputy headteacher and key staff provide clear and purposeful leadership. They have a clear vision of the way ahead and have systems in place that will bring further improvements. Key subject co-ordinators play their part effectively. Personal, social and health education is particularly well co-ordinated.
How well the governors fulfil their responsibilities	The strategic role of the governors is well developed. They have a clear understanding of the strengths and weaknesses of the school. Statutory requirements are met.
The school's evaluation of its performance	Good. The school evaluates its performance well and prioritises the areas of development in the school development plan. Good use is made of statistical data to provide support where it is most needed. Procedures for monitoring the development of teaching and learning in some foundation subjects are under-developed.
The strategic use of resources	The budget is set having regard to the priorities in the school development plan. Satisfactory use is made of resources although there is a need to continue to reduce the high budget surplus. The school applies the principles of best value effectively.

Appointments in the last two years have ensured that the school is adequately staffed following the exceptionally high turnover of recent years. The accommodation is appropriate for the needs of the curriculum although the external mobile classroom lacks facilities and services normally required for learning. The outside play area for the reception class is limited. Resources are sufficient, well stored and managed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The improvements made in the last two years. • Children work hard and make good progress. • The school is well led and managed. • A friendly and supportive learning environment. • Behaviour standards are high. • Relationships and communications with parents and carers are very good. • The quality of teaching. 	<ul style="list-style-type: none"> • The amount of homework set.

Over eight out of every ten parents agreed or strongly agreed with every question. Inspectors fully endorse the positive comments from parents. Teaching was satisfactory or better in nearly all lessons seen, including many that were good and sometimes very good. The homework arrangements are very effective and contribute well to pupils' learning. Some parents feel that there is too little homework and some that there is too much.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Improvements resulting from greater stability in leadership and staffing are reflected in the 2002 results for eleven-year-olds which suggest that pupils' attainment in English and mathematics is now in line with the national average, while attainment in science is above the national average. This is also the case when Orchard Way is compared to similar schools. Given pupils' prior attainment in 1998, when the 2002 class took the national tests for seven-year-olds, progress in English and mathematics has been satisfactory compared to national averages while progress in science has been very good. The 2002 National Curriculum assessments for seven-year-olds show standards in mathematics were in line with the national average yet in writing they were below average and in reading they were well below. However, given the pupils' attainment on entry to the school, especially in communication, language and literacy skills, this represents satisfactory progress overall. In the last year the school successfully achieved the targets agreed with the LEA. Over time there has been a gradual downward trend in attainment that has been halted in 2002, restoring the standards found in 1999 in English and mathematics but exceeding them in science. Infant reading and writing shows some weaknesses but work seen in science in all classes is a strength. Pupils including those with English as an additional language and those with special educational needs, achievement is satisfactory. A contributory factor in the standards attained over time, has been the frequent changes in headteacher and teaching staff. This has led to a lack of continuity and progression in the pupils' learning. The school is more stable now than at any time since the previous inspection and the learning environment has greatly improved.
2. Attainment on entry to the reception class has varied widely in recent years. It is currently below that expected for their age, particularly in the areas of communication, language and literacy. By the time children move to Year 1 their standards are below the national expectations of the early learning goals¹. Inspection evidence shows that most children make satisfactory gains and attain most of the early learning goals in personal, social and emotional development by the end of the year. They make satisfactory progress and attain many of the standards in the areas of creative and physical development. However, most children do not reach the expected standards in the areas of communication, language and literacy, mathematical development and knowledge and understanding of the world. Children with special educational needs receive good support to enhance their progress.
3. By the age of eleven, pupils attain standards in English that are in line with the national average. English standards for the seven-year-olds are below average, but show a little improvement on previous performance. In the 2002 national tests writing was below average and reading was well below. The satisfactory standards reported in the previous report have been maintained well for eleven-year-olds. The school has put into place some appropriate measures to improve standards further in both the infants and juniors. Improvement in all aspects of English has been a major focus of the school in the last two years and teachers have worked hard to address weaknesses in the subject. The process of target setting is new and is just beginning to have an impact on standards in English.
4. Pupils' attainment in mathematics by the end of Year 2 has been variable since the previous inspection but in 2002 it has risen in line with national standards and in comparison with similar schools. By the end of Year 6 attainment is more consistent and for three of the past four years has been in line with the national standards. National Curriculum test results for 2002 showed pupils in Year 6 achieved standards in line with the national average. When the results are compared with similar schools, standards were also in line with the national average. These results do however, represent a small improvement over the previous two years.

¹ Early learning goals set out the developmental curriculum for children in the foundation stage (nursery and reception classes) in six areas of learning. These are: personal, social and emotional; communication, language and literacy; mathematical, knowledge and understanding of the world; physical; and, creative.

5. In science the 2002 tests showed a marked improvement with Year 6 results being above average compared to all schools nationally and well above average when compared to similar schools. Given the attainment of this group when they took the Year 2 National Curriculum tests in 1998 this represents very good progress in science in the juniors. Evidence from the inspection indicates pupils currently in Year 6 are attaining standards that are well above average. This is a good improvement since the previous inspection when standards were average. At the age of seven standards and progress in the infants are satisfactory.
6. In the infant years standards in other subjects are always in line with those found nationally. In the juniors standards in history and geography are below national expectations while in other subjects they are in line with national expectations. This reflects the appropriate emphasis that the new management has initially put on raising standards in the core subjects of English, mathematics and science.
7. Pupils with special educational needs make satisfactory progress in the classroom and good progress in withdrawal groups for literacy, where they are taught by the special educational needs co-ordinator and teacher assistants. The quality of the individual education plans is good. They are accessible and easy to read, which enables classroom teachers and teacher assistants to plan the support programme. Pupils' individual targets are carefully set to match need. They are realistic and measurable. The targets are revised every term. Pupils' progress towards their achievement is closely monitored. There are recorded gains in pupils' reading, writing and spelling and in numeracy.
8. Pupils with English as an additional language make satisfactory progress and achieve standards that are in line with other pupils. They are always identified in lesson plans and provision ensures they are able to join in lessons and progress in their learning. Discussion groups and paired work in science enable these pupils to investigate and record work accurately. Support from well-trained teacher assistants helps EAL pupils to understand tasks and instructions.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning are very good and have improved since the previous inspection. They enjoy school and work hard. During lessons pupils listen attentively, are keen to answer the teacher's questions and to join in discussions. They adopt a conscientious approach to written work and to practical tasks. Pupils co-operate well when working together in small groups. They welcome individual guidance to resolve any difficulties or to improve the quality of completed work. Pupils often take particular pride in the presentation of work and this is illustrated by the quality of the displays around the school. The positive attitudes make an important contribution to pupils' attainment throughout the school but especially in Years 5 and 6.
10. Behaviour is good overall. There is a calm and orderly approach in the school that is conducive to learning and is much appreciated by parents. Pupils show respect for the behaviour rules and co-operate readily in the daily routines. In two out of every three lessons seen behaviour was good and sometimes very good. In the remaining lessons behaviour was satisfactory and would sometimes have been better had teachers not had to deal with isolated distractions caused by a small number of pupils, notably some boys in Year 3. In the dining hall, pupils are well mannered and high standards of behaviour are observed as they move around the school and in the playgrounds. There is a very low incidence of serious misbehaviour, including bullying. Any such incidents are dealt with quickly and fairly. There were no exclusions last year. Pupils from all racial backgrounds mix well together during work and play.
11. The provision for pupils' personal development is very good. Many opportunities are provided for pupils to develop social skills and to gain self-confidence. This includes taking part in school concerts, sporting fixtures, music events and pursuing special interests through school clubs. Visiting speakers and a well-planned programme of educational visits, including a residential visit in Year 6, support curriculum learning and extend pupils' experience. The main assemblies are particularly helpful in extending pupils' knowledge and understanding of the wider world. For example, during the inspection the importance of friendships and of understanding the feelings of others was highlighted. There are regular opportunities for pupils to contribute to discussions on

particular themes and to listen carefully to the views of others. A good example of this was seen in a Year 1 lesson when all pupils were able to describe an experience that had given them pleasure and another where they were hesitant or worried about a forthcoming change.

12. Pupils are encouraged to take on responsibilities in class, to help with arrangements at assemblies and for supporting charities. As they move up through the school pupils are given appropriate opportunities to show initiative and independence in undertaking planned tasks. Relationships throughout the school are consistently very good and this contributes significantly to the happy and secure atmosphere that prevails. In overall terms the provision for pupils' personal development is better than at the time of the previous inspection.
13. Attendance is satisfactory. In 2001/2002 attendance levels improved to 94.9 per cent and there was no unauthorised absence. This position is in line with the national picture and compares favourably with the school's position at the previous inspection. Nearly all pupils arrive punctually each morning. Lessons and other activities start in line with the approved timetables.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is satisfactory overall. It has improved significantly since the previous inspection. Since then the proportion of teaching that is good or better has risen by sixteen per cent. Similarly, the proportion of teaching that is unsatisfactory has fallen by seven per cent.
15. Teaching is at least satisfactory in ninety-eight per cent of all lessons seen. It is good or better in forty-eight per cent; it is very good in eleven per cent. The quality of teaching in Years 5 and 6 is good overall and very good in more than one-third of the lessons seen. Nearly all lessons are well planned and take account of the needs of the pupils. Higher attainers are given work that is suitably challenging in most subjects and pupils with special educational needs and English as an additional language are given appropriate work and good quality support. Teachers have high expectations of pupils' work and behaviour, which produces a very positive learning environment where all pupils may achieve their highest possible standards.
16. The school has taken note of the comments made at the previous inspection. Performance management is now firmly in place and ensures that teachers are set achievable targets and are provided with suitable training. Assessment information in the core subjects is readily available and is carefully analysed and disseminated so that it informs lesson planning. This practice is not yet extended to foundation subjects. The school has refined its target setting mechanisms, particularly in English and mathematics, and the targets set provide a clear agenda for raising pupils' attainment. The school is in the process of re-writing the policy for teaching and learning so that all teachers know what is expected of them in planning, teaching and assessment.
17. There are significant strengths in the teaching that are apparent in most lessons. Pupils are well managed. Consequently, most pupils behave well and gain full benefit from their lessons. Teachers adopt a consistent approach to pupils' behaviour that is compassionate and understanding but firm. The system of rewards and sanctions is fairly applied and all pupils know what is expected of them. Pupils are encouraged to respect each other and each other's work. For example, in a Year 2 dance lesson pupils spontaneously applauded the imaginative work of a fellow pupil. On occasions teachers spend too long in their introductions and lessons can overrun their allocated time. This results in a loss of concentration for pupils and the focus of the lesson loses its impact. In the worst instances lessons fill available space irrespective of the teaching content.
18. Teachers' planning is at least satisfactory and sometimes good. It is securely based upon national schemes of work, particularly in the core subjects. In some subjects, for example, music and physical education, schemes of work are to be adapted so that they more readily meet the specific needs of the school. Many individual lesson plans are well written and are based upon an assessment of pupils' prior learning. This enables pupils to progress at a reasonable pace and to enjoy their learning. Other plans give insufficient detail about pupils' individual needs and in some subjects planning to ensure progression requires greater thought. All teachers share the learning objectives with the class, which are reviewed and revisited at the end of the lesson. This adds greater focus to pupils' learning.
19. Teachers take good care to ensure that all pupils are included in classroom activities. Pupils often work in small groups on set tasks appropriate to their prior learning. The class teacher and the

teacher's assistant provide good quality support to individuals and groups. This helps pupils' self-esteem and confidence because they are assured some measure of success. Questions are generally well used to ensure that all pupils have a chance to contribute and to confirm learning. Pupils with special needs and English as an additional language are well supported, both by the nature of the planned activities and by the pursuit of realistic personal targets. Teaching seldom provides additional support for those who are articulate and whose spoken English seems good. This can result in written work that is below what would be expected given the pupils' spoken language competence.

20. The teaching of the basic skills of numeracy and literacy is at least satisfactory throughout the school. There is a continuing need to focus upon the development of speaking and listening. Numeracy is not yet part of the planning for other subjects, so some opportunities for pupils to gain practice in the application of skills to problem solving are lost. Overall, the planning for numeracy and literacy reflects the national strategies, which are well adapted to suit the needs of pupils at Orchard Way.
21. Teachers expect good work. Marking is consistently good and invariably accompanied by praise and encouragement. Pupils are expected to work together and to share ideas. This makes learning more enjoyable and promotes good social development. In one RE lesson, pupils worked in pairs to discuss actions and consequences and produced thoughtful responses. In a science lesson, pupils worked together in groups of two and three to devise an experiment to separate solids and liquids. This was very effective teaching.
22. Teachers are aware of what pupils know, understand and can do and in the core subjects of English, mathematics and science, generally use assessment effectively to check progress and plan future lessons. Most pupils therefore work at a pace that is appropriate to them and do not become frustrated in their learning. Assessment is much less secure in the foundation subjects and there is very little written evidence to inform planning. This is a weakness that the school is to address. Homework is used effectively to reinforce learning in key subjects particularly in the junior years.
23. Teachers plan satisfactorily for individual need and assess the progress of each pupil with special educational needs and those learning English as an additional language. Teachers have very positive attitudes and this markedly increases the self-esteem of these pupils who are eager to learn and to show what they can do. Teachers help pupils to build up basic skills. In the classroom, they are well integrated and have full access to the curriculum. Teacher assistants make notes about named pupils' progress and regularly exchange these with the class teacher. The special educational needs co-ordinator gives very good support to pupils with statements and maintains a continuous record of progress. Teacher assistants are appropriately trained. EAL pupils having been identified are appropriately supported.

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

24. The quality and range of learning opportunities offered by the school are satisfactory, and include all the subjects in the National Curriculum and Religious Education (RE). The school follows the locally agreed syllabus for RE and the Croydon syllabus for art and design. English and mathematics provision follows the national frameworks for teaching literacy and numeracy. In science and physical education the guidance documents given to all schools nationally have been successfully adapted to meet the needs of all pupils. The school has adopted national guidance for design and technology, history, geography and music without adapting them and there is currently insufficient rigour in provision to ensure adequate progression. The school has formulated its own scheme of work in ICT, which effectively covers all the elements of the programmes of study, which is an improvement on the previous inspection.
25. The policy adopted to teach art and design, design and technology, history and geography, in blocks of time throughout the year is not as successful as it could be. This is due to the lack of structured developmental planning to allow for progression in the teaching of knowledge,

understanding and skills in these areas. A further complication is how time is managed during the school day. Lessons sometimes last as long as the time between two breaks with little regard to the content or time required to teach that content. The Literacy Hour and science at times overrun and some lessons are split across a break to fit them in.

26. The Literacy and Numeracy strategies have been successfully implemented across the school and some opportunities are found in other subjects to extend pupils' literacy and numeracy skills. Pupils make increasing use of the expertise they have gained in information and communication technology, especially when accessing the Internet as a means of research.
27. The planned provision for pupils' personal and social development is very good. Assemblies, circle time and the use of golden rules and golden time help pupils to understand and respect others. Pupils clearly understand what is right and wrong and show a high degree of respect for the differences between people and their values and beliefs. The curriculum draws positively on pupils' own cultural, family and religious backgrounds. Personal development is promoted through opportunities for pupils to take significant responsibility and initiative. For instance even the youngest pupils collect and take registers. A 'buddy system' operates for new pupils and quickly helps them to settle into daily routines.
28. There is a well-planned programme that ensures pupils develop awareness of issues relating to drugs and sex education. The provision offered to pupils in extra-curricular activities is good. There are good opportunities for pupils to share sporting experiences with their contemporaries from other schools in football, for example. There are active and well-supported art, chess, Swedish, recorder, computer and drama clubs. Pupils are able to demonstrate their skills in assemblies, for example, and in well-presented musical performances at Christmas and the end of the school year. Peripatetic flute tuition is available. An advanced skills teacher from the neighbouring secondary school worked with pupils during the re-development of the environmental and pond area. The whole school took part in a well-conceived and successful Grounds Week and the results were displayed as a celebration of pupils' achievements. Pupils in Year 6 experience a residential visit that encourages the use of both existing and new skills. There are close links with Edenham High, the local secondary school, and pupils participated in their design technology challenge. The secondary school remotely manages the networked suite of computers and was instrumental in setting up the recently acquired interactive whiteboard. There are many examples of how the local community contributes to the life of the school. For instance, retired helpers from the community come in weekly to support reading and work in classes. The fire brigade trained staff in the use of extinguishers and demonstrated the facilities of the fire engine to pupils.
29. The provision for pupils with special educational needs is good throughout the school. The school provides a suitable range of support to meet the various needs of the individual pupils. The most effective is the in class support from skilled learning support assistants. Teachers are well aware of pupils' individual education plans and use them effectively to plan suitable work to meet the needs of individuals. These plans contain targets for behaviour, numeracy and literacy. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with Code of Practice guidance. The curricular arrangements for the withdrawal of a few pupils does not unduly hinder progress and the benefits received outweigh any disadvantage. Special needs support invariably complements class work missed and in this respect SEN pupils find barriers to their learning are broken down. Pupils for whom English is an additional language are usually well catered for in lessons. Overall pupils with SEN and EAL receive equal access to the whole curriculum alongside their peers with the school successfully promoting social and educational inclusion. Provision for special educational needs is good in literacy and numeracy. Good resources, centrally located and easily accessible, make a strong impact upon the quality of learning.
30. The provision for pupils' spiritual and cultural development is good, and for their moral and social development is very good, which is a significant improvement since the previous inspection.
31. The pupils' spiritual development is fostered through assemblies and in many lessons, particularly religious education and circle time, where pupils are provided with opportunities to reflect upon aspects of their own lives and those of others. The personal, social and health education curriculum has been well thought out and makes a big contribution to spiritual development. In

one circle time instance a boy stood in front of someone he had been unkind to at break and said most sincerely and spontaneously, "I am sorry, will you play with me at lunchtime?" Another instance in a whole school assembly where a 'friendship cake' was made at the start of the week saw pupils of all ages contributing their thoughts on suitable ingredients. This culminated in a Year 6 boy suggesting 'love' and without any self-consciousness going to the front and pretending to put some love into the mix. Class acts of collective worship build effectively on such whole school assemblies. The introduction of an interactive whiteboard in the ICT suite filled some pupils with a sense of awe and mystery as they literally gasped in discovering the wonderful range of its potential. Most importantly, teachers through their encounters with pupils seek to develop self-worth and self-respect in accordance with the school aims. The school grounds in general, and the environmental area in particular, are attractively set out providing a range of tranquil places for quite reflection.

32. Pupils' cultural development is good being cultivated through a range of carefully devised strategies. Displays are planned to represent the range of cultures in the school which currently extends to 34 pupils and at least six minority ethnic origins, speaking a range of first languages in addition to the predominantly British white pupils. Notices and displays around the school make effective use of these languages. The school marks religious and other festivals as diverse as Diwali and Chinese New Year. The governors have made a statement on race equality with plans to consult more widely and develop a fuller policy. There are active policies to promote anti-racism and cultural awareness. The school library has recently been re-stocked with titles that reflect the cultural diversity of the school.
33. Pupils' moral development is very good and is successfully promoted in a number of ways. Collective worship is planned around themes and there is a weekly assembly, which celebrates the good behaviour and effort of the pupils. Class assemblies encourage pupils to speak and act confidently in front of the whole school and parents attend in good numbers. Regular donations are made to a variety of charities and there is currently a collection of used printer cartridges for recycling purposes. These charitable contributions and environmental awareness raising strategies help pupils to develop as citizens and become more aware of others and of the world around them. Teachers set a good example and treat their pupils with respect following agreed rules and rewarding pupils appropriately with popular activities. As pupils move through the school they develop an increasing awareness of not just what is right and wrong but of the moral principles these decisions are founded upon. One example from a circle time session in the infants used puppets skilfully to provide pupils with useful strategies to deal with moral situations in the playground when they may feel nervous or anxious. Teachers use circle time very effectively to encourage pupils to examine their feelings and to develop their ability to make reasoned and responsible judgements regarding moral issues.
34. Social development is very good with teachers regularly providing useful opportunities in lessons for pupils to work together in pairs and small groups. The pupils respond positively to this and work and discuss sensibly together sharing resources. In the reception class they play games with a dice to practise number skills and in so doing learn to co-operate and take turns. Lessons, clubs and extra-curricular activities provide opportunities for pupils to learn to win and lose, for example, in football, to share and co-operate in pairs working at the same computer, and to understand the tensions between their own aspirations and those of others. Circle time allows them to practise decision-making. The behaviour policy further promotes these values with pupils having many opportunities to take responsibility, show initiative and develop an understanding of living together harmoniously in a community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Very good provision is made for pupils' welfare and guidance. Staff provide helpful support to pupils in an understanding and encouraging manner. This contributes to a caring and supportive learning environment that enables each child to feel valued. Parents commend this. The school's work in this area has improved since the previous inspection.
36. There are effective arrangements in place for health and safety. Governors monitor such matters carefully. Regular inspections and risk assessments relating to buildings and equipment are

undertaken diligently. Recent expenditure on buildings and furnishings has contributed to an improved ambience for learning. There is access to the school for persons with disabilities but no toilet accommodation for use by the disabled. The school has been anxious to address this problem but to date no plans have been drawn up regarding the siting and financing of such a facility. Appropriate procedures are in place for dealing with child protection and such matters are handled in a sensitive manner in co-operation with the specialist agencies.

37. Helpful arrangements are made for dealing with personal accidents and illness, including close liaison with parents when appropriate. Several members of staff have received training in first aid. Health education, including aspects relating to personal hygiene, is dealt with as part of the curriculum programme. Work in this area is helped by the school nurse and visiting specialists including a community police officer. Older pupils receive appropriate advice on sex education and drug awareness. Road safety is given appropriate prominence. The 'crossing patrol lady' knows pupils well and monitors their coming and going systematically.
38. Very good provision is made for promoting high standards of behaviour. The school's expectations are clearly explained to parents. Behaviour rules are displayed in each classroom. The rules are applied consistently during lessons and around the school including in the playgrounds. Rewards systems for good behaviour including stickers and certificates are popular and effective. The school's approach is backed by clear behaviour policies including aspects relating to bullying and racial harmony. Appropriate records are maintained concerning any incidents that arise. Any concerns about behaviour are dealt with carefully, when necessary, in co-operation with parents.
39. Arrangements for the promotion of regular attendance are very good. Registration is undertaken efficiently. There is a good follow up system to ensure that any queries concerning the reason for absence or about punctuality are clarified. Overall attendance levels are carefully monitored by the headteacher each week. There is close collaboration with the education welfare officer who visits the school fortnightly.
40. Procedures for monitoring pupils' academic progress are good in English, mathematics and science. Assessment in subjects other than the core is under-developed. The headteacher, assisted by the deputy headteacher, has an increasingly secure view of the progress of groups and individuals in core subjects through reports from subject co-ordinators. These reports analyse national assessments and interim tests administered using nationally available material. The deputy headteacher uses this information and assessment data generally to compare the school's performance against benchmark tables for other schools issued nationally. This information is now transmitted regularly to the governing body who have a good understanding of the school's strengths and weaknesses and how it is performing when compared to the national picture.
41. A new system for tracking each pupil's performance in English and mathematics was introduced last year. This is assisting in the setting of individual targets for each pupil and the records provide helpful data for consultation with parents and for the annual reports. The system is at an early stage of development and the school has proposals for further improvements. Good records are maintained concerning the progress of pupils with special educational needs but little additional systematic tracking of the performance of pupils learning English as an additional language has yet taken place. The monitoring arrangements for pupils' personal development are good. Class teachers know the children well and provide advice, guidance and encouragement. The class assessment folder system provides a helpful record of each pupil's personal development. These folders are regularly monitored to ensure all aspects of the school's assessment policy are correctly implemented. To date good progress has been made in this work and the assessment folders are beginning to impact upon future planning and helping to target any under-achievement. Teachers are developing an increasingly sophisticated view of pupils' attainment and progress as they move through the school. These arrangements are effective in raising pupils' achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents are generally pleased with all aspects of the school. This is a significant improvement in the level of parental satisfaction as compared to the position at the time of the 1998 inspection.
43. Parents indicate pupils work hard, make good progress and that behaviour is good. They feel that the school provides a friendly and supportive learning environment. Relationships and communications with parents are very good. Parents are especially pleased with the many

- improvements made over the last two years and state that the school is well led and managed. Inspection evidence fully supports these positive views.
44. Nearly all parents are pleased with the quality of teaching. Inspectors found that teaching was satisfactory or better in 98 per cent of lessons seen, including many that were good and sometimes very good. In about one in eight of the replies to the questionnaires, parents expressed a concern about the amount of homework set. Inspection evidence is that the homework arrangements are very effective and contribute well to pupils' learning particularly in the juniors.
 45. Communications with parents are very good. Parents are extremely well advised about pupils' progress at the two consultation meetings in the autumn and spring terms. They are able to see children's work in displays and at the open evening towards the end of the summer term. The format of the annual written reports has been revised and parents now receive a clear indication about attainment in all subject areas. The areas identified for improvement in English and mathematics provide good indicators for both parents and the pupil. Helpful information about the school and its activities are set out in the prospectus, the governors' annual report and in regular newsletters. Special meetings are held for parents about induction, forthcoming national tests and specific curriculum areas. Parents are particularly pleased with the ready help they receive in informal discussions when contacting the school about any individual concern.
 46. Parents have a very good impact on the work of the school. Many parents help in school by hearing children read and helping in other lessons. They also assist with the swimming arrangements and with educational visits. Parents give a high level of support to the work that children undertake at home. This makes a very considerable contribution to their child's progress and attainment levels. An outstanding feature of the school is the extensive support provided by the Parent Teachers' Association. The Association organises a wide range of activities and fund-raising. This includes providing voluntary support in maintaining the nature area and by organising the sale of school uniforms. Parents and friends ensure that the various social events are well supported. The extensive funds raised are used to finance the leasing charges on computers, the refurbishment of the library and improved playground facilities.
 47. The school has worked effectively to improve relationships with parents. Partnership arrangements with parents are much better than at the time of the previous inspection and this is having an extremely positive impact on the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. At the time of the previous inspection, March 1998, it was said that the key issue for the leadership and management of the school was to improve the effectiveness with which the school policy of monitoring and evaluating teaching was implemented. Since that time the school has had a succession of headteachers who have, in turn, addressed the issue. Under the tenure of the present headteacher the issue has been firmly confronted and largely resolved. The arrangements for monitoring and evaluating teaching have been improved. The curriculum has been analysed and is now satisfactorily broad and relevant although some adjustments in its balance and the use of time are needed. The strategy for the appraisal and performance management of teachers is established. The senior management team, all recently appointed to the school, recognises that there is still a long agenda for school improvement. A good start has been made. Orchard Way is a thriving school that serves all its pupils equally well. It is a happy school where pupils feel safe and secure and where they are encouraged to develop their talents to the full. The school provides a good learning environment and there is a renewed focus upon achievement and progress. The effects of this are already to be seen in the steady improvement in the national test results in English, mathematics and science.
49. The headteacher is a knowledgeable and effective leader who has helped to give the school its new-found sense of purpose and educational direction. The headteacher is well supported by the staff and by the Governing body. All are involved in making decisions and in moving the school forward. Staff morale is good. The central aim is to raise standards by improving the quality of teaching and continuing to provide a rich curriculum for academic, personal and social development. The school enjoys a good reputation in the local area and is very well supported by

the parents.

50. The newly formed senior management team works well together to provide strategies for future development. Those who hold delegated responsibility, several new to the school, carry out their duties effectively. The role of the subject co-ordinator is still developing and is the least satisfactory aspect of management, as some subjects do not have established co-ordinators. This is a weakness that is being addressed as a matter of urgency. The headteacher monitors teaching well but there is a pressing need to spread this responsibility more widely across the staff and to provide training for skilled observation. Effective monitoring would enable more good practice to be shared.
51. The governing body gives the school good support. The headteacher and the Chair of Governors are in regular contact. The governors have a good grasp of the strengths and weaknesses of the school and take an informed part in shaping its future direction. The headteacher and the governors, through frequent and long meetings, evaluate the school's performance and take effective action. Since the arrival of the present headteacher, governors are better informed and all have undertaken appropriate training. Governors visit the school to observe teaching and report their observations to the headteacher, staff and full governing body.
52. The school development plan is now the product of wide consultation, which reflects a significant change in management style and impact since the previous inspection. It is a working document of better quality than its predecessor. It provides a clear set of aims to which all plans are linked. Governors and staff jointly establish the priorities for development. At the same time the plan is flexible. It is monitored regularly and, if necessary, priorities are reset. The plan gives the cost of implementation against the predictive budget.
53. The provision for pupils with special educational needs is good. It fully reflects national practice. The list of pupils with special needs is carefully maintained. Pupils' needs are carefully identified and sensibly met. Parents are consulted at the time of the annual review. Individual education plans are well written and contain small-step targets that are realistic and achievable. Progress towards them is carefully monitored.
54. Teachers are satisfactorily qualified by training and experience for the age group they teach. The teachers are young and have abundant energy. Teachers are well deployed. They are developing a strong team approach. The quality of the teacher assistants is good and they give invaluable help to the class teacher and to the pupils. Newly qualified teachers and teachers new to the school are given good support and in-service training. A policy for performance management is in place and is beginning to make an impact upon the quality of the teaching. Teaching and learning are well supported by all members of staff including learning support assistants, midday supervisors and the kitchen staff. The administrative staff contribute highly to the welcoming and supportive ethos of the school. By common agreement, the caretaker, the longest serving member of staff makes a first class contribution to the maintenance of the school.
55. Learning resources are good in mathematics, science, religious education, physical education and information technology. They are unsatisfactory in geography and satisfactory in all other subjects. The computer suite is an excellent facility and enterprisingly used. The library, makes use of a wide corridor with consequent occasional through traffic but is adequately stocked and well used.
56. Accommodation throughout the school is satisfactory and is intelligently used. The hall used for physical education is of a good size and well equipped for learning. Unusually, dining facilities are in a separate room, which allows full use of the hall for learning activities throughout the day. The school is set in extensive grounds that include a level football pitch. The public areas and classrooms are very clean. They are well organised and attractively decorated with pupils' work, which provides stimulus and a pleasant environment for learning.
57. Satisfactory arrangements are in place for the school's financial planning to support educational priorities. Considerable progress has been made in this area in the last 18 months. The school development plan for 2002/03 rightly places an emphasis on improving overall academic standards, especially in English and mathematics. In 2001/02, the governors approved expenditure to improve the management structure, learning resources and aspects of the accommodation. Such measures are now contributing to improved standards. The estimated

revenue surplus at 31 March 2003 is £85,000, equivalent to about 15 per cent of the income for the year. This is much higher than the maximum of five per cent recommended for primary schools. This is in part a legacy of the succession of different headteachers providing little continuity in financial strategy. Consideration should be given to reducing the surplus so that the excess can be utilised to help finance the school's plans for development.

58. Financial management procedures are good. Governors and the headteacher carefully monitor expenditure and income during the year against the budget provision. The finance assistant who visits the school monthly undertakes a very effective role in such work. Day to day transactions are undertaken efficiently and in line with internal control systems. The headteacher has been particularly alert in ensuring the maximum income is secured from government grants and other special projects. Such resources are used appropriately for the designated purposes.
59. A strong emphasis is placed on obtaining best value in utilising financial, staffing and other resources. Decisions are firmly based on the importance of raising education standards. Extensive consultation takes place in deciding the key areas for development. There is a strong emphasis in obtaining cost effectiveness when placing orders for work and services.
60. Income per pupil is higher than in most London primary schools. The school has improved over the last two years, especially the leadership and management. Standards of achievement are higher and teaching is better. Taking into account these factors, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The school has made good progress in 2001-2002 in implementing priorities in the school development plan focusing upon standards in the juniors. The headteacher and staff, with the support of the governing body should now take steps to improve standards and provision in the following areas.
- (1) Raise Year 1-2 English standards by:
 - creating more opportunities for teachers to engage pupils in extended conversations and to develop pupils' brief and one-word responses;
 - refining and developing individual target setting to focus on basic literacy skills identified through assessment²; and
 - ensuring more pupils use joined-up script and present their written work neatly.
(Paragraphs 1, 3, 75 & 80)
 - (2) Consolidate gains in Year 1-2 mathematics standards by:
 - improving pupils' instant recall of known number facts; and
 - continuing to develop the range of mental calculation strategies pupils employ.
(Paragraphs 1, 4, 85, 86, 87 & 90)
 - (3) Further improve the quality of teaching by:
 - continuing refining the monitoring process to identify strengths and weaknesses in teaching and enable best existing practice to be more widely shared²; and
 - continuing to provide high quality training and professional development opportunities for teaching and support staff².
(Paragraphs 15, 17, 18, 19, 65 & 125)
 - (4) Improve the co-ordination and management of mathematics, design and technology, history, geography, music and physical education by:
 - employing the principles and practices used by successful co-ordinators in other subjects; and

² These issues feature in the School Development Plan 2001-2002

- further development of the role of the co-ordinator².
(Paragraphs 95, 110, 118, 131, 137 & 143)
- (5) Ensure greater continuity and progression in design and technology, history, geography and music by:
- adapting nationally adopted schemes of work to improve planning; and
 - improving assessment.
(Paragraphs 24, 25, 108, 112, 113 & 115)
- (6) Improve the use of available teaching time by:
- completing a curriculum audit and closely matching time required to teach schemes of work to weekly timetables; and
 - monitoring lessons to ensure they do not overrun and that time allocated in lessons is appropriate to the content.
(Paragraphs 17, 25, 112 & 113)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	17	22	1	0	0
Percentage	0	11	37.8	48.9	2.2	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 approximately two percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

215

Number of full-time pupils known to be eligible for free school meals

26

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

18

English as an additional language

No of pupils

Number of pupils with English as an additional language

17

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

13

Pupils who left the school other than at the usual time of leaving

15

Attendance

Authorised absence

	%
School data	94
National comparative data	93.9

Unauthorised absence

	%
School data	0
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	21	9	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	26	26
Percentage of pupils at NC level 2 or above	School	77 (66)	87 (97)	87 (75)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	25	26
Percentage of pupils at NC level 2 or above	School	77 (63)	83 (75)	87 (75)
	National	85 (85)	89 (89)	89 (89)

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

Separate figures for boys and girls are not included as fewer than 10 girls took the tests.

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	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	14
	Girls	15	13	16
	Total	26	24	30
Percentage of pupils at NC level 4 or above	School	84 (68)	77 (68)	97 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	15	15	15
	Total	28	29	30
Percentage of pupils at NC level 4 or above	School	90 (59)	94 (64)	97 (58)
	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
149	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
10	0	0
4	0	0
0	0	0
0	0	0
8	0	0
4	0	0
5	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)	9
Number of pupils per qualified teacher	23.9
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	165

Financial information

Financial year	2001-2002
	£
Total income	589,079
Total expenditure	599,623
Expenditure per pupil	2,789
Balance brought forward from previous year	89,361
Balance carried forward to next year	78,817

Recruitment of teachers

Number of teachers who left the school during the last two years	8.0
Number of teachers appointed to the school during the last two years	11.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	59	36	2	0	3
Behaviour in the school is good.	50	42	0	2	6
My child gets the right amount of work to do at home.	32	56	8	4	0
The teaching is good.	53	39	0	0	8
I am kept well informed about how my child is getting on.	45	44	5	3	3
I would feel comfortable about approaching the school with questions or a problem.	74	24	0	0	2
The school expects my child to work hard and achieve his or her best.	70	26	0	0	4
The school works closely with parents.	56	35	5	2	2
The school is well led and managed.	74	23	0	0	3
The school is helping my child become mature and responsible.	61	35	2	0	2
The school provides an interesting range of activities outside lessons.	50	33	5	0	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Four year-olds are admitted to the reception class at the start of the academic year. Most children have received pre-school experience when they start school. At the time of inspection, children in the reception class were just beginning to attend full-time. Discussions with staff and evidence gathered during the inspection indicates that most children's level of attainment on entry is below that expected for their age, particularly in the areas of communication, language and literacy.
63. By the time children move to Year 1 their standards are below the national expectations of the 'early learning goals'. Inspection evidence shows that most children make satisfactory gains and attain most of the early learning goals in personal, social and emotional development by the end of the year. They progress well and attain many of the standards in the areas of creative and physical development. However, most children do not reach the expected standards in the areas of communication, language and literacy, mathematical development and knowledge and understanding of the world. Children with special educational needs and those learning English as an additional language receive good support to enhance their progress. Boys and girls progress equally well and there is no differences in the way children from different minority ethnic groups progress. Overall children make satisfactory progress in the reception class.
64. The reception class curriculum provides experiences that are relevant, imaginative and enjoyable, for example, creative work such as collage, painting themselves and their families and making play-dough models. The planning reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. It is extended to embrace the literacy and numeracy strategies. The overall quality and range of teacher-directed and child-initiated play opportunities are satisfactory. A small outdoor play area is used to provide a range of play opportunities to enhance children's progress in different areas although the area is restricting given the number of pupils in the reception class.
65. The quality of teaching is satisfactory overall. The class teacher and teacher's assistant work well together and plan activities with clear intentions. Their understanding of the curriculum and knowledge of how young children learn is satisfactory. There are consistent procedures for assessment of children's progress and the assessment information is used well to plan most activities that match different levels of abilities. The teacher generally has clear expectations of children's work. However, the ongoing assessments and recording of children's progress on a daily basis is less effective, and this affects expectations in some lessons. Indoor resources for the foundation stage are sufficient for most areas of learning. The extra adult support is effective and makes positive contributions to children's learning. The class assistant talks in an animated way that enthuses children, asking relevant questions to extend their vocabulary. Both staff work effectively as a team and support one another well. Homework, in the form of borrowing books and learning to recognise letters and related sounds, is used particularly well to enhance children's progress.

Personal, social and emotional development

66. By the time they leave reception class, children successfully meet the 'early learning goals' in this area. Skilful teaching by both staff enables children to make good progress. Children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. They quickly settle down and feel happy and secure at school. They learn to co-operate, share and take turns, for example, when sharing refreshments or sitting in a circle and sharing ideas. In a discussion about 'friends' most children were well motivated by the teacher's effective use of two 'puppet friends'. Most children work well both as part of a group and independently. They are beginning to form positive and respectful relationships, and communicate effectively with one another and with adults.
67. The staff act as good role models for children and explain clearly what is expected of them.

Some simple classroom rules are shared with all, for example, putting hands up for contributions to discussions. Children listen well and understand set routines. They are taught the difference between right and wrong and are guided to behave sensibly at all times. Children show consideration and respect for property and each other. Emotional development is carefully considered and the teacher finds ways to include the practice of talking about feelings. Children enjoy sharing their work with any available adult and react well to praise. Most children participate enthusiastically in teacher-led and self-initiated activities. They are skilfully managed and purposefully occupied. Staff effectively handle minor disputes. Children's play and responses are supported and extended sensitively.

Communication, Language and literacy

68. A significant number of children are at an early stage in language development and only a small minority are expected to reach 'early learning goals' by the end of the year. While some children willingly talk about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Both teacher and support staff show that they value children's efforts at communicating. Children are constantly encouraged to talk about their experiences and develop new vocabulary during discussions and other occasions such as milk and fruit time. The adults use talk to good effect and are good active listeners. Some older children are gaining satisfactory control in developing early writing skills. They can draw and paint with increasing control. Some children have begun to write their own names unaided. Good progress is made when adults work in small groups or in one to one situations to give children individual attention. The introduction of the literacy strategy is making a significant impact. In one lesson, the teacher effectively used the big book story of 'Handa's Surprise' supporting children in making up own shopping lists of fruits they like. Most children in this lesson showed satisfactory gains in their vocabulary and identification of different items of fruit. Children are learning to enjoy stories by choosing their own books, but there is insufficient emphasis on building a sight vocabulary through repetitive texts. Most children are at an early stage of telling the story but not recognising any words. The imaginative role-play activities such as the suitably set up 'fruit shop', helps children initiate own free-play. When supported by the teacher assistant opportunities for children to be guided in their role-play to develop the related language and new vocabulary are good. However, at times these opportunities are missed.

Mathematical development

69. Children's progress is satisfactory and a significant number are on course to successfully meet the 'early learning goals' in mathematics. However, most children are not expected to attain all of these goals by the time they leave the reception class. A few children count reliably to ten and learn to sequence the numbers one to five. Many others find one to one counting quite difficult. Higher attaining children confidently match, sort and count everyday objects. In the whole class sessions, teaching effectively supports counting up to ten and the correct order of numbers. Although some children are able to count to ten or beyond, and are beginning to understand 'one less' or 'one more than' the given number.
70. The teaching in this area is satisfactory with some good features. Good use is made of number songs such as 'five current buns' or 'five little ducks' to practise sequence of numbers. The teacher has appropriate expectations and plans well to extend or challenge children in mathematical development, for example, higher attaining children were observed labelling sets of fruit accurately. However, they do not yet write numerals unaided or solve problems involving addition. Adult involvement in children's activities is effective overall. They ask good questions to support and extend understanding.

Knowledge and understanding of the world

71. Most children enter the reception class with limited general knowledge and only a small minority are expected to reach the 'early learning goals' by the end of the year. They do, however, receive good opportunities to explore and investigate resulting in valuable learning about the world. For example, children successfully investigated different fruit and were encouraged to smell, look, touch and taste an avocado and a mango. They described their thoughts and findings to each

other as they worked co-operatively in small groups. They investigate properties of malleable materials such as play-dough and develop their building skills making models out of reclaimed materials. The range of these activities is limited and children would benefit from more opportunities to explore and discuss how things work. Children use paint and mix different colours with vigour and enjoyment, and are beginning to name basic colours correctly. Most children confidently name the main parts of the body. They demonstrate developing computer skills expected for their age. The majority of children show increasing control in the use of a mouse, to move items on the screen. Children are often taken on walks around the school and explore the immediate surroundings with great interest. They recently went on a 'listening walk' and drew wonderful pictures to represent the noises they heard demonstrating their increased understanding of their immediate world.

Physical development

72. Children are on course to meet most of the early learning goals in their physical development. The outdoor provision to enhance children's physical skills is rather limited with little space to roam, to cycle, drive wheeled vehicles and negotiate obstacles. The outdoor space needs further development to provide a more purposeful outdoor classroom with a greater range of interesting things to do. However, in the main school hall children do learn to be aware of space and develop co-ordination and control in movement. They move confidently and with increasing agility and control.
73. Teaching is satisfactory overall with the reception teacher having a sensitive awareness of children's safety. The class regularly attend gymnastic and movement lessons. In one such lesson, the teacher effectively supported children's ball skills. However, the pace in the lesson faltered as too long was spent in the hall and the children became restless and tired. In lessons, most children can follow simple instructions with ease, and are beginning to be able to understand more complex and longer instructions. Children learn to use space well and know the routine of 'warming up' and 'cooling down' periods. In their use of construction toys, a significant number of pupils demonstrate reasonable hand-eye co-ordination. They are developing confidence in the use of different tools such as scissors and brushes, and joining materials such as glue and sticky-tape. Adults provide calm and sensitive support. They encourage children to dress independently, manage buckles and buttons, and put shoes on the correct feet. This all contributes to effective physical development.

Creative development

74. Most children are on course to meet the 'early learning goals' by the end of the foundation stage. The teacher provides good opportunities for creativity. Children are introduced to the use of a variety of percussion instruments. They have a repertoire of songs, which they sing enthusiastically, expressively and with enjoyment. Children experiment with paint and use their observations and imagination to create pleasing results. Some of their printing patterns show developing hand control in painting. Children confidently use different tools and materials to finish their artwork, for example, their collage of faces and fingerprints of own names. They are given opportunities to explore shape, colour and texture, and work with a range of materials such as textile, tissue paper and card. Children talk about these with interest and show obvious enjoyment in all creative work.

ENGLISH

75. By the age of eleven, pupils attain standards that are in line with the national average. Standards for the seven-year-olds are below average, and reading standards have been well below in recent years. The satisfactory standards reported in the previous report have been maintained well for eleven year-olds although there has been no improvement in the attainment of seven-year-olds. The school has put into place some appropriate measures to improve standards further. Improvement in all aspects of English has been a major focus of the school in the last two years. Teachers have worked hard to address weaknesses in the subject. Use is made of initiatives such as the Early Literacy Support in Year 1 which has begun to have an impact. This extra support is

targeted, particularly to pupils identified as in need of more intensive help to boost their progress in the acquisition of basic skills in literacy. In lessons, pupils are organised in small groups where specific language skills are practised and reinforced. The recently introduced individual target setting in English is also used well by teachers to focus on what needs to be improved. However, the process of target setting is new and has not yet impacted on standards especially in the infants. The provision for pupils with special educational needs is well organised to ensure better identification and early embarkment on well structured literacy programmes with realistic short-term targets. Most teachers are skilful in planning and teaching the basic skills in English, and have appropriate expectations of all pupils. From a low starting point, pupils achieve well as a result, and make better than average progress over their time in school. The recent emphasis on improving infant reading and writing in the school's development plan is recognition that there is under-achievement in these areas. Pupils with special educational needs and those speaking English as an additional language achieve equally well and make satisfactory progress.

76. Speaking and listening skills are broadly average for infants and better in the juniors as pupils move through the school. Bearing in mind pupils' limited starting points, their progress in speaking and listening is satisfactory. Most pupils listen carefully to teachers and each other, follow instructions without fuss and contribute positively in discussions. In a few lessons, speaking skills are well promoted, but there are missed opportunities by most teachers to engage pupils in extended conversations. For younger pupils, small group work provides opportunities for adults to act as good language models and to encourage pupils to express themselves clearly. By the end of Year 6, most pupils are confident and articulate. When given opportunities through well-planned activities in all subjects, pupils use speaking skills effectively. In a lesson, Year 4 pupils were effectively encouraged to articulate their thinking, contribute to the writing of a play-script for 'Cinderella', and role-play it with confidence. Another teacher involved Year 6 pupils in a useful question, answer and discussion session to illustrate how to write a good argument. Most pupils know how to explain their opinions and ideas about stories in interesting ways. However, there are too few opportunities, especially for the higher attaining pupils, to speak at length and use a variety of expression and vocabulary. Pupils with English as an additional language make sound progress in speaking English. They interact confidently and make suitable contributions to class discussions.
77. In Year 2 there is suitable emphasis on the teaching and learning of letter sounds and blends although pupils over the last three years have attained standards in reading that are well below average for their age. Given low attainment on entry to school however, the situation noted in lessons indicates satisfactory progress is now being made. Most pupils make expected progress as a result of an effective combination of direct teaching of phonics and other help aimed at developing pupils' vocabulary. The higher attaining pupils read simple text fluently. Their reading is usually accurate and often expressive. They are eager to answer questions about the text and improve their understanding. In a good lesson, Year 1 pupils showed satisfactory grasp of basic reading skills when they joined in the class reading of 'Five Little Monkeys'. Most pupils mastered new words with reasonable confidence. They began to show preferences for certain types of books and most understood the key elements of stories.
78. Pupils in Year 6 are on course to attain average standards in reading. The books read by junior pupils are appropriate to their interest and level of attainment. The range of reading material is extended as the pupils move through the school, and more able readers choose books freely. Pupils read with increasing fluency and accuracy as they progress through the school. Most pupils talk about favourite authors with discernment, and are slowly developing a critical appreciation of books. While lower attaining pupils still interpret their reading literally, most average and higher attaining pupils show a growing understanding of more complex language. However, pupils do not easily identify the underlying meaning or appreciate the subtleties of humour. Pupils use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority are not fully developed, particularly in subjects such as history and geography. The school library provision is recently enhanced with new books, but not yet used consistently to develop information skills.
79. Reading at home is well established and has a positive effect on pupils' interest and attainment. The best models of guided reading sessions also help pupils' progress in reading. Teachers keep ongoing reading records, to identify weaknesses and target pupils' learning, but all teachers do

not consistently monitor to make checks on the match of book to ability. This can lead to pupils reading material that is inappropriate or lacks challenge.

80. Standards in writing are below average in the infants but improve as pupils go through school. In Years 3 - 6, the scope of writing is extended well and the majority of pupils make good progress. Younger pupils are regularly taught the skills of letter formation well as they begin to understand the sounds of particular letters. Year 2 pupils are further extended, and learn about letter combinations and common spelling patterns. The most capable seven-year-olds write neatly and present their work well. Pupils regularly practise handwriting in most classes but

handwriting and presentation of work remains poor. They do however, join up script and generally spell well. Most pupils have mastered these skills and are beginning to think about the overall structure of their writing, such as the setting, characters and plot, when writing stories.

81. Junior pupils write for a range of purposes including narrative, description, letters and instruction. Competence in spelling and punctuation is developing steadily. Pupils are aware of features of good quality poetry and use phrases such as, 'The trees were dancing in the wind'. By age eleven, pupils are introduced to the main features of specific genres, for example play-scripts and writing reports. Most pupils write neatly and develop their own personal style, but many do not consistently use joined-up script or present work neatly. Although a few are still striving to express themselves clearly in writing, most pupils are beginning to write fluently. However, opportunities to produce extended writing across other areas of the curriculum, for example when reading and writing about events of the past in history, or explaining and recording conclusions of a geographical or scientific investigation, are limited. The use of computers to draft or word process is currently developing. Where computers were used in lessons, some pupils were seen working with speed and accuracy.
82. Teaching of English is satisfactory overall with some good features especially in the upper junior classes. In the best lessons, teachers constantly challenge pupils through probing questions, and conduct lesson at a brisk pace. As a result pupils of all capabilities were actively engaged and put in a lot of effort into meeting the expectations set for the lesson. Infant and junior teachers have a sound understanding of how to teach reading and writing. They make sure pupils know what they are expected to learn and how this links with what they have covered previously.
83. The National Literacy Strategy has been incorporated into the scheme of work, and teachers implement it effectively. Lessons are well planned and organised, with a good mix of whole class, group and individual work. Teachers use suitable methods and strategies to develop good listening, and to improve concentration and the pace of working. They are skilful at managing behaviour and have good relationships with pupils, encouraging good manners and social skills. Teachers know their pupils well, set clear targets of work for individuals and groups of pupils. In the best examples, teachers make constructive comments and give suitable guidance when marking. However, the quality of some marking does not support improvement by evaluating what has been done well and what needs to be improved. Most pupils have good attitudes towards the subject, and these contribute well to their learning. In good lessons, pupils are attentive, eager to answer questions and join in class discussion, where they express themselves clearly.
84. The management of the subject is good. The co-ordinator has good expertise and awareness of the strengths and weaknesses in teaching and learning throughout the school. The procedures for tracking and recording pupils' progress are good. Resources are satisfactory for effective teaching.

MATHEMATICS

85. Since the previous inspection, attainment in mathematics by the end of Year 2 has been variable and remained below national standards. In 2002, however, attainment improved to be in line with the national average. Pupils' attainment by the end of Year 6 has been more consistent and for three of the past four years has been in line with the national standards. Standards by Year 6 are in line with the national average. A contributory factor in the standards attained over time, has

been the frequent change in headteacher and teaching staff. This has led to a lack of continuity and progression in the pupils' learning. The school is more stable now than at any time since the previous inspection and the learning environment for mathematics has greatly improved.

86. In the national tests of 2001 seventy-five per cent of the pupils in Year 2 attained the expected standard, against ninety per cent nationally, and only six per cent attained the higher level. The results were very low in comparison with the national average and with the average for schools with a similar intake. Girls performed better than boys in the tests, against the national trend, but this was not evident during the inspection week. The results of the 2002 national tests show a

very significant improvement upon the previous year. Eighty-six per cent of the pupils in Year 2 attained the national standard, including thirty per cent who attained the higher level. The 2002 results reverse the previously downward trend.

87. Classroom observations in the inspection week confirm the improvement seen in the national tests. Attainment in Year 2 is now marginally below the national standard although there is time to close the gap before the end of the year. Pupils make at least satisfactory progress and most achieve all that can be reasonably expected of them, given the below average attainment on entry to the school.

88. The picture by the end of Year 6 is brighter. In the national tests of 2001, sixty-eight per cent attained the expected standard, against seventy-one per cent nationally, including twenty-one per cent who attained the higher level. This result was not quite as good as the previous year and was below the national average and the average for similar schools. Over time, boys and girls perform equally. The results of the 2002 national tests show a significant improvement upon the previous year. Seventy-seven per cent of the pupils attained the national standard. Twenty-nine per cent attained the higher level. The 2002 results set the school on an upward path.

89. Classroom observations and a close look at the exercise books of pupils in Years 3-6, confirm the improvement noted in the tests. Attainment in Year 6 is in line with the national standard. Most pupils achieve well and make good progress, including pupils with special educational needs and English as an additional language. These pupils are given good quality support as they strive to achieve their personal targets.

90. Pupils in Year 2 make satisfactory progress in counting, ordering and adding numbers. Many pupils find subtraction more difficult to understand and have insufficient practice to establish this skill. Pupils know how to halve and double numbers to at least twenty. Pupils identify patterns in numbers and can name, for example, the next number in a sequence. Pupils put this knowledge to good use in a simple investigation about the properties of odd and even numbers. However calculation strategies generally require further development. Most pupils correctly recite, in unison, the multiplication tables for two, five and ten, but recall less well when asked individually. The instant recall of number facts requires further development. Pupils are beginning to understand place value and satisfactorily explain the difference between, for example, four and forty-one. Pupils apply their knowledge of number to telling the time on the quarter and half-hour. They are able to recognise coins and make up simple shopping bills. Pupils know the names of many 2D and 3D shapes and satisfactorily count corners, edges and faces. Most pupils understand the basic rules of measurement and estimate and measure the length of classroom objects in centimetres.

91. Pupils in Year 3 have significant difficulties to overcome in their understanding of number and its use in solving simple problems. They recognise pattern in numbers but if the numbers are too large, pupils fill in successive squares by rote rather than by true understanding. Insufficient time is given to class practice in the basic number bonds and their use in shape, measure and data collection. By Year 4 and 5, these difficulties have been largely overcome and progress quickens. Pupils learn to count up and down in units and in multiples of twenty-five and fifty. They learn to classify triangles as isosceles, scalene and equilateral. Most pupils understand reflective symmetry and identify symmetrical shapes in the classroom. Pupils confirm their knowledge by naming types of triangle from a description of their properties. Pupils in Year 6, using a computer program, estimate the size of acute, obtuse and reflex angles before using a virtual protractor to

measure the actual size with pinpoint accuracy. A scrutiny of Year 6 notebooks shows good coverage of metric measurement, co-ordinate geometry and the basic rules of probability. Pupils learn how to collect information and how to illustrate it on a bar chart and pictogram. By the end of Year 6, pupils are well prepared for the secondary school curriculum.

92. Most pupils competently use number skills in other subjects but there is no policy to ensure that this happens consistently throughout the school. In history, pupils use a timeline to date historical events and in geography, they use their knowledge of co-ordinates to read maps. Pupils use their number skills to prepare and conduct experiments in science and illustrate their results on bar charts and straight-line graphs. Pupils' skills in number and shape are effectively deployed in their use of computers, particularly in Year 6.
93. The quality of teaching throughout the school is satisfactory and broadly similar to that of the previous inspection. Teaching is good in half the lessons seen; it is satisfactory in the remainder. In all lessons, pupils are managed well. They are expected to work hard and behave well. Largely, they do not disappoint, although occasionally noise levels are too high and detract from the quality of learning. In the best lessons, teaching is clear, precise and sequential, offering the pupils a positive environment for learning. Mental and oral work is brisk and demanding. Lesson objectives are carefully shared with the pupils so that they know what they have to do. All teachers make good use of questions to confirm learning and to find out what pupils do not know.
94. Teachers plan satisfactorily and in line with the National Numeracy Strategy although the group work set is not always matched closely enough to individual need and some higher attaining pupils are insufficiently challenged. Sometimes, pupils repeat work in which they are already competent. Relationships are good and based upon mutual respect. Teachers listen to what pupils say and this involves them in their own learning. Teaching assistants give valuable support to pupils with special educational needs and English as an additional language and help them achieve personal targets. A good range of equipment is well used to support learning. The lessons in the computer room enhance the rate of progress, although there is too little use of the computer in everyday lessons to support and develop skills in number, shape and data collection.
95. The headteacher and the newly appointed subject co-ordinator jointly manage the subject. Systems for the assessment of individual progress are already in place and will help the school to work towards its ambitious targets for pupil performance in the national tests at the end of Year 2 and Year 6. The school is planning to implement individual pupil targets by the spring term of 2003. The development plan for mathematics includes provision for a more consistent approach to the setting out of mathematical calculations that will help ensure clarity in learning and more secure progress across the mathematics curriculum.

SCIENCE

96. National Curriculum test results for 2001 showed pupils in Year 6 reached standards below the national average. When the results were compared with similar schools, standards were also below average. These results do however, represent a small improvement over the previous two years. In the 2002 tests there was a marked improvement with Year 6 results being above average compared to all schools nationally and well above average when compared to similar schools. Given the attainment of this group when they took the Year 2 National Curriculum tests in 1998 this represents very good progress in science in the juniors. Evidence from the inspection indicates pupils currently in Year 6 are attaining standards that are well above average. This is a good improvement since the previous inspection when standards were average.
97. From lessons seen and a survey of pupils' books and folders standards by Year 2 are average and progress in the infants is satisfactory. There is a clear difference between inspection findings and teacher assessment results for 2002. Teacher assessments in the last year suggest that performance in science was well below the national average for all pupils including the highest attainers particularly in respect of materials and their properties. Higher attainers have well above knowledge and understanding of physical processes. However, pupils throughout the school including those who have special educational needs and those learning English as an additional language were seen to make satisfactory progress. Higher attaining pupils find investigative work

suitably challenging, recording their findings well and in the way they are expected to show deeper insights. There is a need for the school to moderate science teacher assessment more carefully to ensure that they are accurate.

98. In the juniors pupils extend thinking about healthy diet and can distinguish between food types that are junk food, those that help us grow and those that are healthy foods. Emphasis is given to health and sex education in the older classes. Year 5 pupils understand that substances including drugs, alcohol and medicines can have harmful affects and how smoking can affect the body. A demonstration using smoking simulation apparatus provided a powerful illustration of this and subsequent discussion allowed pupils to consider the issues without undue pressure from the teacher. Year 6 pupils have very good knowledge of science concepts and are patient and persistent in their experiments and investigations. They co-operate well when separating solids and liquids using previous knowledge of magnetism, evaporation and filtering skilfully. Pupils understand interdependence and adaptation and can describe how plants make and disperse seeds and how they make food. They know about microorganisms that are helpful or harmful and can describe similarities and differences in different contexts. Pupils with special educational needs and those learning English as an additional language make especially good progress and are well supported by learning support assistants who discuss and prompt sensitively.
99. A practical approach to learning ensures all pupils make secure progress in developing their knowledge and understanding of the subject. They record their work neatly in well cared for books and folders where it is systematically filed in date order. Teachers mark work thoroughly and provide helpful diagnostic feedback often indicating next steps in learning. This practical approach is largely responsible for pupils' abilities to explain basic features of fair testing and skill in selecting apparatus, which they use with care and precision.
100. The quality of teaching and learning is good in all classes but often very good in junior classes where pupils make more consistent gains in their learning. The most consistent strength is the way in which teachers manage pupils. As a result, pupils work hard for their teachers and show them respect. Teachers who are most effective organise their lessons well by using a range of different teaching styles to vary the lesson. They expect pupils to work hard and try their best so they make the work challenging and interesting. A lesson observed in the Year 2 class demonstrated this well. The lesson had been very well prepared by the teacher in getting pupils to brainstorm questions they would ask a mother about her baby. The class listened intently as the mother, with baby upon her lap, explained the intricacies and care required. Pupils showed patience and understanding and subsequently recorded their findings in different ways on writing frames according to their level of writing ability. Pupils were very quiet and well behaved throughout the baby's visit and showed remarkable kindness and thoughtfulness for their age. The teacher had high expectations about what the pupils could achieve, and her own confidence and understanding about growth and health stimulated pupils' discussion. The work was interesting and challenging and pupils had to concentrate, therefore, and make more effort to contain their obvious excitement. Where teaching is very good, a high degree of emphasis is placed upon developing pupils' knowledge and use of specific scientific vocabulary. Features of other very good teaching include effective ways in which teachers enable pupils to assess the quality and extent of their own learning. This increases their self-confidence and generates a positive attitude to learning and an enthusiasm for learning more in their next lesson.
101. The procedures for assessing pupils' work and the use teachers make of the information are good. Half-termly assessment sheets are used across the school and these are held by both the science co-ordinator and in assessment files for pupils. In this way teachers can ascribe levels to every pupil based on secure information while also identifying and targeting low and under-achieving pupils in science. End-of-unit tests are also used in junior classes at the conclusion of a topic to build up the profile of assessment information that contributes effectively to future learning. In addition extensive analysis of national test results by the co-ordinator highlights strengths and weaknesses in pupils' answers. This is regularly fed back to staff and through careful monitoring of future plans makes a valuable contribution to teaching, helping to focus on the relevant knowledge, skills and understanding.
102. The curriculum for science is broad and well balanced covering all the programmes of study. There is good emphasis on investigation and experimentation. The good work on health involving

sex and drug awareness units, together with well-chosen opportunities to discuss issues and reflect on them, mean science makes a good contribution to pupils' spiritual, moral and social development. Resources for science are good being well stored and readily accessible. Science planning is very well monitored resulting in valuable advice and support for new or less confident staff. The co-ordinator is an exemplar of practice in the excellent way she has had led and managed the subject, analysed results and generated a useful three-year action plan to achieve her vision of how the subject will develop.

ART AND DESIGN

103. The standards in art and design are maintained since the previous inspection. Both seven and eleven-year-olds achieve average standards. This judgement is based on three lessons, the analysis of work and the displays around the school, as well as talking to pupils and members of staff. Most pupils including those with special educational needs show satisfactory progress in the basic skills of collage, drawing and painting. The art and design curriculum is well organised and the skills in art are taught progressively across the year groups. There are sufficient resources of range and quality and the allocation of time to the subject is appropriate. There has been a particular focus in improving the quality of artwork displays across the school. Some of the work, such as the drawings of designs inspired by William Morris's work by Year 5 pupils and well-finished and attractive pictures of 'Greek pots' by Year 6 pupils, is of a good quality. However, there is a lack of three-dimensional work using a range of modelling materials such as wood, clay or plaster and applying different approaches to art throughout the school. As a result, pupils' skills and knowledge of shape, texture and form are not fully developed.
104. Most pupils are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their drawings and paintings. Year 2 pupils use a range of materials and techniques to explore ideas. This was observed in a lesson where pupils used viewfinders to develop their pictures and expanded a small picture through good use of imagination and close observations. Year 6 pupils successfully experimented in producing landscape. They compared and contrasted landscape paintings by a variety of artists. In a lesson on landscapes, most showed developing understanding of 'a vanishing point' and 'horizon'. Some good examples of 'still life' observational drawings exploring techniques of shading to represent effect of light on objects form part of the school portfolio. Most pupils demonstrate satisfactory powers of observation, accuracy of detail, shape and size in drawing and colouring with different mediums such as pastels, charcoal and chalk, pencil colours and felt-tips. Pupils are sufficiently encouraged to evaluate and make improvements to further develop own work. The use of sketchbooks to record their work of observational drawings or experiment with line and tone is being developed. There is insufficient emphasis on developing computer-aided art and design across the school.
105. The quality of teaching is satisfactory overall. In a lesson observed, the art co-ordinator, taking a Year 2 lesson showed good subject knowledge and prepared effectively. The lesson provided suitable challenge to develop pupils' art skills and ability to explore with imagination the shape and form in art. Pupils' attitudes to learning are good. In the lessons observed, most pupils show enjoyment, application and involvement. They listen intently, follow instructions well, and are considerate towards others. Pupils are enthusiastic about artwork and sustain concentration. They show pride in their efforts and react well to praise.
106. Art is suitably linked to other subjects, such as science, history and geography. The co-ordinator is very enthusiastic and has a clear idea of strengths and weaknesses in the subject. She effectively shares her own expertise with colleagues. The assessment procedures to track pupils' progress in art are not in place yet.

DESIGN AND TECHNOLOGY

107. No lessons in design and technology were planned during the inspection and there was only a very limited selection of work to see. The subject is planned in half termly blocks using national

material without adaptation or annotation and this resulted in pupils having difficulty recalling recent design and technology experiences. The national scheme of work covers all elements of the National Curriculum and the school therefore meets statutory requirements although progression in knowledge, understanding and skills is insufficiently guaranteed by the current approach to the subject.

108. Displays in Year 2 showing puppets made using a design diary indicate that appropriate design and evaluation feature in the curriculum. Older pupils brought in wooden stringed instruments that had been manufactured as part of technology in the previous year although these were created at home and it was clear from the quality that pupils had received considerable parental support. The headteacher led an assembly where pupils contributed ingredients to a 'friendship cake' and were involved in the planning and making process. The school cook completed the baking and the cake was displayed together with words of friendship offered by pupils of all ages. This made a very good contribution to pupils' social and moral development.
109. Overall standards in design and technology are satisfactory and have been maintained at the level found in the previous inspection. The subject is co-ordinated by a teacher who has recently taken on the role and has yet to impact upon any aspect of design and technology provision.

GEOGRAPHY AND HISTORY

110. Due to the arrangement of the school's timetable, only one lesson was observed in history. Geography lessons were observed in two classes only. The additional evidence for judgement on standards for both subjects is gathered from the analysis of pupils' recorded work, teachers' planning and discussions with staff and pupils about their work. In both history and geography, the standards reached are broadly as expected for seven year-olds and below the expected levels for eleven year-olds. The satisfactory standards reported previously have not been maintained for pupils by the time they leave school at age eleven. Pupils, including those with special educational needs, and the few speaking English as an additional language make satisfactory progress in the infant classes, but their progress, along with all pupils, slows down as they move through the school. Pupils in the junior classes, do not study topics in sufficient depth, and consequently their knowledge and understanding is limited in both history and geography.
111. The school has currently adopted the national guidance in the subject, but not yet adapted it to the needs of pupils across the school. There is a long-term overview of topics to guide teachers' planning, but the skills in both subjects are not taught systematically nor for the recommended amount of time. The examination of pupils' work and discussions with pupils indicate that in both history and geography pupils have not covered the curriculum in required depth. This is reflected in the work seen in pupils' books, which is sparse and of uneven quality showing little depth of knowledge and understanding. This is mainly because insufficient time is spent teaching and learning history and geography. The school has successfully concentrated its attention more recently on raising standards in the core subjects of English, mathematics and science. However, few opportunities to expand pupils' literacy and numeracy skills through the deeper study of subjects like history and geography have as yet been planned. This approach has resulted in weaknesses in pupils' geographical and historical knowledge and skills particularly in the junior years. Valuable opportunities to extend pupils' thinking, for example, through evaluating historical evidence and to develop pupils' writing through subjects other than English have been missed.
112. Evidence from the lessons and the scrutiny of teachers' planning shows that teachers are now beginning to cover the required aspects of history and geography much more thoroughly. Planning based on national advice is clearly beginning to show the ground that is to be covered in both subjects. However, the order in which knowledge and skills are to be taught has not yet been finalised as the school is considering how to formulate its own schemes of work in both subjects. Also, the organisation of the available teaching time, that is the length of some lessons, need to be revised for the effective delivery of the curriculum.
113. In geography, pupils in Year 2 are beginning to develop some understanding of the seashores in the wider world. The teacher in a lesson made good use of secondary sources of information to prepare pupils to highlight attractive and unattractive features and prepare a brochure of the chosen seaside resort. Most pupils know where they live and many successfully identify human and physical features such as parks with flowers and trees. They have acquired adequate

knowledge of places beyond their own locality through the study of 'Southport'. The seven-year-olds have limited experience of map-work and preparing simple plans. The visits to local places of interest contribute well to learning. Year 6 pupils make a residential visit to 'Sayers Croft', where they learn about the life of a river, growth and vegetation. Most pupils have adequate knowledge and understanding of the use of keys and symbols when using atlases and maps. Their knowledge of human and physical features of the local area and understanding of places closer to home and further afield is very limited. The discussion with pupils revealed very little knowledge of for example, the countries of the British Isles or the oceans or continents of the world, or how places change over time. This indicates that the topics are not studied in sufficient depth and there is a lack of reinforcement of geographical facts.

114. In history the younger pupils learn about old and new toys. Year 2 pupils learn about past events through their study of famous people such as, 'Florence Nightingale'. Pupils confidently use terms such as 'past' and 'present' and make comparisons of hospitals then and now. The analysis of pupils' past work shows an over emphasis on the use of photocopied worksheets that do not give pupils sufficient opportunity to devise their own ways of recording what they have learnt. This means that pupils of different ability in the same class often do the same work.
115. Year 6 pupils have some knowledge of historical periods, such as the Tudors and the Victorians. They are currently studying Ancient Greece and making suitable attempts at forming questions for enquiry. Pupils find it hard to make sufficient connections between different periods studied. They know the importance of evidence in learning about past societies, however, their knowledge and understanding of the interpretation of history is not well developed. On successful 'Roman Days' organised by the school, pupils had the opportunity to dress in Romans clothes and could recall important facts learnt about different garments worn by soldiers and civilians. They visit Victorian museums as part of the study of a Victorian Classroom. Their access to a range of sources of historical information is somewhat limited. In one lesson observed in Year 6 pupils were suitably supported in their learning about 'democracy' in Ancient Greece. The teacher in this lesson skilfully engaged pupils in justifying where they would prefer to live.
116. Pupils' show interest in history and geography being keen to share their knowledge and opinions. They listen attentively to their teachers and do their best to complete tasks, and work co-operatively in pairs and groups, giving suggestions and making amendments sensitively.
117. In the lessons observed pupils worked at a suitable pace, and reacted well to praise and encouragement by the teacher. The teacher used appropriate methods and effective questioning. Teacher's expectations of pupils are generally appropriate and planning takes account of clear objectives for learning. The assessment to inform planning in the subjects is under-developed. The headteacher provides sound co-ordination in history and has a clear view about what now needs to be done to improve the profile of the subject. The geography co-ordinator similarly provides satisfactory leadership and has clear plans to implement the curriculum for geography more fully and to achieve better depth and range. Resources for both subjects are generally sufficient and well organised for effective delivery of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. By the end of Year 2, standards are in line with national expectations and pupils, including those with English as an additional language and those with special educational needs, make satisfactory progress. This is also the picture in Year 6 although a legacy of unsatisfactory provision since the previous inspection has left gaps in the oldest pupils' information and communication technology (ICT) experience. There is evidence that recent improvements have greatly increased the rate of progress that all pupils are making in ICT. Only two ICT lessons were observed during the inspection, but other subjects such as English, mathematics and history made effective use of the ICT suite. There was little evidence during the inspection of computer use to support learning in classrooms. Further evidence from extensive portfolios of pupils' work in individual pupil computer files and discussions with pupils indicates that standards are rising fast. Pupils are now gaining access to a rich and broad spectrum of learning provided by the recently adopted comprehensive scheme of work. The newly created information and communication technology suite is having a positive impact on standards, particularly in Year 5, where the quality

of work seen indicates that pupils of all abilities make very good progress in many aspects of their learning in the subject. The school has made good progress since the previous inspection in raising standards and in ensuring that pupils have access to a wide range of equipment to support them in their learning.

119. There has been much recent development in resourcing the subject and this is having a positive impact upon standards. The school has 25 good quality computers giving the school a ratio of one computer to 7.4 pupils compared to the national average of one computer to 9.7 pupils. A computer suite and machines in Years 4-6 and the library are networked. The networked machines are connected to the Internet and two printers. Together with scanners, a digital camera and an interactive whiteboard this means that the school is now well resourced with up-to-date equipment. The linking of classroom and suite computers enables pupils to continue the work they may have started in the suite. This has yet, however, to be extended to all classrooms. Staff are quickly gaining in confidence in using the new range of equipment as a result of the well-targeted support and guidance given by the co-ordinator. Staff proficiency in ICT has improved greatly and the staff completed New Opportunities Fund training in two terms. The local authority adviser used files produced by staff in undertaking this training as examples of good practice to demonstrate to other schools as they embark upon training.

120. Each class has a regular timetabled slot in the suite. Pupils are very eager to use the new equipment and put this to good use often in interesting and varied ways. For example, Year 5 pupils understand that 'paint' software packages have limitations when they are required to create, combine and manipulate objects using two different packages. Effective teaching helps them to quickly establish these limitations and select appropriately.
121. By the end of Year 2, pupils have a satisfactory understanding of how to use a range of simple programs. They identify the main components of a computer system and use the mouse satisfactorily. Good opportunities are provided in graphics teaching for pupils to develop knowledge and skills for example using a spray tool. In one lesson they all successfully applied new learning and could 'scatter', 'spray' and 'chalk' using colour effectively. Year 1 pupils in making labels for everyday classroom use begin to discover through effective teaching how to change font style, colour and size.
122. In Years 3-6, work analysis and discussions with pupils indicates that they can measure and record pulse rates using a spreadsheet, create a personal profile using a word processing package, design and colour applying ICT skills in art lessons, and learn about parts of speech in literacy. By the end of Year 6, pupils have a good knowledge and understanding of how computer software can be used to support their learning. They have a satisfactory understanding of the Internet and understand what a 'search engine' means. They have yet to benefit from having their own e-mail address, although some have a good awareness of how messages can be communicated electronically around the world. Pupils are confident in using a word-processor to record their work, create stories or write letters. Further development is required in offering opportunities to use a range of sensor and modelling equipment and in understanding how electronic devices are used to monitor and track external events.
123. Assessment procedures are insufficiently developed and this makes it difficult for teachers to get a clear idea of pupils' attainment and progress in order to plan subsequent teaching that would build on what the pupils already know. As the new scheme of work is implemented this area will require further development. Systematic procedures are in place to monitor and evaluate the impact of teaching in order to improve the quality of pupils' learning.
124. There have been considerable improvements since the previous inspection when attainment and progress were unsatisfactory and there was inadequate coverage of the ICT curriculum. Pupils now have planned opportunities to cover the full range of computing skills including communicating, handling information, graphics, modelling and control. Units taught in Years 2-6 develop pupils' understanding of databases, whilst spreadsheets are taught in Years 5-6 using 'Excel'. Control is taught through 'Roamers' in Year 2 and simulation software in Years 3-5. The previous report identified teacher confidence and knowledge as limiting factors in the range of programs used by pupils. Very good support and training mainly by the ICT co-ordinator has addressed teacher expertise deficiency well. Overall the quality of teaching in ICT is good.

MUSIC

125. By the end of Year 2 and by the end of Year 6, pupils' attainment in music is in line with that expected nationally. Pupils make satisfactory progress in all elements of the music curriculum. Pupils' achievement, related to age and prior learning, is satisfactory but often good in performance music.
126. In all year groups, performance is the strongest element of the music curriculum. In the classroom and in assembly, pupils sing well and in tune. They also enjoy singing, particularly action songs, although the recorded accompaniment used in assembly does not encourage free expression and imagination. Pupils have the opportunity to learn to play instruments, including the recorder and the flute and are well taught by visiting teachers. The school engages a support music teacher for one afternoon a week, who teaches the recorder group and the school choir and prepares them for public performance.
127. Pupils in Year 1 use body sounds such as whistling, tongue clicking and foot tapping to build a group composition. These very young pupils respond with enormous enthusiasm to the challenge

of making music and begin to understand the elements of composition. They also learn to listen to each other and to appreciate the benefits of teamwork. The body sounds produced to simulate the pitter-patter of tiny raindrops is a symphony in its own right. Pupils also begin to evaluate each other's work and make generous comments, spontaneously applauding that which they think is good. The lesson plan for Year 2 shows the pupils moving on to talk about pitch and to listen to music such as Rhapsody In Blue, to examine the effect of a *glissando*.

128. Pupils in Year 3 chant rhythmic patterns and discuss the difference between them. Pupils sang to a taped accompaniment of a song that linked music to history, in that it told the story of an invasion of a small village. Pupils responded well to the spirit of the music and several noted the *ostinato* playing in the percussion section. Pupils divide successfully into two groups to play the parts of the villagers and the invaders. The taped accompaniment limits the pupils' responses and allows little room for pupil innovation. Pupils in Year 4 ambitiously tackled the pentatonic scale and one pupil demonstrated her understanding by playing it on the glockenspiel. An *ostinato* and a *drone* were added during the group performance that included all pupils, the teacher and the teacher's assistant. Pupils gain a good insight into making music and enhance their understanding of how to play together. Year 6 does not have a music lesson in the Autumn Term because of the time required to visit the local swimming pool. In subsequent terms, Year 6 pupils enjoy extra music lessons and by the end of Year 6 pupils are expected to compose a short percussion piece and write it down on a simple score.
129. The quality of teaching in the lessons observed is satisfactory and all lessons have good features. Pupils are well managed. The balance between creativity and control is just right, allowing pupils to experiment with sound and to discover patterns in music. Teachers are not equally confident in their subject knowledge but lessons are satisfactorily prepared and good practice is shared. Teachers are enthusiastic about music and this, in turn, promotes a good response from the pupils. Pupils do very little writing in music and have no record of the work they have done. Although teachers are well aware what pupils know, understand and can do, there is no formal record of their progress or achievement.
130. Music has not been formally co-ordinated during the past year although there are plans to rectify this early in 2003. Teachers have worked from an established scheme, but some continuity and progression in music education has been lost. The scheme is not adapted to suit the specific needs of the school. However, a wide range of extra-curricular activities complement the work done in the classroom. The school produces regular concerts, very well supported by parents, which give all pupils a chance to perform in public. This enhances their musical skills and enjoyment. The school recently enjoyed a Festival of Arts week in which music played a prominent and successful part. The school has a good collection of percussion instruments including steel pans that await their debut. Music is valued by teachers, parents and pupils as a performance art.

PHYSICAL EDUCATION

131. Physical Education has a firm place in the curriculum and is supported by a good range of after-school activities. Pupils' attainment by the end of Year 2 is in line with national expectations. Pupils achieve appropriately for their age and make at least satisfactory progress in all aspects of physical education.
132. It was not possible during the inspection to observe any classes in Years 3-6, so judgements are made on the basis of teachers' planning, conversations with pupils and looking at available records of pupils' progress. Although teachers are aware of what pupils know, understand and can do, there are no formal assessment records, except those retained at the local pool where pupils learn to swim. These records indicate that pupils make good progress in swimming and most are able to swim twenty-five metres by the end of Year 6. Many pupils learn the basic life-saving skills.
133. In conversation with Year 6 pupils, it is clear that they enjoy physical education and that they appreciate opportunities to take part in competitive sport. The school football team was victorious during the inspection week. The overall judgement is that attainment by the end of Year 6 is in

line with national expectations and that many pupils achieve well and most make good progress. In the infants pupils with special educational needs and English as an additional language took a full part in lessons seen.

134. Pupils in Year 1, after a warm up where they played musical statues, expressed ideas and shared feelings through imaginative dance routines of their own making. They showed good control in linking actions together. They take notice of what other pupils did and learnt from each other. Pupils began to see that different emotions such as anger, sadness and joy can be expressed in dance. Pupils in Year 2 continued with the dance theme and explored the movement of body parts, such as fingers wrists and elbows. They linked their dancing with a class reader, *Funny Bones*, and performed a simple dance routine to show how skeletons limber up for action. Pupils talked about what others had done and made simple judgements. Pupils recognised and described the changes that happen to their bodies during exercise. They experienced breathlessness and an increased heart rate and learnt the benefits of exercise.
135. In the two lessons observed, teaching was good. It was well planned and imaginative and gave the pupils a good opportunity to show what they could do in a creative environment. Teachers have good expectations of work and behaviour. Pupils know what they have to do and respond well. Relationships are good, relaxed and friendly.
136. There is no co-ordinator for physical education. Teachers take lessons directly from a scheme that allows for satisfactory progression and continuity throughout the school. The scheme is not adapted specifically to the school's needs but this does not limit progress as in some other subjects because of the systematic way lessons are planned. Classroom lessons are well supported by after-school activities and by competitive sport. The school joins with the local Sports Partnership to provide lessons in hockey. There are school clubs in athletics, football, netball and cross-country running. The school competes in the District Sports and in the Swimming Gala. The football team recently won the Small Schools' Cup. Year 6 enjoy a residential week at an Activity Centre where they take part in a range of outdoor, adventurous pursuits. Resources are good and well used. The outside area is extensive and provides a very good environment for games play. The PE programme makes a good contribution to pupils' personal development.

RELIGIOUS EDUCATION

137. By the end of Year 2 and the end of Year 6, pupils' attainment in religious education (RE) meets the requirements of the locally agreed syllabus. Satisfactory standards have been maintained since the previous inspection. Pupils are taught RE from a multi-faith perspective. This helps them to understand the customs, symbols and practices of world religions and the effect they have on people's lives. The curriculum is broad and balanced and contributes well to pupils' personal development.
138. Pupils, including those with special needs and English as an additional language, make sound progress throughout the school. For the majority, knowledge and understanding grow steadily and pupils achieve all that could be reasonably expected of them. Assembly themes and circle time contribute significantly to the quality of teaching and enhance the spiritual dimension of learning. In circle time, pupils discuss their own concerns and can see that these often relate to stories from holy books. There are good displays around the school that make religion interesting and accessible. For example, there are illustrations of a Hindu and a Buddhist shrine and a poster display of Islam and Christian baptism.
139. Pupils in Year 2 find out how Hindus celebrate Divali and begin to understand the importance of the festival of light. In one lesson they watched a computer presentation and learnt about Hindu gods. Pupils also learn the significance of light in other religions. Previously, pupils had enacted the ceremony and in the next lesson pupils will make Divali cards. Pupils' knowledge is reinforced by a display of Hindu clothing in the assembly hall. The whole school celebrates Divali and this enables comparisons to be made with other celebrations such as the Chinese New Year and Christmas.
140. Year 5 read the parable of the Prodigal Son and debated the actions of the principal characters. A thoughtful discussion ensued about actions and consequences and it became apparent that the story could have had several different endings. Pupils were confident enough to relate their own experiences and to put them into the context of the Bible story. Pupils in Year 6 studied an

illustration of a Mosque and learnt about the use of each area. Pupils have a satisfactory recall

of the key words from Islam and are beginning to understand, for example, the rituals of prayer. Pupils are aware that the Mosque is a special place for Muslims and spend a few moments, eyes closed, recalling places that are special to them.

141. The quality of teaching is never less than satisfactory and it has several good features. Teachers create an environment where pupils are confident enough to express their own views and to ask questions. In one lesson, good use was made of the Internet to present images of Hinduism, which made a strong impact upon the pupils. Teachers have good expectations of work and behaviour and pupils clearly understand what they have to do. There are no formal procedures for assessment although on a daily basis teachers are aware of what pupils know, understand and can do and plan lessons satisfactorily on this basis. Although it was not seen on this inspection, teachers have plans to make use of the artefacts of the world religions to support teaching and learning.
142. Overall, the provision for religious education is good. Pupils visit places of worship in the local area to find out about the ceremonies of baptism and marriage, for example. Parents representing various religions visit the school and give pupils first hand knowledge of customs and practices. Resources are good and generally well used. The school's first priority in future development is to ensure that teaching and learning are monitored so that good practice may be shared.